Colours are often used in games to identify players and teams; painting and colouring activities also provide many opportunities to practise the names of the colours in French as part of everyday classroom life.

In part A, pupils will see French children playing indoor and outdoor games. They will overhear several authentic phrases, typically spoken as part of the process of playing the games.

The idea is that pupils should be able to follow the “gist” of what is happening, without the need for literal translation.

We have included most of these key phrases in the “Extra words and phrases” box at the end of part A.

**Part A: Introducing the colours**

**Planning your lessons**

Allow plenty of time to exploit the potential of this topic, including games to play and possible art projects. Pupils can progress from learning to identify and say the colours in French, through responding correctly when they hear about colours, to understanding when they read the written words.

When you start playing the suggested games, you could also introduce some of the phrases they have heard the French children use in the films.

As there are a lot of colours to learn, we have divided the film, so part A1 focuses first on a smaller list – the primary colours and black and white.

**Activities**

Warm up……

Ask pupils to think of situations when they refer to colours in their own language, e.g. does your school name teams by colour?
5. Les couleurs

Watch film 10 A1: first 6 colours

The opening sequence shows each colour as it appears in a child’s paintbox:
Quelle couleur?
Bleu, blanc, rouge, noir, jaune, vert.

“Paintbox colours” - from Film 10 A1.

Colours of flags
We see flags on the Town Hall at Saint Omer:
France: bleu, blanc, rouge.
European Union: bleu, jaune.

Children playing pétanque. N.B. We include a helpful translation, but do use this sequence for “gisting”- encourage pupils to follow what is happening from the context and other clues.

Zélie: “Moi, je prends les rouges.”  - from Film 10.
Zélie: “Moi, je prends les rouges.”
(I’m having the red ones.)
Justine: “Moi, les verts.”
(I’m having the green ones.)
Claire: “Moi, les bleus.”
(I’m having the blue ones.)
Jérémie: “Non, les bleus sont à moi!”
(No, the blue ones are mine!)
Zélie: “C’est moi qui commence.”
(LIT: It is me who starts [I’m going to start])
Jérémie: “Non, c’est moi!”
(LIT: No, it is me! [I am!])

The colours of the different boules for pétanque are identified: noir, rouge, bleu, jaune, vert.

Get used to the sounds

Echoing: Select First six colours’ on the e-flashcards; - initially with sound ON and text OFF.
Show each picture and pupils echo the words, e.g. “vert”.

Display the text; pupils echo the phrase again. Pay particular attention to the key sounds.

Respond with understanding

Give each pupil a flashcard representing a colour. When you call out “rouge”, for example, all the pupils with red cards hold them up for everyone else to see, and so on.

Play “jump to the colour”
Divide the class into two teams. Each team has the same number of coloured cards.

When you call out the name of a colour, the pupils holding that particular card try to be the first to jump up and call out the name of the colour.
5. Les couleurs

Jean-Baptiste: “C'est à moi après. C'est à moi.”

(LIT: It's to me next. It's to me.

[It's my turn])

Claire:  “À toi ...”

(to you... [it's your turn])

Jean-Baptiste: “Bleu - c'est ma couleur.”

(Blue - that's my colour.)

The die is thrown again - “jaune ...”

Film 5 A2: Justine throws the die, and moves the pink snail.

Justine: “Rose ... j'avance.”

(Pink ... I'm moving forwards.)

The die is thrown again - “...bleu ...”

Jean-Baptiste: “C'est à moi! Voilà! C'est ma couleur!”

(It's my turn! There! It's my colour!)

KEY SOUNDS

Listen and enjoy copying these typical sounds: where have you heard them before?

\[\text{as in } \textit{marron}\]

Heard before in: \textit{non, bonjour}

\[\text{as in } \textit{blanc, orange}\]

Heard before in: \textit{comment}

\[\text{as in } \textit{jaune, rouge, orange}\]

Heard before in: \textit{bonjour ...}

\[\text{as in } \textit{gris violet}\]

Heard before in: \textit{merci}

\[\text{as in } \textit{couleur}\]

Heard before in: \textit{soeur}

\[\text{as in } \textit{blanc, vert, gris, violet}\]

Heard before in: \textit{salut}

Flashcards CD 10

- Play “run to the colour”

You need plenty of space to play this game. When you call out “jaune”, for example, pupils run to touch something yellow, and so on. If the environment you are working in is not very colourful, you could attach coloured flashcards to different parts of the room.

Watch film 10 A2: 5 more colours

Film A2 introduces five more colours:

More paintbox colours:

orange, rose, gris, marron, violet.

Children cutting coloured paper

orange, rose, vert, jaune.

Children playing a board game (“Othello”)

Claire: “Blanc ou noir?” (White or black?)

Justine: “Blanc.”

The counters are placed on the board:

blanc, noir.

At the fairground - fishing for coloured ducks:

orange, rose, vert, rose, bleu, jaune.

Children playing a board game “Allez les escargots!” (“Go on, snails!" - it's a race)

This is another sequence where incidental comments are intended for “gisting”.

HOW FRENCH WORKS 1:

Colours and adjectives

At this early stage, the children just “name” the colours, rather than using them as adjectives to describe specific objects.

In Pack 2, pupils will start applying simple adjectives (such as colour and size) to some nouns, e.g. pet animals, clothes...

In the meantime, children can develop their vocabulary and enjoy interesting activities without having to worry about such grammatical issues.

Jean-Baptiste: “C’est à moi après. C’est à moi.”

(LIT: It's to me next. It's to me. [it’s my turn])

Claire: “À toi ...”  (to you... [it’s your turn])

Jean-Baptiste: “Bleu - c’est ma couleur.”

(Blue - that's my colour.)

Get used to the sounds

- Echoing: Select ‘First six colours' AND ‘5 more colours' on the e-flashcards; - initially with sound ON and text OFF. Show each picture and pupils echo the words, e.g. “vert” - associating its sound with the colour itself.

Display the text; pupils echo the word again.

- Play “listen to the sounds” again

You call out a series of words; children make agreed gestures when they hear a “key sound” (see Ch. 1.1 part C).
1.10 Les couleurs

**Respond with understanding**

- Play “jump to the colour” and others...
  Repeat the activities from earlier (following film A2) but now with all 11 colours.
- Working in groups: play the “snail game”

Photocopy these two activity sheets so pupils can play the snail game shown on the film. They colour the sheets, using six colours they can name in French.

Each colour should also be used for one snail and one segment of the hexagonal “spinner”.

Play the game in groups of three: each player has two snails. They take it in turns to spin for a colour. If the colour is blue, for example, they call out “bleu” and the child with the blue snail moves one square forwards.

The first snail to reach the cabbages wins.

Any time you want a change of pace, introduce this chapter’s song - show film A3, and use the e-flashcards for a karaoke session with the class!

- Sing the song in class:
  Singing the song is a good way to make the word for colours unforgettable, so introduce it at an appropriate moment, and then sing it when you feel the urge! See the box on this page, and film A3.
- Play “Magic flags”
  Select ‘Magic flags’ on the menu screen.

Marvo is an incompetent magician who isn’t good at French; he often pulls a flag out of the hat and announces the wrong colour! As Marvo’s helper you click ‘oui’ or ‘non’ to say whether he says the right colour!

- Play “tray of cards”
  If you do not have space for running around, you could instead prepare a tray of cards of different colours, and show it to a group or the whole class.

Hold up a card and ask, “Quelle couleur?”

As a variation, ask children to pick a particular colour, by saying: “Rouge?” and so on - demonstrating with a mime to start.

- Play “which colour?”
  Put the coloured flashcards face down on a table or conceal them in a bag.

**Watch film 10 A3: Song**

- Find the song on the e-flashcards:

Select ‘Song’ with ‘See words’ and ‘Hear words’; ON for the full karaoke experience, to sing along with the French class in the film.

**SONG: “Les couleurs”**

| Quelle couleur? Quelle couleur? |
| Bleu? Blanc? Orange? |
| Quelle couleur? Quelle couleur? |
| Qu’est-ce que tu préfères? |
| (LIT: What is it that you prefer?) |
| Quelle couleur? Quelle couleur? |
| Jaune? Vert? Marron? |
| Quelle couleur? Quelle couleur? |
| Qu’est-ce que tu préfères? |
| Quelle couleur? Quelle couleur? |
| Rouge? Rose? Violet? |
| Quelle couleur? Quelle couleur? |
| Qu’est-ce que tu préfères? |
Ask a confident pupil to select a card. To check s/he knows what to say, ask her/him to whisper it to you.

Make sure the rest of the class cannot see which colour has been chosen - they have to guess the colour on the card. When they guess wrongly, the pupil says “non”; when they guess the right colour, s/he says “oui” and shows them the card. This game helps pupils to remember the names of the colours without a visual prompt.

![Image of children playing a game with coloured cards]

- **Play “swap colours”**
  Pupils arrange their chairs in a circle. Give everybody a coloured flashcard, making sure that there are several children holding each colour. When you call out “vert”, for example, the pupils with green cards swap places.

As they do so, you run for an empty chair. The pupil left without a chair becomes the caller.

- **Play “Splat!”**
  Pin a set of the coloured pictures from the activity sheet on the board. Two pupils at a time can play the game; each wielding a rolled-up newspaper or similar Splat!-weapon!

You call out the name of a colour, e.g. “bleu”. The first to hit that colour wins the point. You could play “3 strikes and you’re out!”; i.e. after losing 3 points, that child is replaced.

- **Play “Lotto colours” as a class**
  Select ‘Lotto colours’ on the chapter menu. You hear the “caller” call out a colour; ask a child to click on it to cross it off the grid.

  ![Image of a grid with coloured blocks]

  For a “manual” game, ask each pupil draw a 3x3 grid, and fill it with their choice of coloured blobs without repeating any. You call out different colours in French and they cross them off their grids. The first pupil to have crossed off all his or her colours calls out “Oui!”

- **Play “hide the colour” 1**
  Find this game on the e-flashcards CD; it is a memory test. When you click ‘Hide one’, one of the 6 colours at random is replaced by ‘?’.
  The class see if they can still chant the whole sequence in French. Check by clicking on the ‘?’; you’ll still hear e.g. “orange” and “gris”.

  ![Image of a grid with a question mark]

  The game can also be played with coloured paper flashcards stuck to the board.

- **Play “hide the colour” 2**
  Place 3 or 4 coloured cards to the board. Pupils name each colour they can see. Now when you remove a colour, rearrange the order of the rest. The class says which colour has disappeared.

- **Working in pairs:** When pupils are familiar with the names of the colours, they can play a version of “noughts and crosses” in pairs. Each pair draws a grid and puts a coloured “blob” in each square. When they choose a square, they say the colour before marking it with an “O” or “X”.

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**Early Start French Pack 1**

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5. Les couleurs

14. As-tu des frères et des sœurs?

EXTRA WORDS AND PHRASES

FOR PLAYING BOARD GAMES, ETC

blanc ou noir? - white or black? (choice of team colour)

Moi je prends le rouge - I'm having the red one

le bleu - the blue one

(c’est) à moi - it’s my turn (taking turns to play)

à toi - it’s your turn

j’avance - I’m moving forwards

These are some of the phrases pupils hear in the “gisting” sequences of the film, which can use themselves to make the experience of playing games more “French”. It is best to introduce the phrases gradually. Use the class puppet to help you demonstrate the phrases in action!

FOR PLAYING PÉTANQUE

pétanque - the name of the game.

la boule / les boules - the ball / balls used in pétanque.

le cochonnet - the “jack”, the target in the game.

la piste - the playing area; pitch or terrain.

c’est la plus proche! - that is the most close (closest) (boule)!

Flashcards CD 10

Give each pupil a photocopy of the two “snap card” activity sheets. Ask them to colour the circles with the corresponding colour; then cut along the dotted lines to make “snap” cards - the words on one set, and the coloured circles on the other.

Attach the original coloured flashcards to the wall and set out word flashcards on a table. Point to a colour, and ask a pupil to select the appropriate word flashcard, say the colour, and attach the word-card to the colour-card.

To make this into a game, give some pupils word-cards and others the colour-cards. When you call out a colour, pupils run to find their partner.

Play word-picture “snap”

Pupils work in pairs. Shuffle the two sets of cards. One player turns up the word cards, the other the coloured circles. If a word and circle match, the first player to call out the name of the colour collects the cards.

CROSS CURRICULAR ACTIVITIES

Classroom routines:
Whenever you use paints or crayons, encourage pupils to name the colours in French.

PE: Divide pupils into teams. Place a selection of coloured items such as beanbags, hoops or quoits some distance away. When you call out a colour, the person at the front of each line runs to collect an item of the appropriate colour. The aim is to be the first back to the team.

PE: Play “Traffic lights”
You can play a French version of the well known game “traffic lights”. Agree a range of instructions before starting the game. For example, when you call “vert”, pupils run round the hall or playground; when you call “orange” they form a “humped back bridge” with both hands and feet on the ground; when you call “rouge” they stop absolutely still and anyone who wobbles is “out”. Last child remaining “in” wins.
Part B: Henri Matisse

Watch film 10 B1: Henri Matisse

Watch film B1: Madame Antit tells the class they're going to look at the works of Henri Matisse, and they will work like him too! Pupils are not expected to understand all the language in this film. They should be able to follow the gist of what is happening by picking out words they know and following the images presented on screen.

Mme Antit: "Bien, alors aujourd'hui on va regarder des oeuvres d'un peintre qui s'appelle…? (Today we are going to look at the works of a painter called?) Children: "Matisse".

Mme Antit: "Matisse, oui, Henri Matisse". She shows them a photograph of Matisse. "Et voici d'ailleurs, Henri Matisse". (And so here's Henri Marisse.) "d'ailleurs" can be used like 'besides/moreover', but is often used as a kind of filler in the same way as we use "so").

Mme Antit shows the class two famous works by Matisse:

Mme Antit: "Icare". (Icarus)
"Ce tableau s'appelle "Le Nu Bleu". (This picture is called "The Blue Nude").

Mme Antit then asks the children what colours are used in both pictures:

"Sur les couleurs d'ailleurs, quelles sont les couleurs employées? Oui Thomas?"

Thomas: "Du blanc, du noir, du rouge, du bleu et du jaune".

Mme Antit: "Oui, très bien. Blanc, bleu, noir, rouge et jaune. Et donc, maintenant, c'est vous les peintres et vous allez travailler comme Matisse". (And now you are the artists and you are going to work like Matisse).

Les enfants: "Oui!"

Mme Antit tells the children that they have a choice between lots of different colours.

Mme Antit: "Vous avez le choix entre plusieurs couleurs - violet, bleu, rouge, rose, vert et jaune. Allez choisir vos couleurs. (Off you go, choose your colours).

She makes a running commentary as children pick which colours they want to work with:

Mme Antit: "Alors, du bleu, du violet... non? Pas de violet. Du vert. Allez-y... alors, qu'est-ce que tu prends?"
Hugo wants all the colours!
"Tous!"


Ce bleu? Voilà. Et du jaune.

Tout le monde est servi? Oui? Allez-y!" (Literally - Is everyone served? Yes? OK off you go!)

Children are busy cutting and sticking shapes.

Voice: "Bleu, violet, rose, bleu et blanc; blanc et vert; rose; jaune; bleu."

One boy, Noé, is looking fed up.

Mme Antit: "Ça va Noé?"
Noé: "Non".

Mme Antit: "Pourquoi?" (Why?)
Noé: "Je n'ai pas de ciseaux". (I haven't any scissors).

Mme Antit: "Qui a des ciseaux à prêter? (Who has some scissors to lend?)

Hugo "... merci. Tiens". ("Tiens" has multiple meanings. In this case it is: "here, take them")
Noé: "Merci".

Children look at books about Matisse.

Voice:Vert et blanc; blanc et rose; vert.

Mme Antit praises the class:

"Vous avez très bien travailler. Bravo!" (You have worked very well.)

Respond with understanding

Art & Design: Paint mixing

Use the e-flashcards to prepare for a practical session with paints. First select ‘Mixing colours’ - with sound and text ON.

Each picture displays two colours; ask pupils to echo, e.g. "rouge et jaune".

Ask the class who can name the colour that is made when those two colours (of paint) are mixed - in French. Clicking on '?' reveals the answer for pupils to echo.

Art & Design: Henri Matisse

Ask children in groups to plan what colours they would like to mix for their cut-outs (Matisse always painted sheets of paper rather than buy printed sheets).

A child from each group tells the whole class what colours they will mix.
The famous French artist Henri Matisse (1869 - 1954) was counted as one of the world’s greatest modern artists, even in his lifetime. He is known for his use of rich, bright colours, fanciful patterns, flattened abstract forms, and graceful lines.

**Drawing with scissors**

In old age, poor health forced him to turn from painting to making paper cut-outs. He called it “drawing with scissors”; he sat in his wheelchair, and painstakingly cut just the shape he wanted from sheets of paper painted with plain vibrant colours. He said: “Cutting directly into colour reminds me of a sculptor carving into stone”.

**Deceptively simple**

Then he gave directions while each cutout was pinned to a background hanging on the wall, asking for them to be moved around until he was satisfied with the design and the arrangement of colours.

The result is deceptively simple: he worked at it until nothing could be taken away without spoiling the effect.

**Born in Nord-Pas de Calais**

Henri Matisse was born in the hard-working textile town of le Cateau in Northern France.

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As an adult, Matisse escaped to lively Paris and warm Nice in the South of France - where he did most of his work. He retained affection for his childhood roots, and gave a big collection to found a museum in his home town.

**Textile town**

Matisse had great respect for the artistic and creative abilities of the local textile mill-workers. They created colourful patterns, that machines reproduced on miles of cloth. Their work required craftsmanship as well as imagination; much of their cloth was used for designer-clothes in Paris fashion houses.

**The Matisse Museum**

Matisse wanted his museum to tell people that anyone had it in them to be artistic, even in a grey, boring small mill-town in the middle of the countryside. His message was that art is hard work.

To find out more about Matisse and the Musée Matisse in le Cateau, see [www.earlystart.co.uk](http://www.earlystart.co.uk).

- Find out about "drawing with scissors"

Select ‘Matisse’ on the e-flashcards;

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The powerpoint-style presentation summarises the content of “Talking Point 1”.

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Your class can try collage-style art by drawing and colouring-in an outline (above).
Talking point 2

Playing pétanque or boules

The children shown in film 10 are playing “beach boules”, a fun version of the game pétanque, played with light coloured plastic balls capable of rolling over firm sand.

Pétanque is also known around the world as Boules. First played in France around 1910, it can be played outdoors by everyone no matter what their age or athletic ability, so it is very suitable as a P.E. activity.

All you need is a few players, an open space, a set of coloured plastic balls, and the ability to aim and throw a ball.

For more, see:  www.earlystart.co.uk

Introducing children to pétanque

Playing “beach boules” is a good way to start, and gives more practice talking about colours.

The players

Pétanque is normally played between two teams, but we suggest you first play between individuals, using different coloured plastic boules.

Where to play

Pétanque needs a hard but not perfectly flat surface: part of the school playground, a car park, hard tennis court or (even better) a section of rough gravel path would be suitable for a piste. Mark out an area about 4m wide and 10m long.

Equipment needed

Boules: we suggest giving each player two boules, about 7-8cm in diameter - because you usually get two of each colour in a set. Le cochonnet or “jack”: a small ball about 3cm in diameter (usually wooden), which is used to start the game. You can use some other throwable object if you do not have a “jack”.

How to start

Give each player a colour; they draw coloured balls out of a bag without looking to decide the order of play.

The first player, for example “rouge”, gets to choose the place that everyone throws from. S/he marks a circle on the ground - about 0.5m in diameter - then stands in that circle to throw the cochonnet, which becomes the target.

It must land within 4 to 8 metres of the circle, and not outside the marked out piste (or s/he tries again).

How play continues

The rest of the game is spent trying to throw your boules closer to the cochonnet than the other players do. You can also try to knock an opponent’s boule away from the cochonnet!

How you win (simple beginners’ game)

After all the boules are thrown, the winner is the one with the closest boule to the cochonnet. Children can also use French numbers; you can introduce them to the team game, with point scoring and measuring, making it more like the usual adult game.

Cultural awareness

Blue wins!
The aim is to have your ‘boule’ nearest the ‘cochonnet’ when the game ends.

If your class enjoys playing pétanque (see “talking point”) you could develop your skills and arrange an “international match” with your twin school in France. Discuss with the pupils:

- What game from your country do you like playing that you could help the French pupils to learn?
Details of the simple game

*Rouge* has won the toss and thrown the *cochonnet*. S/he then stands in the circle, and with both feet together throws a *boule*, trying to place it as near as possible to the *cochonnet*. The next player then plays. You try to throw a *boule* so it lands closer to the *cochonnet* than the first player’s. To do this, you either place your *boule* more accurately, or knock another *boule* out of place - which means hitting it quite hard.

You can also hit and move the *cochonnet* with your *boule* - but if you knock it right off the *piste*, the game is abandoned without a winner.

If you succeed in getting a *boule* closer to the *cochonnet* - or if you run out of *boules*, the next player has a go. The game ends when all the *boules* have been played.

The winner then throws the *cochonnet* to begin another game.

The team game

You play with **two teams**; each player has two *boules* (or 3 if there only 2 players). The presentation (accessed from the menu) explains some details of “How to play ‘Boules’.”

Print out the rules sheet

Together with a downloadable printed **rules-sheet**, it explains how the team that doesn’t have the closest *boule* to the *cochonnet* is the one to throw. At the end of that round (when all *boules* have been thrown) the team with the closest *boule* gets 1 point for every ball that’s closer than one of their opponent’s.

**Winning on points**

Only one team will gain points in each round. The first team to reach a total of 13 points is the winner - or you can set a lower target if time is short.

For more, see: [www.earlystart.co.uk](http://www.earlystart.co.uk)
Les couleurs

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Je m'appelle .................
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Les couleurs          Je m'appelle ..................

ALLEZ LES ESCARGOTS!