

Ça pousse! (Growing things!)

CURRICULUM LINKS

Objectives

- ▶ Listen attentively to spoken language and show understanding by joining in and responding.
- ▶ Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words.
- ▶ Appreciate songs in the language.
- ▶ Ask and answer questions; express opinions and respond to those of others.
- ▶ Understand basic grammar appropriate to the language being studied, including feminine and masculine forms.

Cross-curricular links

Literacy, science, biology, geography, computing, PSHCE, music, drama

Core language

Tu aimes ...?	Do you like ...?
J'aime ...	I like ...
Je n'aime pas ...	I don't like ...
beaucoup	a lot
Je voudrais ...	I would like ...
s'il vous plaît	please (formal or plural)
Vous désirez?	What would you like? (formal or plural)
Voilà.	There you are.
Merci.	Thank you.
Au revoir.	Goodbye.
Dans mon panier	In my basket
il y a	there is/there are

Additional flashcards

un haricot	a bean
un concombre	a cucumber
une tomate	a tomato
une laitue	a lettuce
du cresson	some watercress
une graine	a seed
une graine de haricot	a bean seed
un marché	a market

Starting off

The purpose of this unit is to teach children the names of some vegetables and how to say what they like and don't like.

To start off, elicit the French for 'apple' (*la pomme*). Ask if children can name any foods eaten in the UK that come from France (*le croissant*, *la baguette*). What other food do they associate with France? What type of food do they think the UK is known for?

Point out that some fruit and vegetables have fairly similar names in English and French (*une orange*, *une banane*) but insist on the differences in pronunciation.

Session ideas

SESSION 1

Play the Getting Started animation to familiarise children with the topic, concentrating on the sound and pictures.

Use the Wordbank flashcards to introduce the names of five vegetables: *un haricot*, *un concombre*, *une tomate*, *une laitue*, *le cresson*. Encourage children to repeat the French. Ideally, include the flashcards for *une graine*, *une graine de haricot* and *un marché* (children will need this vocabulary for Activity 1, at the beginning of Session 2).

Organise a survey to see which one of the vegetables is the most favourite and least favourite with your children. Ask them to grade each vegetable 1–5. Note their responses and add up the points for each vegetable.

Play the Getting Started animation again and ask children to listen out for the vegetable vocabulary.

Round off with Activity Sheet 21 and a game of dominoes (matching words to pictures).

SESSION 2

Start off with Activity 1 on the CD-ROM to revise vocabulary learnt in Session 1.

Use the Wordbank flashcards to introduce *j'aime* and *je n'aime pas*. Ask children to tell you one thing they like and one thing they dislike. Remember that – in most cases – the noun needs to be in the plural (*j'aime les tomates*), unless you are dealing with a noun that is not normally used in the plural (*j'aime le cresson*). You may not want to draw attention to this, but use the correct form when repeating your children's phrases.

Ask children to practise their acting skills in small groups. They need to look very smiley when starting a sentence with *J'aime ...* and really disgusted when using *Je n'aime pas ...* Organise a vote on the most convincing actor. Reuse phrases learnt in previous units: *bravo*, *c'est super*, *fantastique*, *tu es un génie/génial*, etc.

Round off with Activity Sheet 22. Children tell the class/their partner what they like and dislike, using *J'aime ...* and *Je n'aime pas ...*

Oral pairwork: Children try and guess what their partner likes. First model the conversation, e.g.

Child A: *Tu aimes les tomates?*

Child B: *Oui, j'aime les tomates/Non, je n'aime pas les tomates. Et toi?*

Child A: *Moi, j'aime les tomates.*

Child B: *Tu aimes les concombres?* Etc.

SESSION 3

Start off with Activity 2 to revise *J'aime* and *Je n'aime pas*.

Play the Getting Started animation again and encourage children to repeat each sentence. Ask comprehension questions about who likes what, e.g. *Matthieu aime les tomates?*

Play the animation again and draw attention to the word *beaucoup* (a lot/much), which crops up twice.

Play the animation again, and ask the children to provide the audio.

Use Activity 3 on the CD-ROM to round off.

SESSION 4

Start off by asking children which words and phrases they remember from the previous session, then play the Storyboard.

Remind children of the two phrases *j'aime* and *je n'aime pas*, and ask them whether they can spot the phrase for 'Do you like ...?' (*Tu aimes ...?*). Point out that the final 's' is not pronounced, so *aimes* sounds like *aime*. Also make sure that they pronounce *j'aime* clearly to distinguish it from *j'ai*.

Children then work in pairs or small groups, asking each other whether they like tomatoes, beans, dogs, cats, etc. Alternatively, children could play Ping-Pong in pairs: one says, for example, *J'aime les tomates*, and the other replies with a negative: *Moi, je n'aime pas les tomates*.

SESSION 5

Use this session to focus on pronunciation of the nasal 'on' sound.

Start off by asking children if they remember the French for watercress (*le cresson*) and cucumber (*le concombre*). Ask for eleven (*onze*) and hello (*bonjour*). Can they hear the sound ('on') that is common to all four words? Ask them to repeat each word.

Ask children if they can think of other words with the same sound. They might remember: *non* (no), *le mouton* (sheep), *le ballon* (ball), *marron* (brown), *attention* (watch out).

Use Activity Sheet 23 to play a game in pairs. Children cut out the cards and place them face down on the desk. They pick a card from the pile and say the word. They win a point if the word contains the sound 'on' and another if they can say what it means in English.

Use the song *Sur le pont d'Avignon* provided in the Songs and Rhymes section for further practice. Ask children to listen out for all the 'on' sounds in it. Mention that the French for 'a song' (*une chanson*) rhymes with Avignon. Play the song several times and encourage children to sing along.

To finish off, ask the children if they know where Avignon is. Say it is in the south of France and show them on a map. Try to find pictures of Avignon (including the bridge) on Google Images or any similar site.

SESSION 6

Use this session to revise and assess what children have learnt in Unit 6. Complete the Challenge, and choose appropriate activities from the following list.

If children have started paying attention to written words, follow up with the activities on Activity Sheet 24.

As this is the last session in Stage 1, ask children to recall their favourite parts of the Getting Started animations and Storyboards. Encourage them to mention the words and phrases they remember best, and have another look at the 'highlights'.

Cross-curricular ideas

SCIENCE, BIOLOGY

Bring in some seeds (preferably from plants that children know the French for) and hold a guessing game: can children identify which plants the seeds come from? Use the seeds in a display, with captions, e.g. *c'est une graine de tournesol* (sunflower seed).

Plant some seeds in a box on your classroom windowsill and monitor their growth. Children could draw and label the plants at different stages of their development, e.g. *Ça pousse. C'est une feuille/fleur/graine*.

GEOGRAPHY

Find some photos or Internet clips of market scenes in France or French-speaking countries, and compare them with English markets. Try to find some photos that show prices and labels, so that you can look at French handwriting, e.g. the figures 1 and 7. Children could make a wall display of a French market stall, including labels.

PSHCE

Try to find some time during this unit to teach children a basic dialogue at a market stall pointing out how to do so politely (using *s'il vous plaît*). Do this via an interactive whiteboard or on the OHP.

Vous désirez? – Je voudrais (+ vegetables), s'il vous plaît. Voilà. – Merci.

Au revoir. – Au revoir.

Read it aloud and ask the class to repeat after you. Gradually erase words so that children have to say them from memory. Confident pairs should be able to perform the whole dialogue from memory.

Contrast *s'il vous plaît* with *s'il te plaît* from the Unit 3 animation. Explain that children should use *s'il vous plaît* when speaking to adults and older teenagers, and *s'il te plaît* with their own friends and family. Contrast with English where there is no distinction.