

L'Argent de Poche (Pocket Money)

5. Expressing preferences

Prior Knowledge: It is helpful if children already know how to express likes and dislikes.

Objectives

Listen attentively to simple spoken language and show understanding by joining in and responding.

Engage in conversations; **ask and answer questions**; express opinions and respond to those of others; seek clarification and help

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

Support

Children could have picture cards of toys and say *je voudrais*, then hold up the appropriate card. Some children may need picture clues to support them with Kim's game.

Extension

Children make up their own adverts in groups.

Children create role-plays by using the question *C'est combien?* and answering with *C'est ... euros*.

Main

On the board, draw a large television screen with on/off buttons. Ask a child to 'turn on' the television by pressing the button. Act out an advert for one of the toys from previous sessions. For example, hold up a series of items, saying *Je déteste ça! C'est nul!* and looking disappointed. Then hold up a football and say *J'adore ça! C'est magnifique!* Then sing the *C'est magnifique* song (See Resources). Alternatively, you could play a video recording of yourself acting out the advert.

Practise saying *C'est magnifique!* and show the phrase on the board. Ask children to discuss in pairs which letters make the [ik] *ique* sound and then invite a child to highlight the letters on the board. Do the same with *fantastique*. Create an [ik] *ique* page in the class word bank and add *magnifique* and *fantastique*.

Play a drama game. Show phrases for opinions by holding an object and saying e.g. *C'est super!* Children echo and practise saying these phrases. Hold 'auditions' to find children who can express their opinions with feeling.

Set up a 'shop' either on the board or a table, with toys, either real or pictures, and prices in euros. Model vocabulary by asking a confident child to be the shop keeper. Greet the child with *Bonjour!* Then pretend to choose an item saying, *Je voudrais ... une poupée, s'il vous plait.* (I would like... a doll please). The shop keeper hands you the correct item. Children listen and repeat each time. Remind the children they have used this expression before in Unit 6.

How could we continue the conversation? Give children thinking time in pairs then ask if they can remember *Voilà / merci / au revoir / vous désirez?* Model a short dialogue with a confident child then let the children practise in pairs.

Display the phrase *Je voudrais* on the board. Invite the class to chant *Je voudrais* and on each repetition, rub out a letter in *Je voudrais*. Repeat. Play Hangman (*Le Pendu*) to see if children can spell the phrase correctly.

Play Kim's Game by giving children one minute to look at a range of toys or pictures e.g. *2 footballs, 3 peluches* etc. Cover the objects. Encourage a child to say *Je voudrais* + any toy they remember. Hand out the items as the children recall them correctly and get them back by saying *Je voudrais* + the toy.

ICT Opportunities: Create a screen on the interactive whiteboard with pictures of toys and cover them with coloured masks. These may be removed gradually to reveal the objects. Alternatively hide the objects with a blind and reveal them.

Play a variation of 'Grandmother went to Market'. The first child says e.g. *Je voudrais une peluche*. The second says *Je voudrais une peluche et un ballon de foot* and so on.

ICT Opportunities: Use animation in multimedia presentation software to show toys going past on conveyor belt. You could also have written phrases whizzing past at the same time. Children have to remember the sequence.

L'Argent de Poche (Pocket Money)

5. Expressing preferences

<p>Grammar</p> <p><u>For teachers:</u></p> <p>Asking and answering questions – remind children of the rising intonation in <i>C'est combien? Vous désirez?</i></p> <p>Conditional tense – <i>je voudrais</i> is an example of the conditional tense – 'I would like'</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Asking and answering questions – remind children of the rising intonation in <i>C'est combien? Vous désirez?</i></p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[ik] ique – <i>fantastique, magnifique</i></p> <p>[ɲ] gn – <i>magnifique</i></p> <p>[ɑ̃] an – <i>fantastique</i></p> <p>[ʃ] ch – <i>chouette, peluche</i></p> <p>[wa] oi – <i>voiture, au revoir, voilà</i></p> <p>[e] é – <i>désirez, poupée, déteste</i></p> <p>Silent final consonants – <i>voudrais, plaît, bonbons, jouets, vous, désirez, c'est</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>[ik] ique – <i>fantastique, magnifique</i></p>
---	---	--	---

<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> say something is good say that they would like something 	<p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Writing</u> - Years 3 – 4</p> <p>Pupils should be taught to draft and write by, in non-narrative material, using simple organisational devices such as headings and sub-headings.</p>
<p><u>Throughout the week:</u></p> <p>Sing the <i>C'est magnifique</i> song.</p> <p>Play a 'Grandmother went to Market' type game.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> (pictures of) toys & prices Words for the song: (sung to the tune of 'Oh When the Saints' <p><i>C'est magnifique, c'est fantastique,</i> <i>C'est super, et c'est nickel !</i> <i>C'est magnifique, c'est fantastique,</i> <i>C'est super et c'est nickel !</i></p> <ul style="list-style-type: none"> Board
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> When playing 'Hangman', children can say the letters in English and if you wish, you can repeat these with French pronunciation. A 'Hangman' template may be made with the interactive whiteboard. Every time you advance to the next slide, another element of the scaffold appears. The word you choose can be revealed by removing a mask from a letter if it is correctly guessed. Whenever you move to another slide, paste the word into the new slide. Help children to pronounce the phonemes accurately by playing the 'Phoneme Family' game. Give each child a sound card, which they look at but keep secret. The children circulate around the room, making that sound until they find others from the same 'family'. They then show their cards to check. 	

L'Argent de Poche (Pocket Money)

5. Expressing preferences

Le langage du prof	Teacher Language	Le langage des enfants	Children's Language
<i>C'est super / magnifique / fantastique / nickel</i>	It's great / magnificent / fantastic / great	<i>C'est super / magnifique / fantastique / nickel</i>	It's great / magnificent / fantastic / great
<i>Au magasin (de jouets)</i>	At the (toy) shop	<i>je voudrais...</i>	I would like...
<i>je voudrais</i>	I would like...	<i>des jouets</i>	some toys
<i>des jouets</i>	some toys	<i>un ballon de foot</i>	a football
<i>un ballon de foot</i>	a football	<i>un CD</i>	a CD
<i>un CD</i>	a CD	<i>une voiture</i>	a car
<i>une voiture</i>	a car	<i>une peluche</i>	a cuddly toy
<i>une peluche</i>	a cuddly toy	<i>une poupée</i>	a doll
<i>une poupée</i>	a doll	<i>une console</i>	a games console
<i>une console</i>	a games console	<i>des bonbons</i>	some sweets
<i>des bonbons</i>	some sweets	<i>un gâteau</i>	a cake
<i>un gâteau</i>	a cake		
<i>le pendu</i>	hangman	<i>Extension :</i>	Extension:
<i>C'est combien ? C'est ...euros.</i>	How much is it? It's ... euros.	<i>C'est combien ?</i>	How much is it?
<i>Veux-tu allumer la télé ?</i>	Do you want to turn the TV on?	<i>C'est ...euros.</i>	It's ... euros.
<i>Appuie sur le bouton.</i>	Press the button.		
<i>Voici notre magasin.</i>	Here is our shop.		
<i>Qui veut être le marchand/e ?</i>	Who wants to be the shopkeeper?		
<i>Nous allons jouer au Kim's Game.</i>	We're going to play Kim's Game.		
<i>Vous avez une minute pour regarder les jouets/les images.</i>	You've got one minute to look at the toys/the pictures.		
<i>Quels jouets/images pouvez-vous rappeler ?</i>	Which toys/pictures can you remember?		