

## L'Argent de Poche (Pocket Money)

### 2. Likes and dislikes

**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

Read carefully and show understanding of words, phrases and simple writing

#### Support

Some children will respond to the question *Tu aimes ça?* using only gestures/facial expression, or response cards for the pair work activity.

#### Extension

Encourage confident children to extend their answer to the question *Tu aimes ça?* by using the connective '*mais*'.

As a literacy activity in English, children could make banks of positive / negative adjectives to describe the things they love or hate (for example, brilliant / super / rubbish / terrible).

#### Main

Produce some food items that are likely to provoke a strong reaction. Model by saying, with appropriate facial expression or voice tone, either *J'aime ça mais j'adore ça!* or *Je n'aime pas ça mais je déteste ça!* Use some of the items from Unit 6, so that children can see that they are re-using language in a different context. Use the interactive whiteboard to combine known and new vocabulary in interesting combinations to stimulate the children's reactions.

Show the written form of the two new phrases and ask children which English phrases these look like. Ask when they would use these phrases. Say *je déteste* and ask a child to pick out the letter making the *é* sound in *déteste*. Which other word do they know which contains this sound? Compare with *je préfère* and agree that the *é* is the same sound in both. Add *déteste* to the class word bank.

Ask children what else they might say to express their feelings about food. Elicit 'yum!' and 'yuck!' Tell children the French equivalents of these: *miam, miam!* and *berk!* Ask them to guess what they mean. Practise saying the words as a whole class.

Show children a selection of real or plastic items, or pictures, and ask them to work in pairs or with a puppet to practise asking the question *Tu aimes ça?* responding with *J'aime ça! /J'adore ça! / Je n'aime pas ça ! /Je déteste ça! / miam, miam! / berk!* Some children will respond to the question with only gestures/ facial expressions. Ask some children to perform their dialogues for the class.

ICT Opportunities: Combine foods on the interactive whiteboard. Show pictures of foods. Show a face with one happy side, one sad. Children drag and drop foods into the side appropriate for them.

Play Pass the Word Parcel. Into a bag, put word cards for: *J'aime ça! / Je n'aime pas ça! / Je préfère ça! / J'adore ça! / Je déteste ça! / miam, miam! / berk!* Play some French music as children, sitting in a circle, pass round the bag. When the music stops, the child holding the bag takes out one card and reads it aloud. The other children echo the word and you correct pronunciation if necessary. The word card is placed back in the bag and the game continues.

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<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>1<sup>st</sup> person singular of other verbs ending in –er (<i>détester, adorer</i>): <b>je déteste, j'adore</b>)</p> <p>NB: The <i>je</i> loses its <i>e</i> before the verb <i>adorer</i> (<i>j'adore</i>) as the latter starts with a vowel. (See Unit 8, Lesson 1, <i>j'aime</i>.)</p> <p>Asking questions – rising intonation in <i>tu aimes...?</i></p> <p>Negative - <i>je n'aime pas</i> presents the negative form children encountered in Units 6 and 7.</p> <p>The two parts of the negative <i>ne ... pas</i> go around the verb.</p> <p>As in Lesson 1, children are pointing to foods and saying they like 'that' (<i>ça</i>). If children start to say exactly what they like e.g. I like chocolate, the food will need to be preceded by the definite article – <i>j'aime le chocolat; j'aime la viande</i> (I like meat).</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>1<sup>st</sup> person singular of other verbs ending in –er (<i>détester, adorer</i>): <b>je déteste, j'adore</b>)</p> <p>Asking questions – rising intonation in <i>tu aimes...?</i></p> <p>Negative - <i>je n'aime pas</i> presents the negative form children encountered in Units 6 and 7.</p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>Silent final consonant – <i>tu aimes...? chocolat, thon</i>, Plural <i>s</i> (<i>bonbons, pommes, fruits, légumes, bananes</i>)</p> <p>Remember that the 'ç' or <i>cedilla</i> (<i>cedilla</i>) creates an 's' [s] sound before the 'a' in <i>ça</i>.</p> <p>[e] é – <i>préfère, déteste, légumes</i></p> <p>[ɔ] o – <i>fromage, chocolat, brocoli, pommes, carottes</i></p> <p>[ɔ̃] on – <i>bonbons, thon</i>                      [y] ui - <i>fruits</i></p> <p>[t] th – <i>thon</i>                                      [ʃ] ch – <i>chocolat</i></p> <p>[ʒ] g (before e) creates a soft sound – <i>fromage</i></p> <p>[g] g (before u) creates a hard sound – <i>légumes</i></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>[e] é – <i>préfère, déteste, légumes</i></p>
<p><b><u>Throughout the week:</u></b></p> <p>Children cut out positive words and phrases and use attractive layouts to make a collage. English and French magazines could be used for this. Representative food images from one of the countries could be researched and used to make an electronic collage.</p>		<p><b><u>New National Curriculum Links</u></b></p> <p><b>English</b></p> <p><u>Spoken Language</u> - Key Stage 2</p> <p>The quality and variety of language that pupils hear and speak are vital for developing their vocabulary, grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence.</p>	
<p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"> <li><i>Miam, miam!</i> and <i>berk!</i> would only be used in an informal context. Discuss conventions of politeness with children and decide when it would be appropriate to use these expressions.</li> <li>In the pass the bag activity, prompt a child if necessary when a word is pulled out of the bag by, for example, offering two alternatives.</li> </ul>		<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>ask and answer the question <i>Tu aimes ça?</i></li> <li>say whether they really like something or not</li> </ul>	
		<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>Pictures of/plastic food items &amp; items from Session 1</li> <li>Word cards</li> <li>Puppet if needed</li> <li>Bag for pass the word parcel</li> <li>Music</li> <li>Drag and drop function on the interactive whiteboard</li> </ul>	

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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Tu aimes ça?</i>	Do you like that?	<i>j'aime ça</i>	I like that
<i>j'aime ça</i>	I like that	<i>je n'aime pas ça</i>	I don't like that
<i>je n'aime pas ça</i>	I don't like that	<i>j'adore ça</i>	I love that
<i>j'adore ça</i>	I love that	<i>je déteste ça</i>	I hate that
<i>je déteste ça</i>	I hate that	<i>je préfère ça</i>	I prefer that
<i>je préfère ça</i>	I prefer that		
<i>Miam ('mee-yam')</i>	Yum	<i>Miam ('mee-yam')</i>	Yum
<i>Berk ('berrk')</i>	Yuck	<i>Berk ('berrk')</i>	Yuck
<i>La nourriture:</i>	Food:		
<i>le fromage</i>	cheese		
<i>le thon</i>	tuna		
<i>le chocolat</i>	chocolate		
<i>les bonbons</i>	sweets		
<i>les fruits</i>	fruits		
<i>les légumes</i>	vegetables		
<i>les pommes</i>	apples		
<i>les bananes</i>	bananas		
<i>le brocoli</i>	broccoli		
<i>les carottes</i>	carrots		