

Ça pousse! (Growing things)

5. At the market

Prior Knowledge: It is helpful if the children can recall some vegetable words.

<p>Objectives</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand using familiar words and phrases.</p>	<p>Support</p> <p>Some children can be supported by having a picture clue on the back of their word card.</p> <p>For the human chain activity, children can be supported by moving around with another child. Select word cards which are easier to read / pronounce (e.g. <i>carotte</i> / <i>tomate</i>)</p> <p>Extension</p> <p>The game can be repeated in groups, where children have to remember the order in which vegetable cards are placed in the basket.</p> <p>This game can be varied by adding in other known vocabulary from previous units.</p> <p>Children can take on the role of a market stallholder and practise a simple shopping role-play with a partner.</p>	<p>Main</p> <p>Revise the names of the vegetables covered earlier in this unit.</p> <p>In English, talk about Jack's visit to the market. Ask children to think about what is available to buy in a market, e.g. could you really buy a cow? Talk about markets in other countries and show photos/DVD clips of markets in France or French-speaking countries.</p> <p>ICT Opportunities: Clips are available also from digital content providers or the internet. Import photos from an internet photo sharing site into a multimedia presentation. Incorporate some French music and play as a running presentation during a five minute language session.</p> <p>Each child (or pair) is given a word card for one of the vegetables. Give an instruction to each vegetable e.g. <i>Les carottes, levez-vous</i> and children holding the carrot pictures stand up.</p> <p>Start a new activity using the same word cards. Children are given a word card and must whisper this word repeatedly as they move slowly around the room, trying to find anyone else with the same vegetable card. Once they have found the same vegetable, they form a human chain.</p> <p>Say the phrase <i>Je voudrais</i> and ask children to listen and repeat. Write the phrase on the board and remind them of the [ɛ] <i>ai</i> / <i>è</i> sound they met in <i>j'aime</i> / <i>laitue</i> / <i>très</i> / <i>après</i> and ask them to identify the sound in <i>je voudrais</i>.</p> <p>Children (each with a vegetable word and/or picture card) sit in a circle and chant the following rhyme - <i>Quand je vais au marché, je voudrais ...</i> (When I go to market I'd like...) At the same time, a basket or bag is passed round. When the rhyme stops the child names the vegetable on their word card and places it in the basket. The rest of the class chorus <i>s'il vous plaît</i> as the word card is put in the basket. The game continues until all children have placed their cards in the basket.</p> <p>Children could then organise words into dictionary order.</p>
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<p>Grammar</p> <p><u>For teachers:</u></p> <p>Conditional tense – <i>je voudrais</i> means 'I would like'.</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>No specific focus.</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[wa] oi – <i>croisez, au revoir, doigt, voilà</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>[ɛ] ai – <i>voudrais, plaît</i></p>
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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none">• recall and use vocabulary• remember a sequence of spoken words	<p><u>New National Curriculum</u></p> <p>English</p> <p><u>Writing –Transcription</u> – Years 3 - 4</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>
<p><u>Throughout the week:</u></p> <p>Begin to develop a role-play corner for a market and practise market role-plays.</p> <p>Draw attention to the è sound in <i>voudrais</i> and <i>plaît</i> and add them to the word bank.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none">• Photos or DVD clips of markets in France or French-speaking countries• Baskets or bags• Text cards or labels for vegetables
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none">• Explain that it is polite in French to address adults that you don't know, i.e. someone who serves you, as <i>vous</i> and to include <i>Madame</i> or <i>Monsieur</i>.• Add an action to <i>s'il vous plaît</i> e.g. clasping hands together and begging! as this may help some children remember the new vocabulary.• For the final extension activity, use hand-held devices to video children's performances and use as evidence of achievement, possibly in conjunction with an electronic version of the Junior European Language Portfolio.	

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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>une tomate</i> <i>un concombre</i> <i>du cresson</i> <i>un haricot</i> <i>une carotte</i> <i>une laitue</i>	a tomato a cucumber some cress a bean a carrot a lettuce	<i>une tomate</i> <i>un concombre</i> <i>du cresson</i> <i>un haricot</i> <i>une carotte</i> <i>une laitue</i>	a tomato a cucumber some cress a bean a carrot a lettuce
<i>Levez-vous</i> <i>Asseyez-vous</i> <i>Levez/Lève le doigt</i> <i>Croisez les bras</i> <i>les tomates, les carottes etc.</i>	Stand up Sit down Put (plural/singular) your hand up Fold your arms tomatoes, carrots etc.	<i>Je suis au marché. Je voudrais...</i> <i>s'il vous plaît</i>	I am in the market. I would like... please (polite form)
<i>Je suis au marché. Je voudrais...</i> <i>s'il vous plaît</i>	I am in the market. I would like... please (polite form)	<i>Bonjour, vous désirez ?</i> <i>Je voudrais ex. du cresson</i> <i>Voilà, merci</i> <i>Au revoir.</i>	Hello. What would you like? (polite form) I would like e.g. some cress There you are, thank you Goodbye.
<i>Bonjour, vous désirez ?</i> <i>Je voudrais e.g. du cresson</i> <i>Voilà, merci</i> <i>Au revoir.</i>	Hello. What would you like? (polite form) I would like e.g. some cress There you are, thank you Goodbye.		