

Ça pousse! (Growing things)

6. Buying vegetables

Prior Knowledge: It is helpful if children are familiar with some key story phrases.

Objectives

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.

Develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.

Support

Some of the children may need picture clues to help them work out the order of the phrases.

When choosing a vegetable, accept just the name of the item from less confident children.

Less confident children could practise and then record their role-play using a video camera or a sound recorder.

Extension

Some children can incorporate previously learnt vocabulary and phrases into their role-play e.g. *j'aime* and *je n'aime pas*.

Children can use picture dictionaries or word banks to find the names of other vegetables or fruit. (See Teaching Tips.)

Children could also use incidental language in the role play, for example *Pardon Monsieur? Plus lentement s'il vous plaît*.

Main

Introduce/revisé vocabulary for a role-play at the market from previous session:

Bonjour.

Vous désirez ?

Je voudrais ex. du cresson.

Voilà, merci.

Au revoir.

Discuss with children the fact that the stallholder uses *vous* instead of *tu* when addressing a customer. Why do they think this might be? Compare with English and any other languages that children may be familiar with.

ICT Opportunities: On an interactive whiteboard, display an image of a market and characters saying what they would like to buy. Sound files can be embedded into speech bubbles on the flipchart or notebook page.

As a class, practise the [u] *ou* sound in *vous* and *voudrais* and encourage children to look carefully at your mouth shape when making the [u] *ou* sound.

With you as the stallholder, children begin to develop role-plays for buying vegetables.

ICT Opportunities: Using an interactive whiteboard, make a screen with a picture of a market stall. Place pictures of different fruits and vegetables on the stall and use an infinite clone function to replicate the items. Children can then “buy” as many items as they like without depleting the supply.

Show children written sentences for the role-play and children read these aloud together.

Pairs of children are given cut-up sentences to reorder and read aloud to each other. Some will need the support of picture cues.

Children practise role-plays in pairs. Confident children show their role-plays to the class. They comment on strengths and make suggestions for improvements.

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Grammar <u>For teachers:</u> Asking questions – <i>Vous désirez?</i> Register – children may be used to hearing <i>vous</i> used with the whole class in instructions (<i>levez-vous, asseyez-vous</i> , for example) but here it is used when addressing just one person, to convey a sense of formality, as the customer would be speaking to someone they did not know well at the market.	Grammar <u>For children:</u> Understanding that there are different ways to say 'you' depending on to whom you are talking.	Phonics focus <u>For teachers:</u> [ɔ̃] on – <i>bonjour</i> [u] ou – <i>vous, voudrais</i> [wa] oi – <i>voilà, au revoir</i> [ui] ui – <i>suïs</i> silent final consonants – <i>désirez, voudrais, plaît</i>	Phonics focus <u>For children:</u> [u] ou – <i>vous, voudrais</i>
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<u>Learning Outcomes</u> Children can: <ul style="list-style-type: none"> communicate with others using simple words, phrases and short sentences recognise and understand familiar words in written form use correct pronunciation in spoken work. 	<u>New National Curriculum Links</u> English <u>Reading – Comprehension</u> – Years 3 - 4 Develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
<u>Throughout the week:</u> Ensure that all children have the chance to show their role-play and receive feedback from the class.	<u>Resources</u> <ul style="list-style-type: none"> Plastic or real fruit Images of market Cut-up sentences
<u>Teaching Tips</u> <ul style="list-style-type: none"> <u>Extension activity:</u> If the interactive whiteboard has a hyperlink function, children can tap on a picture to go to an explanation of the word. You could also display a small part of the picture e.g. the stalk of a tomato, from which the children have to identify the whole fruit. They can click on it to see the whole picture as well as the text, in order to check whether they are right. A large open space is ideal for practising and performing the role-plays. Giving children an identity, an emotion or a puppet may encourage them to practise the conversation more often as they can swap puppets, identities or perform the dialogue 'in the manner of' different emotions. 	

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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Je suis au marché.</i> <i>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.</i> <i>Je voudrais...</i> <i>s'il vous plaît</i>	I am in the market. I would like... please (polite form)
<i>Bonjour.</i> <i>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.</i> <i>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.

End of Unit Activities

Objectives	Teaching Activities	Learning Outcomes	Points to note
<ul style="list-style-type: none"> to apply the knowledge, skills and understanding in this unit 	Children re-create the role-play conversation in the context of an improvised restaurant situation. In groups, one child is given a tray with bite-size portions of vegetables named so far. He or she is the waiter or waitress. The others are customers and in turn, they choose a vegetable to eat.	<ul style="list-style-type: none"> use the language at their disposal to recreate a real-life situation 	Children can use this opportunity to recycle any social language learnt in previous units. For those schools with videoconferencing facilities and partner school(s), during a video conference a market role play could be done together with partner class. Involve whole class by asking children to draw items on their mini whiteboards. Children could also record transactions at a local market and share with the partner school via videoconference.

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Jacques et le Haricot Magique			
<p>Hum! Hum! Hum! Hum! Voici l'histoire ... d'un garçon.</p> <p>Bonjour! Comment t'appelles-tu? Je m'appelle Jacques</p> <p>Jacques est pauvre ...Maman est pauvre ... Jacques et Maman deviennent de plus en plus pauvres ...de plus en plus pauvres.</p> <p>Rien pour le petit déjeuner ... Rien pour le déjeuner ... Rien pour le dîner ... Rien du tout!</p> <p>Alors, Maman dit:</p> <p>'Jacques, vendons la vache' Meuh! Meuh! Meuh! Meuh! Meuh! 'Va au marché' 'Vite! Vite!'</p> <p>Jacques et la vache vont au marché. Ils rencontrent un vieil homme. 'Je voudrais acheter une vache. Voici cinq haricots magiques. Un ... deux ... trois ... quatre ... cinq ...'</p> <p>Mais Maman dit: 'Que tu es bête! Elle prend les haricots ... les haricots magiques ... Un ... deux ... trois ... quatre ... cinq ... Et elle les jette!</p>	<p>Mais la nuit, une tige de haricot magique pousse. Elle pousse ... Elle pousse ... Elle pousse ...Whoosh!</p> <p>Jacques grimpe la tige de haricot magique. Il grimpe ... il grimpe ... il grimpe ... jusqu'au ciel.</p> <p>Jacques voit un château géant. Toc ... toc ... toc ... toc ... toc ... personne!</p> <p>Jacques entre dans le château. Il voit des pièces d'or. une poule et une harpe magique.</p> <p>Le géant arrive! Le grand, grand géant! Cache-toi, Jacques! 'Hum! Hum! Hum! Hum! Ca sent le garçon!' Mais il ne trouve pas Jacques.</p> <p>Le géant dort ... RRRRRRRRRRRRRRRRRRRR</p> <p>Jacques entre à pas de loup. Il prend les pièces d'or.</p> <p>Jacques glisse le long de la tige ... il glisse ... il glisse ... il glisse ... Et après?</p>	<p>Jacques grimpe la tige de haricot magique. Il grimpe ... il grimpe ... il grimpe ... jusqu'au ciel. Et Jacques entre dans le château ... Et il voit ... la poule ... et la harpe magique.</p> <p>Le géant arrive! Le grand, grand géant! Cache-toi, Jacques! 'Hum! Hum! Hum! Hum! Ca sent le garçon!' Mais il ne trouve pas Jacques.</p> <p>Le géant dort ... RRRRRRRRRRRRRRRRRRRR</p> <p>Jacques entre à pas de loup. Il prend la poule.</p> <p>Jacques glisse le long de la tige ... il glisse ... il glisse ... il glisse ... Et après?</p> <p>Jacques grimpe la tige de haricot magique. Il grimpe ... il grimpe ... il grimpe ... jusqu'au ciel. Et Jacques entre dans le château ... Et il voit ... la harpe magique.</p>	<p>Le géant arrive! Le grand, grand géant! Cache-toi, Jacques! 'Hum! Hum! Hum! Hum! Ca sent le garçon!' Mais il ne trouve pas Jacques.</p> <p>Le géant dort ... RRRRRRRRRRRRRRRRRRRR</p> <p>Jacques entre à pas de loup. Il prend la harpe magique.</p> <p>Mais le géant se réveille! Le géant chasse Jacques. Jacques glisse le long de la tige ... il glisse ... il glisse ... il glisse ... Mais le géant vient aussi!</p> <p>Jacques cherche une hache! Vite! Vite! Jacques abat la tige de haricot. Vite! Vite! PATATRAS! Et le géant tombe ... PATATRAS! Et ça, c'est la fin du géant. Et ça, c'est la fin de l'histoire.</p>