

## Ça pousse! (Growing things)

### 1. In the vegetable garden

**Prior Knowledge:** It is helpful if the children have some understanding of how to form the negative.

<u>Objectives</u>	<u>Support</u>	<u>Main</u>
<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Engage in conversations; <b>ask and answer questions</b>; express opinions and respond to those of others; <b>seek clarification and help</b></p>	<p>Teacher or support assistant works with small groups to practise questions and answers, whilst rest of class are working in pairs.</p> <p>Accept a one word answer or physical response to the question <i>Tu aimes</i> e.g. <i>les tomates</i>?</p> <p><u>Extension</u></p> <p>More able children could be encouraged to extend their response to <i>Non, je n'aime pas ...</i> (No, I don't like...) (Negatives are introduced in Unit 5.)</p> <p>More able children could begin to ask the question <i>Tu aimes ...</i>?</p> <p>Extend questions and answers by revising <i>Je préfère</i> e.g. <i>les tomates</i>.</p>	<p>Present six vegetables that can be grown in a garden.</p> <p><u>ICT Opportunities:</u> Present vocabulary via a multimedia presentation.</p> <p>Pin flashcards of vegetables around the room. Call out the name of a vegetable and children point to the correct picture.</p> <p>Say the words and invite children to repeat. Perform a Mexican Wave, chanting each word in turn, as a photo or real vegetable is passed around the class.</p> <p>Play noughts and crosses (<i>Morpion</i>).</p> <p><u>ICT Opportunities:</u> Use digital images of the vegetables to play noughts and crosses (<i>Morpion</i>) on the IWB.</p> <p>Give a selection of vegetables to groups of children to taste. After tasting each vegetable, introduce the question <i>Qui aime...?</i> (Who likes?) Explain the meaning and discuss an appropriate response. Then ask <i>Qui aime les tomates?</i> (Who likes tomatoes?) and so on. Children raise their hands to indicate their response.</p> <p>Ask individual children the question <i>Tu aimes ...?</i> to elicit <i>Oui/Non</i>. When children are ready, encourage replies which involve <i>Oui, j'aime les tomates</i>. Ask children what they could say to you if they didn't understand the question, reminding them if necessary of the phrases <i>Répétez s'il vous plaît, encore une fois</i> and <i>plus lentement s'il vous plaît</i>. Introduce <i>Pardon Madame/Monsieur?</i> and practise as a whole class. Continue asking individual children questions, but do so in a very quiet and/or unclear way and encourage them to ask for clarification using any of the phrases you have practised.</p> <p>Focus on the [e] <i>ai</i> sound in <i>j'aime</i> and practise saying it together as a class. Look at another word containing the <i>ai</i> sound, for example <i>laitue</i> and practise pronunciation of this word as well.</p> <p><u>ICT Opportunities:</u> Children can take pictures of each other holding a picture of different vegetables and show by their expression whether they like them or not. Superimpose speech bubbles on the pictures e.g. <i>Je n'aime pas les haricots</i>. Display the photographs in class or around the school.</p> <p>Children work in pairs using up to four picture cards of vegetables. One child points to a vegetable and the other says <i>Oui, j'aime ...</i> or <i>Non!</i></p> <p>As children become confident, introduce <i>Oui, j'aime beaucoup!</i> (Yes, I like (it) a lot) and <i>Non, pas du tout!</i> (No, not at all!)</p> <p>While the rest of the class is working in pairs, you or a teaching assistant can work with a small group to practise questions and answers.</p> <p>Introduce <i>Je n'aime pas</i>. Children repeat this and <i>J'aime</i> with thumbs down/thumbs up to reinforce understanding.</p>

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<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>Singular / plural – <i>une tomate / les tomates</i></p> <p>N.B. After verbs expressing likes and dislikes in French, the plural definite article is used, whereas in English this is omitted e.g. <i>J'aime <b>les</b> concombres</i> (I like cucumbers), <i>je n'aime pas <b>les</b> carottes</i> (I don't like carrots); <i>je préfère <b>les</b> tomates</i> (I prefer tomatoes). With <i>du cresson</i> (cress), as there is no plural, the definite article is used in the singular (<i>j'aime <b>le</b> cresson</i>).</p> <p>Asking questions – <i>Qui aime ...? Tu aimes ...?</i></p> <p>1st and 2<sup>nd</sup> person singular of the verb <i>aimer</i>: <i>j'aime, tu aimes</i></p> <p>Negatives – <i>je n'aime pas</i> is another example of a negative. The <b>ne</b> before the verb (<i>aime</i>) loses the <i>e</i> and gains an apostrophe as it precedes the vowel at the start of <i>aime</i>.</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Using plurals of fruit and vegetables</p> <p>Using :</p> <ul style="list-style-type: none"> <li>- 1<sup>st</sup> person singular of the verb <i>aimer</i>: <i>J'aime...</i></li> <li>- the negative form of 1<sup>st</sup> person singular: <i>Je n'aime pas...</i></li> </ul>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>silent final consonant – <i>haricot, cresson, plural s, pas</i></p> <p>silent h - <i>haricot</i></p> <p>[y] u – <i>une, tu, laitue</i></p> <p>[a] a – <i>carotte, haricot, tomate, pas</i></p> <p>[õ] on – <i>concombre, cresson</i></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>[e] ai – <i>laitue, aime, aimes</i></p>
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<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• listen with care and repeat words</li> <li>• respond physically and verbally to questions about likes and dislikes</li> <li>• ask and answer simple questions with correct intonation</li> <li>• recognise a negative statement.</li> </ul>	<p><b><u>New National Curriculum Links</u></b></p> <p><b><u>Science</u></b></p> <p><u>Plants</u> – Year 2</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
<p><b><u>Throughout the week:</u></b></p> <p>As a PE warm up, play 'Vegetable Salad'. Children sit in a circle and are each given the name of a vegetable. The teacher calls out a vegetable and those children change places.</p> <p>Carry out a class survey of children's favourites from the group of vegetables.</p> <p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"> <li>• Before allowing children to taste the vegetables, ensure that they have been properly washed.</li> <li>• Talk to the children about the importance of intonation when asking questions in French i.e. that the voice is very distinctly raised at the end.</li> <li>• It is a good idea to introduce the written form of <i>aime</i> early on since, otherwise, children will tend to visualise it as <i>jem</i>.</li> <li>• Allow the children to produce as much language as they feel comfortable with. For some, responses will be expressions, for others one word answers and for others a physical response.</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Flashcards of vegetables, plastic vegetables, real vegetables to introduce vocabulary</li> <li>• A selection of vegetables to taste</li> <li>• Sets of small picture cards of vegetables</li> <li>• Multimedia presentation</li> <li>• Digital images of the vegetables</li> <li>• Digital camera for portraits</li> </ul>

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- Enable children to develop familiarity with the question form by asking them to draw a question mark in the air whenever they hear the question *Tu aimes ...?* This could be contrasted with the answer *J'aime ...*, when they could draw a full stop (*point*). The teacher could call out questions and answers at random and see if children can perform the correct action; progress to doing this when the children have their eyes closed, so that they are really having to listen carefully

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Voici</i> <i>une tomate / les tomates</i> <i>un concombre / les concombres</i> <i>du cresson</i> <i>un haricot / les haricots</i> <i>une carotte / les carottes</i> <i>une laitue / les laitues</i>  <i>Les tomates, changez de place</i> <i>Qui aime... ?</i> <i>Tu aimes...?</i> <i>J'aime</i> <i>Je n'aime pas</i> <i>Non, pas du tout !</i>	Here is a tomato / tomatoes a cucumber / cucumbers some cress a bean / beans a carrot / carrots a lettuce / lettuces  Tomatoes change place Who likes...? Do you like...? I like I don't like No, not at all!	<i>une tomate / les tomates</i> <i>un concombre / les concombres</i> <i>du cresson</i> <i>un haricot / les haricots</i> <i>une carotte / les carottes</i> <i>une laitue / les laitues</i>  <i>Tu aimes...?</i> <i>J'aime (beaucoup)</i> <i>Non, pas du tout !</i> <i>Je n'aime pas</i>	a tomato / tomatoes a cucumber / cucumbers some cress a bean / beans a carrot / carrots a lettuce / lettuces  Do you like...? I like (a lot) No, not at all! I don't like