

Language

Core language

<i>J'adore ...</i>	I love ...
<i>Je déteste ...</i>	I hate ...
<i>ça</i>	that

<i>vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf</i>	21–29
<i>trente</i>	30

<i>C'est combien?</i>	How much is it?
<i>un euro</i>	one euro

<i>C'est super, magnifique, fantastique</i>	It's great, magnificent, fantastic
<i>Je n'ai pas de ...</i>	I don't have ...

Additional language for this unit

<i>miam, miam!</i>	yum!
<i>berk!</i>	yuck!

<i>pour mon anniversaire</i>	for my birthday
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<i>un CD</i>	a CD
<i>un football</i>	a football
<i>une console</i>	a games console
<i>une peluche</i>	a soft toy
<i>une poupée</i>	a doll

<i>génial, hyper-cool</i>	brilliant/great, cool
<i>nul</i>	useless

Additional language for teachers

<i>Tu aimes ça?</i>	Do you like that?
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Unit 8 L'argent de poche (Pocket money)

About the unit

In this unit children continue to gain confidence in manipulating numbers and learn further expressions for likes and dislikes. They begin to learn about the euro. They prepare and perform a radio or TV advert for a toy.

Where the unit fits in

Children are developing their confidence in speaking French and have the opportunity to perform to an audience. They have opportunities to talk about things that they like and dislike, and they are able to justify their opinions. They consolidate numbers up to 20 and, with the addition of some higher numbers, begin to discuss prices in euros.

Prior learning

It is helpful if children already know:

- *J'aime*
- *Je n'aime pas*
- numbers 1–20
- *J'ai ...*

New language

- Expressing likes and dislikes (about food and toys)
- Justification of opinions
- Numbers 21–39
- Simple prices
- *C'est* + adjective
- *avoir*: negative *je n'ai pas*
- *de* after negative
- Phonic focus: *in*; revision of nasal sounds

Resources

- Access to the toys catalogue of the website of a French department store
- Bag with toys, plastic food items or food packets
- Sad and smiley face cards
- Word cards
- Food items or pictures of food items to provoke strong reactions
- Place-value cards
- Word cards for *et*
- Large number cards for 1–9, 20 and 30
- Pictures or toys for the 'Birthday Song'
- Real or plastic euro coins or pictures

Links with other subjects

Primary framework for literacy: use knowledge of different organisational features of texts to find information effectively; understand and interpret texts; identify how talk varies with age, familiarity, gender and purpose; develop scripts based on improvisation

Primary framework for mathematics: count and understand number; know and use number facts

Expectations

At the end of this unit

most children will:

count and understand numbers from 21 to 39; understand sums of money; develop skills in communicating in groups, using language learnt in the unit; develop their understanding of how sounds are represented in writing

some children will not have made so much progress and will:

understand numbers from 21 to 39; initiate dialogue when working in a group with considerable support; respond with *oui* or *non*, gestures or short answers when asked if they like a toy

some children will have progressed further and will:

initiate a dialogue in French when working with a group; use number patterns with increasing flexibility

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 1. At the toy shop

- to listen for specific words and phrases (O4.2)
 - to ask and answer questions on several topics (O4.4)
 - about some aspects of everyday life and compare them to their own (IU4.2)
 - to use question forms (KAL)
- Show children the toys catalogue of the website of a French department store. Look at the layout of the site. Discuss how the information is presented and ways in which it has been made to look attractive, eg use of colour, fonts and pictures.
 - Ask children to look closely at the toys and their prices. What are the differences and similarities compared with England?
 - Focus on one page of the website. Point to various objects and say *J'aime ça!* or *Je n'aime pas ça!* with appropriate facial expressions, voice tone or gestures such as thumbs up / thumbs down. Ask children what they think you are saying. Practise as a whole class, saying the words and using appropriate gestures.
 - Hold up some items or point to pictures and ask *Tu aimes ça?* Children reply with words and gestures.
 - Play *Le Sac Magique* (The Magic Bag). Children each make a sad and a smiley face card. You have a bag in which you have placed toys or plastic food items. Take an item from the bag. Ask *Tu aimes ça?* Children hold up their response cards and you choose a child to reply with *J'aime ça!* or *Je n'aime pas ça!* Some children will respond to this question using only gestures, facial expressions or by showing their response card.
 - Extension: Children work in pairs and browse the website of a French toy shop. Using *J'aime ça!* or *Je n'aime pas ça!* they tell each other what they like or dislike.

- respond to the question *Tu aimes ça?*
- say whether they like something or not
- are aware that French shops want to make their products look attractive, in the same way that English ones do

- You can find online toys catalogues by entering *Jouets* into an internet search engine.
- If you are unable to access a website from a French store, you can send off in advance for a French catalogue (names of stores can be found by using an internet search engine). Alternatively, you can use an English catalogue, cut out the pictures and add prices in euros. You could also download attractive pictures from an internet search engine.
- Link with literacy work: The first activity links to literacy work on investigating and writing advertisements in year 3 using persuasive vocabulary.
- Follow-up: Throughout the week, practise *J'aime ça!* or *Je n'aime pas ça!* by holding up various objects or bringing in different food items every day.
- Follow-up: Children look at a selection of French and English advertisements and say why they are effective or not by commenting on layout, use of colour, font, etc.
- Follow-up: During the course of this unit, children bring in packets from French products for a classroom display.

Section 2. Likes and dislikes

- to listen for specific words and phrases (O4.2)
 - to ask and answer questions on several topics (O4.4)
 - to read some familiar words and phrases aloud and pronounce them accurately (L4.3)
 - about some aspects of everyday life and compare them to their own (IU4.2)
 - to use question forms (KAL)
- Produce some food items that are likely to provoke a strong reaction. Model by saying, with appropriate facial expression or voice tone, either *J'adore ça!* or *Je déteste ça!* Some of the items could be based on the vocabulary 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 phrases and ask children which English phrases these look like. Ask when they would use these phrases.
 - 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'adore ça!* / *Je déteste ça!* / *miam, miam!* / *berk!* Some children will respond to the question with only gestures, facial expressions or by showing a response card from the previous session.
 - Play Pass the Word Parcel. Into a bag, put word cards for: *J'aime ça!* / *Je n'aime pas 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.

- ask and answer the question *Tu aimes ça?*
- say whether they really like something or not
- know the sounds that French children make to show that they like or don't like something

- *Miam, miam!* and *berk!* 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.
- Link with work in English: Children may have identified how talk varies with age, familiarity, gender and purpose in their work in English.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 3. Numbers to 39

- to listen for specific sounds and phrases (O4.2)
 - to read some familiar words and phrases aloud and pronounce them accurately (L4.3)
 - to apply phonic knowledge of the language to support reading and writing (KAL)
 - to apply knowledge about letters and simple grammatical knowledge to experiment with writing (LLS)
- Play Read My Lips to revise numbers 1–20. You mouth a number and children say the word or write it on a mini-whiteboard.
 - Give children place-value cards numbered 1–9 and 20. As you say these numbers in random order, children hold up the right cards.
 - Use large versions of the same number cards. Display the card for the number 20 and one for the number two as you say *vingt-deux*. Ask children what they think this means. Repeat for the numbers 23–29.
 - Now, adding a word card for *et*, show children how to make the number 21 (*vingt et un*) in French. Give children a word card for *et* and ask them to make the number.
 - Practise saying the sound *in*. Show the children the word *vingt* and ask them which letters make the sound *in*. Create a page for *in* in the word bank and add *vingt* and other words the children think of, such as *cinq* and *lapin*.
 - Choose two volunteers to come to the front with their cards. Children give them a number in French and they have to race to stick the right cards on the board.
 - Give children number cards for 30 and teach them how to say *trente*. Repeat the previous activities to practise numbers 30–39.
 - Make a grid with five columns and eight rows on the interactive whiteboard. Insert the numbers zero to four along the top row and continue to 39. Numbers zero to 35 should appear in the left-hand column. Use this number grid to practise numbers. Copy the page and delete certain numbers, eg seven, 14 and 21, so that children have to tell you the next numbers to disappear. The undo function is useful to replace the missing numbers and start a different sequence.
 - Play Number Ping-Pong to practise numbers 21–39. Children work in pairs. One says a number and their partner gives the next number in sequence. At your signal, they swap roles.
 - Extension: Repeat the above activities with word cards for the numbers.
 - Extension: Give children a number card for 40 and model the pronunciation. Ask them to make and say the numbers 41–49.

- can recognise and say numbers 1–39

- For numbers such as 21, 31, etc, the word *et* is there for ease of pronunciation.
- Zero will be introduced in Unit 10, so there is no need to draw attention to it at this stage.
- When playing Read My Lips, you can allow children thinking and sharing time by asking them to decide on the answer by having a whispered conversation with their talk partner.
- Follow-up: Throughout the week, play Number Ping-Pong as a warm-up in numeracy lessons.
- Follow-up: Bring counting in French into daily routines, eg count how long it takes to line up, count the stairs or count the number of boys/girls/children in the class.
- Follow-up: Use French numbers in numeracy lessons for activities around number bonds, partitioning and times tables.
- Follow-up: Revise the other nasal sounds from previous units (*on*, *an* and *un*). Play games to help children discriminate between these sounds, eg children could make phoneme fans with *on*, *in*, *an* and *un*. As you say a phoneme (or a word containing that phoneme) they hold up the correct part of the fan.
- Progress to asking the children to give a word containing a certain phoneme. Revise some words for each nasal sound (use the word bank for reference) and then use a foam die with *in*, *on*, *un* and *an* as inserts (two will need to be doubled up to fill the six faces of the die). Children roll the die and must say a word containing the sound they have rolled.

Section 4. Birthday presents

- to listen for specific words and phrases (O4.2)
 - to listen for sounds, rhyme and rhythm (O4.3)
 - about some aspects of everyday life and compare them to their own (IU4.2)
 - to use context and previous knowledge to determine meaning and pronunciation (LLS)
 - to access information sources (LLS)
- Revise *Je déteste ça! J'adore ça! J'aime ça! Je n'aime pas ça!* by encouraging the class to repeat these while giving an appropriate action. 'Conduct' the class by inviting each group in turn to respond to an action with the appropriate French phrase.
 - Display the department store website or pictures looked at in the previous session. Choose six items and practise the above phrases.
 - Sing the 'Birthday Song', holding up or displaying pictures of the toys and inviting children to sing along.
 - Ask children to think of actions for each toy and to give the action every time they hear the word.
 - Display pictures of some toys with prices in euros. Ask children to rank them in order from the cheapest to the most expensive. If you have digital pictures, display them on the whiteboard and add price tags. Record the prices and assign to labels, eg *une peluche* (a soft toy), 7 euros, so that children can listen and match up what they hear to the object.
 - Ask children what they have noticed about how French prices are written. Discuss the euro and where it is used. Have children paid with euros before? Show children some examples of real or plastic euro coins, or pictures. What do they notice about them?
 - Display prices from 1 to 10 on the board. Point to each and say the price in French. Count up from *un euro* to *dix euros* as a class.
 - Revise numbers 1–39 by going around the class as a Mexican Wave.
 - Play *Le Juste Prix* (The Price is Right). Put children into teams. They guess how much each item is (the price is concealed behind a Post-it note or by using the interactive whiteboard). Ask each team, for example, *Le football, c'est combien?* They give their answer in French, eg 8 euros. The team closest to the price wins a point.
 - Some children can respond to the question *C'est combien?* by showing the price with their fingers or on a mini-whiteboard.
 - Extension: Children find out real prices of toys from a website, eg *une peluche = 19,20*.
 - Extension: Children look at catalogue prices and round up to a whole unit, eg *19,20 = 20*.
 - Sing the 'Birthday Song', encouraging children to join in as much as possible.

- understand that people use different currencies in different countries
- say how much something costs in euros

- Text for the 'Birthday Song' (sung to the tune of 'The Wheels on the Bus'):
Je voudrais un CD, un CD, un CD
Je voudrais un CD, je voudrais un CD,
Je voudrais un CD, un CD, un CD,
Pour mon anniversaire
- Add further verses with:
– *un football*
– *une poupée*
– *une console*
– *une peluche*.
- The toys can be listed so that, by the end of the song, the whole list is sung.
- Follow-up: Throughout the week, sing the song again.
- Pronunciation note: As *euro* begins with a vowel, the pronunciation of some of the numbers changes, eg *un euro* (the *n* is pronounced); *deux euros* (the *x* is pronounced as *z*), *trois euros* (the *s* is pronounced as *z*).
- Picture galleries available with some interactive whiteboards contain life-size images of all the euro coins and banknotes.
- When playing The Price is Right, start by using lower numbers, eg 1–10 then 1–20. You can then add in higher numbers up to 39.
- Follow-up: Create a class display of a shop. Show items with prices in euros. Use the display interactively for quick mental mathematics activities and language practice, using *C'est combien?* Children make up their own calculations using the items on display and write them down on post-it notes for others to solve.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 5. Expressing preferences

- to listen for specific words and phrases (O4.2)
 - to listen for sounds, rhyme and rhythm (O4.3)
 - about some aspects of everyday life and compare them to their own (IU4.2)
 - to read and memorise words (LLS)
- 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 advertisement for one of the toys from the previous sessions. For example, hold up a series of items, saying *C'est nul!* and looking disappointed. Then hold up a football and sing the *C'est magnifique* song. Alternatively, have a pre-prepared advertisement on the board that you read out to children.
 - Play a drama game. Introduce phrases for opinions to children by holding an object and saying, for example, *C'est super!* Children echo and practise saying these phrases. Hold 'auditions' to find children who can express their opinions with feeling.
 - Extension: Children make up their own advertisements in groups.
 - Set up a 'shop', either on the board or a table, with items and prices. Model vocabulary by saying *Je n'ai pas de poupée. Je voudrais une poupée* (I don't have a doll. I would like a doll). Children listen and repeat each time.
 - Extension: Children create role-plays by using the question *C'est combien?* and answering with *C'est ... euros.*
 - 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 *Le Pendu* (Hangman) to see if children can spell the word correctly.
 - Play *Cadeau Musical* (Pass the Parcel) by passing a bag containing six toys around a circle to music. When the music stops, the child holding the bag says *Je n'ai pas de ... Je voudrais* + one of the items and finds that toy in the bag. Some children can hold up an appropriate picture card when they say *Je voudrais*.
 - Play Kim's Game by giving children one minute to look at a range of toys or pictures displayed, eg two *footballs*, three *peluches*, etc. Cover the objects and ask children to say what they remember, saying *Je voudrais* + the toy. Hand out the items to some children and get them back by saying *Je voudrais* + the toy.
 - Play a variation of Grandmother Went to Market. The first child says, for example, *Je voudrais une peluche*, the second says *Je voudrais une peluche et un football* and so on. Some children may need picture clues to support them with this game.

- say something is good
- say that they would like something

- Text for the *C'est magnifique* song (to the tune of 'Oh when the Saints':
C'est magnifique, c'est fantastique
C'est nickel, c'est hyper-cool
C'est magnifique, c'est fantastique
C'est nickel, c'est hyper-cool
- Link with work in English: The second activity links to work in speaking (year 4) when children offer reasons and evidence for their views.
- Link with literacy work: The first extension activity links to literacy work on investigating and writing advertisements in year 3.
- 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.
- Follow-up: Throughout the week, sing the *C'est magnifique* song.
- Follow-up: In groups or individually, children make 'human toys' when you call out the word in French. Develop these into movements and put to music.
- Follow-up: Throughout the week, play the Grandmother Went to Market game.
- Follow-up: Play further games to practise the nasal sounds, such as the four corners games, using *in*, *on*, *un* and *an*.
- 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.

Section 6. Toy advert

- to listen for specific words and phrases (O4.2)
 - to listen for sounds, rhyme and rhythm (O4.3)
 - to ask and answer questions on several topics (O4.4)
 - about some aspects of everyday life and compare them to their own (IU4.2)
 - to recognise that texts in different languages will often have the same conventions of style and layout (KAL)
 - to read and memorise words (LLS)
- Play Pass the Parcel using a bag containing the letters to spell *Je voudrais*. When the music stops, the child holding the bag takes out a letter and places it in the middle of the circle or on the board. Repeat, until the phrase has been built up.
 - Extension: Children close their eyes and you remove a letter – which one is missing?
 - Explain to children that, in the next lesson, they will perform a radio or TV advertisement to persuade the audience to buy one of the toys from this unit. Props and costumes may be used.
 - Remind children of the language taught earlier in this unit then give them time in their groups to plan their advertisement.
 - Children should work in mixed-ability groups. Puppets may be used to help any children lacking in confidence.

- use effective language for an advertisement
- understand that language is used differently depending on the speaker and the audience

- Use flashcards or actions to revisit language that could be used in the advertisements.
- Follow-up: Make advertising posters for the toys.
- Link with literacy work: The fourth activity links with writing advertisements and posters in literacy in year 3 using persuasive language.
- Follow-up: Practise *Je voudrais* and phonemes with the following game. Give each child a box or bag with a phoneme card on it (especially the nasal sounds). Tell the children they should collect objects that contain that sound. You have a bag of objects (or picture cards) and, as you take each one out, say *Qui voudrait un ...?* The children with the corresponding phonemes call out *Moi!* Some children might be able to say *Moi, je voudrais un ...* (have several of each item so that everyone can collect something).

End-of-unit activities

- to apply the knowledge, skills and understanding in this unit
- Allow groups to rehearse their radio or TV advertisements.
 - Each group performs their advertisement. They must try as hard as they can to convince the audience to buy the product.
 - The class comment on the effectiveness of the advertisements. Why was it effective? What kind of language/gestures did they use to convince the audience?

- use effective language for an advertisement
- understand that language is used differently depending on the speaker and the audience

- The advertisements can be filmed and then shown to the class.
- The advertisements can be performed to another class or to the whole school.
- Children could record themselves using handheld recording devices and play them back through the computer or interactive whiteboard.