

Unit 6 *Ça pousse!* (Growing things)

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Medium-term plan

Lesson	Lesson Objectives	NC PoS link	KS2 Framework for Languages Link	Lesson Outcomes	Cross-curricular Activities	Resources
1 In the vegetable garden The purpose of this lesson is for the children to learn the names of some vegetables grown in the garden and how to say which they like and dislike.	<ul style="list-style-type: none"> Listen with care and repeat words Respond physically and verbally to questions about likes and dislikes Ask and answer simple questions with correct intonation Recognise a negative statement 	1a 1b 1c 1d 1f 3a 3d 3e	O3.2 O3.3	<ul style="list-style-type: none"> Ask and answer questions expressing likes and dislikes 	O3.2 NC English KS1 Speaking: To speak clearly, fluently and confidently to different people, pupils should be taught to speak with clear diction and appropriate intonation O3.3 NC English Listening 2e: To respond to others appropriately, taking into account what they say	CD Photocopiable sheet 1 (page 170) or real vegetables Ball Fly swats or plastic rulers (optional) Bilingual dictionary (for extension activity)
2 Life cycle of a plant The purpose of this lesson is for the children to describe the life cycle of a plant in French.	<ul style="list-style-type: none"> Recall and use vocabulary Join in with a non-fiction text Read familiar words aloud Show understanding of what they hear through a physical response 	1a 1b 1c 1f 3a 3b 3e 3g	O3.1 O3.3 L3.1 L3.3	<ul style="list-style-type: none"> Recognise written words and sentences in French Understand a natural process 	O3.1 NNS YR Counting: Say and use the number names in order in familiar contexts L3.1 NLS Y2 T3 W9: Pupils should be taught new words from reading linked to particular topics to build collections of significant words L3.1 NC English KS2 Reading 1b: Use word recognition and graphic knowledge	CD Activity sheet 1 (page 174) Photocopiable sheet 1 from Lesson 1 (page 170) A seed or picture of a seed
3 Jack and the Beanstalk The purpose of this lesson is for the children to join in with a well-known story using French words.	<ul style="list-style-type: none"> Remember the sequence of events in a story Join in with storytelling 	1a 1b 1c 1e 1f 1g 2a 3a 3g	O3.1 O3.2	<ul style="list-style-type: none"> Recognise new language Use new language from memory or with written support to join in with the story 	O3.1 NC English KS1 Reading 1c: Link sounds and letter patterns, exploring rhyme, alliteration and other sound patterns O3.3 NC English KS2 Listening: To identify and respond to sound patterns in language	CD Photocopiable sheets 1 and 2 (pages 178 and 179) FlashPics 40-43

Medium-term plan

Lesson	Lesson Objectives	NC PoS link	KS2 Framework for Languages Link	Lesson Outcomes	Cross-curricular Activities	Resources
4 Retelling a story The purpose of this lesson is for the children to take a more active role in storytelling.	<ul style="list-style-type: none"> Identify simple phrases Remember the sequence of events in a story Write words and simple phrases using a model 	1a 1b 1c 1d 1e 2a 3a 3b 3e 3g	O3.1 O3.3 O3.4 L3.1 L3.3	<ul style="list-style-type: none"> Respond to questions in French Recognise parts of an oral story 	O3.3 NC English KS1 Drama: To participate in a range of drama activities, pupils should be taught to use language and actions to explore and convey situations characters and emotions L3.1 NLS Y2 T3 W9: Pupils should be taught new words from reading linked to particular topics	CD FlashPics 40–43 Activity sheet 1 (page 183) Photocopiable sheet 1 from Lesson 3 (page 178)
5 At the market The purpose of this lesson is for the children to gain a cultural understanding of markets in French-speaking countries. They also learn how to say what they would like to buy in a market.	<ul style="list-style-type: none"> Recall and use vocabulary Remember the sequence of a dialogue 	1a 1b 1c 1d 1g 2b 3b 3c 3d 3e 3f 3g	O3.3 O3.4 L3.2 IU3.2 IU3.3 IU3.4	<ul style="list-style-type: none"> Develop a cultural understanding of French-speaking countries Take part in a short dialogue in French 	O3.3 NC English Listening 2e: To respond to others appropriately, taking into account what they say IU3.2 NC Geography 3b: The location of places and environments they study IU3.3 NC PSHE 4b: To think about the lives of people living in other places and times and people with different values and customs	CD Photocopiable sheet 1 (page 187) Photocopiable sheet from Lesson 1 (page 170) Photocopiable sheet 1 from Lesson 3 (page 178) Picture Bank slide 1 Basket or bag Other photos of different markets (optional)
6 Buying vegetables The purpose of this lesson is for the children to take part in market role-plays and order a written dialogue.	<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 oral work 	1a 1b 1c 1d 1f 2b 3a 3b 3c 3e 3f	O3.2 O3.3 L3.1	<ul style="list-style-type: none"> Understand written parts of a dialogue Take part in a role-play using accurate French 	O3.2 NC English KS1 Speaking: To speak clearly, fluently and confidently to different people, pupils should be taught to speak with clear diction and appropriate intonation O3.3 NC English Listening 2e: To respond to others appropriately, taking into account what they say L3.1 NC English KS1 Reading 1b: Use word recognition and graphic knowledge	CD Photocopiable sheets 1 and 2 (pages 191 and 192)

Introduction About the unit

In this unit, the children learn the names of some vegetables grown in the garden and how to say which they like and dislike. They describe the life cycle of a plant in French. They also join in with a well-known story using French words and take a more active role in storytelling. They gain a cultural understanding of markets in French-speaking countries. They also learn how to say what they would like to buy in a market, take part in market role-plays and organise dialogue in the correct order.

Lesson titles

- | | | |
|----------------------------|---------------------------|----------------------|
| 1. In the vegetable garden | 3. Jack and the Beanstalk | 5. At the market |
| 2. Life cycle of a plant | 4. Retelling a story | 6. Buying vegetables |

Unit vocabulary

<i>Tu aimes...?</i>	Do you like...?
<i>J'aime...</i>	I like...
<i>Je n'aime pas...</i>	I don't like...
<i>beaucoup</i>	a lot/much
<i>Qu'est-ce que c'est en anglais?</i>	What is it in English?
<i>une graine</i>	a seed
<i>la racine pousse</i>	the root grows
<i>Après la racine, la tige pousse</i>	After the root, the shoot grows
<i>Après la tige, les feuilles poussent</i>	After the shoot, the leaves grow
<i>Après les feuilles, la fleur pousse</i>	After the leaves the flower grows
<i>Après la fleur, le fruit pousse</i>	After the flower grows, the fruit grows
<i>Le fruit donne les graines</i>	The fruit gives seeds
<i>le haricot</i>	the bean
<i>une graine de haricot</i>	a bean seed
<i>Jacques et le haricot magique</i>	Jack and the magic bean (Jack and the beanstalk)
<i>le géant</i>	the giant
<i>la tige</i>	the shoot
<i>la harpe</i>	the harp
<i>la vache</i>	the cow
<i>le marché</i>	the market
<i>au marché</i>	at the market
<i>il glisse</i>	he slides
<i>il grimpe</i>	he climbs
<i>elle pousse</i>	it (feminine) grows
<i>Hum!, Hum!, Hum!, Hum!</i>	equivalent of 'Fee, fi, fo, fum!'
<i>Meuh!</i>	Moo!
<i>Qu'est-ce qui manque?</i>	What's missing?

<i>l'histoire</i>	the story
<i>madame</i>	Madam
<i>monsieur</i>	Sir
<i>Je voudrais...</i>	I would like...
<i>s'il vous plaît</i>	please
<i>Vous désirez?</i>	What would you like?
<i>voilà</i>	there you are/go
<i>merci</i>	thank you
<i>au revoir</i>	goodbye

Additional language for teachers

<i>les haricots</i>	beans
<i>les concombres</i>	cucumbers
<i>les tomates</i>	tomatoes
<i>les laitues</i>	lettuces
<i>le cresson</i>	cress
<i>les carottes</i>	carrots
<i>Qui aime...?</i>	Who likes...?

Phonic focus

Pronunciation of *j'aime* (j sound)

Silent *h* before *a* and *i*

è/ai sound

Revision of *j/g* sound

Grammar focus

les/des – the/some (plural)

le/du – the/some (masculine)

Polite form of *vous*

Silent word endings

Prior learning

It will be helpful if the children already know:

- *pas du tout!* from Unit 3
- *voici* and the numbers 1–8 from Unit 1
- the story Jack and the beanstalk in English
- how to take part in/act out a story

Assessment

Most children will:

- listen with care and repeat words
- respond physically and verbally to questions about likes and dislikes
- ask and answer simple questions with correct intonation
- recognise a negative statement
- read words and join in with a non-fiction text
- identify phonemes that are the same as or different from English
- understand the storyline, actively take part in the story and recognise key words and phrases
- remember the sequence of events in a story
- join in with storytelling
- identify simple phrases
- write words and simple phrases using a model
- identify differences and similarities between markets in the UK and other countries
- put simple phrases together to make a short dialogue
- recognise and understand familiar words in written form

Some children will have made less progress and will:

- require support from a spoken model or visual clue in producing responses to simple questions
- understand the names of vegetables with the support of visual clues
- understand the story and attempt to join in with the story as part of a group
- play some role in acting out a French story through mime and simple words
- use visual clues and support to take part in a short dialogue

Some children will have progressed further and will:

- use visual clues to produce phrases, sentences or short passages, using memorised language
- remember all the vegetable words and be able to say some of the plant life cycle in French
- be able to take on additional parts in the story
- initiate a conversation when working with a partner
- be able to substitute different language into the role-play

Out-of-school learning

The children could:

- at meal time tell someone which food they like and dislike
- think of different ways to make the *ay* (as in 'day') sound in English
- tell three people the different sounds that the French make for moo, quick, knock-knock, crash, etc.
- teach someone how the French pronounce words beginning with *h*
- research different markets around the world and the differences and similarities between markets in other countries and markets in the UK
- use French with their friends during the school holidays and report back on what they remembered when they return to school

Lesson 1 In the vegetable garden

The purpose of this lesson is for the children to learn the names of some vegetables grown in the garden and how to say which they like and dislike.

Learning objectives

Children learn:

- to listen with care and repeat words
- to respond physically and verbally to questions about likes and dislikes
- to ask and answer simple questions with correct intonation
- to recognise a negative statement

Resources

- CD
- Photocopiable sheet 1 (page 170) or real vegetables
- Ball
- Fly swats or plastic rulers (optional)
- Bilingual dictionary (for extension activity)

Advance preparation

- Familiarise yourself with the unit vocabulary from the CD, practise pronunciation and ensure that you understand the meaning of all the words.
- Photocopy and cut up the mini vegetable cards on Photocopiable sheet 1 for each child.

Learning outcomes

Children learn:

- to ask and answer questions expressing likes and dislikes

Programme of study

- 1a** how to use and respond to the foreign language
- 1b** how to listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness
- 1c** correct pronunciation and intonation
- 1d** how to ask and answer questions
- 1f** how to use context and clues to interpret meaning
- 3a** the interrelationship of sounds and writing

3d how to use dictionaries and other reference materials

3e how to communicate with each other in the foreign language in pairs and groups and with their teacher

KS2 Framework for languages

03.2 Recognise and respond to sound patterns and words

03.3 Perform simple communicative tasks using single words, phrases and short sentences

Vocabulary

Tu aimes...?

Do you like...?

J'aime...

I like...

Je n'aime pas...

I don't like...

beaucoup

a lot/much

Additional language for teachers

les haricots

beans

les concombres

cucumbers

les tomates

tomatoes

les laitues

lettuces

le cresson

cress

les carottes

carrots

Qui aime...?

Who likes...?

Phonic focus

Pronunciation of *j'aime* (j sound)

Silent *h* before *a* and *i*

Prior learning

It will be helpful if the children already know:

- the phrase *pas du tout!* ('not at all!') from Unit 3

Differentiation

- When asking lower ability children to respond to simple questions offer them support from a spoken model or visual clue.
- Invite higher ability children to produce phrases.

Cross-curricular activities

- 03.2** NC English KS1 Speaking: To speak clearly, fluently and confidently to different people, pupils should be taught to speak with clear diction and appropriate intonation
- 03.3** NC English Listening 2e: To respond to others appropriately, taking into account what they say

Assessment

The children's understanding of the lesson can be assessed by their ability:

- to listen with care and repeat words
- to respond to questions about likes and dislikes
- to ask and answer simple questions with correct intonation
- to recognise negative statements

Starter

- Show the children the six vegetables to be learned in the lesson from Photocopiable sheet 1 and say the name of the each one in French. Practise pronunciation, emphasising *laitue(s)* forming a kiss shape with your mouth, *concombre(s)* (same ending as *octobre, novembre, décembre*), *haricot(s)* (silent *h*). Explain that *les* means 'the' for more than one item.
- Play the Hot or cold game to practise the new language. One child goes outside the room and the rest of the class chooses one of the mini vegetable cards from Photocopiable sheet 1 to hide somewhere in the room. When the child comes back in, the class quietly chants the French word, e.g. *les concombres, les concombres*, getting louder and louder the nearer the child gets to the hiding place. He/she must find the vegetable in under one minute. Repeat for all the vegetables to get the class to practise saying the words.

Activity 1

- Pretend to eat one of the vegetables. Rub your stomach and say, for example, *J'aime les tomates!* ('I like tomatoes!'). Do this several times and then ask the children: *Qui aime les tomates?* ('Who likes tomatoes?') They put up their hands up if they do. If they have not understood the question from the actions, go through what it means and ask the question again.
- Ask individual children whether they like a certain vegetable, e.g. *Tu aimes les concombres?* so that they can answer with *oui* or *non*. Model a longer response using *j'aime*, e.g. *Oui, j'aime les concombres*. Emphasise the *j* sound and get the children to repeat a few examples.

Activity 2

- Play a likes/dislikes ball game. Stand in a circle with a ball. Throw the ball to one child and ask the question: *Tu aimes les haricots?* He/she answers with a simple response (*oui*) or a longer one: *Oui, j'aime les haricots* and throws the ball back to you. Try to get as many children as possible to give the longer responses by using praise words to encourage them. Higher ability children can also ask the question.

Activity 3

- Play Splat! with the six mini vegetable cards projected on to the whiteboard. (Leave plenty of space between each picture.) Ask for two volunteers to come out and stand at either side of the whiteboard. Call out a vegetable that you like using *J'aime...* and the two volunteers have to hit the correct picture. The first child to hit the correct picture gets a point. (This game is usually played with two fly swats but can also be played with plastic rulers or just using hands.) Whichever child gets the most correct (out of three or four turns) wins.
- Model playing the game again saying a *J'aime...* sentence and hitting the corresponding vegetable but now introduce a negative sentence with a disgusted face, e.g. *Je n'aime pas les haricots!* and do not hit the picture. Ask the children what this new sentence means and explain that this time if they hear the negative sentence they should not hit the vegetable. Play the game again in this way.

Activity 4

- Give each child a set of mini vegetable cards (from Photocopiable sheet 1) and ask them to work in pairs. They shuffle the two sets of mini cards together and place them face down on the table. Each child turns over a mini card and says either *Oui, j'aime...* or *Non, (je n'aime pas...)*. Teach higher ability children how to say *J'aime beaucoup...* or *Je n'aime pas beaucoup...* and *Je préfère...*

Plenary

- The children stand in the middle of the classroom. Call out a *J'aime...* sentence using one of the vegetables, e.g. *J'aime les carottes*, and point to one side of the room. Then call out a *je n'aime pas...* sentence using the same vegetable, e.g. *Je n'aime pas les carottes...*, and point to the other side of the room. The children must go and stand on whichever side of the room corresponds to their own likes/dislikes. Repeat this for other vegetables, allowing the children to move from one side of the classroom to the other, and introduce language from previous units, e.g. *J'aime courir*, *J'aime lancer le ballon*.

Extension activities

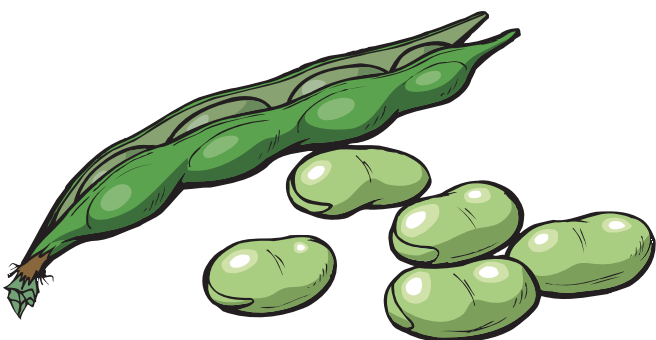
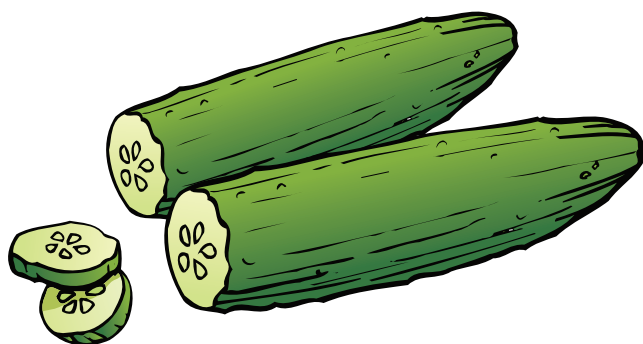
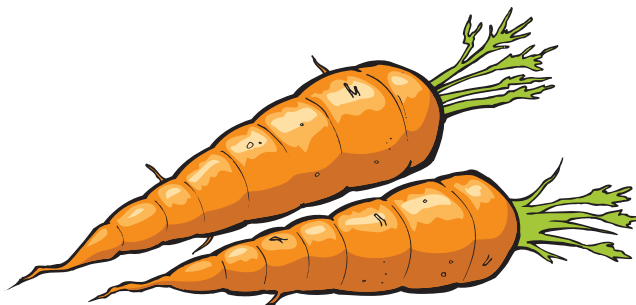
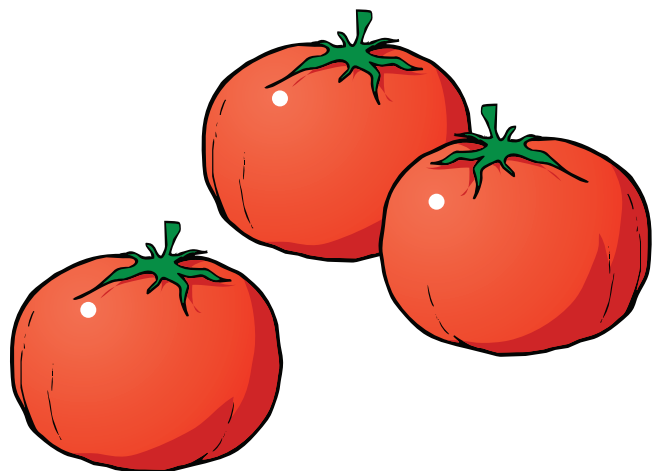
- Encourage the children to add in the phrase *pas du tout* (learnt in Unit 3) to emphasise their dislike of a vegetable.
- Ask the children to look up the words for their favourite and least favourite food in French using a bilingual dictionary.

Out-of-school learning

- At meal time the children tell someone which food they like and dislike.

Notes/evaluation

Lesson 1 Photocopiable sheet 1



Lesson 2 Life cycle of a plant

The purpose of this lesson is for the children to describe the life cycle of a plant in French.

Learning objectives

Children learn:

- to recall and use vocabulary
- to join in with a non-fiction text
- to read familiar words aloud
- to show understanding of what they hear through a physical response

Resources

- CD
- Activity sheet 1 (page 174)
- Photocopiable sheet 1 from Lesson 1 (page 170)
- A seed or picture of a seed

Advance preparation

- Familiarise yourself with the unit vocabulary from the CD, practise pronunciation and ensure that you understand the meaning of all the words.
- Photocopy Activity sheet 1, one for every child.
- Gather mini vegetable cards used in the previous lesson Photocopiable sheet 1 (page 170).
- Make some mini cards with names of vegetables on.
- Collect a seed or a picture of a seed.
- Photocopy, enlarge and laminate the plant life cycle on Photocopiable sheet 1 for the whiteboard.

Learning outcomes

Children learn:

- to recognise written words and sentences in French
- to understand a natural process

Programme of study

- 1a** how to use and respond to the foreign language
- 1b** how to listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness
- 1c** correct pronunciation and intonation

- 1f** how to use context and clues to interpret meaning
- 3a** the interrelationship of sounds and writing
- 3b** simple aspects of grammar and how to apply them
- 3e** how to communicate with each other in the foreign language in pairs and groups and with their teacher
- 3g** how to use the foreign language for real purposes

KS2 Framework for languages

- 03.1** Listen and respond to simple rhymes, stories and songs
- 03.3** Perform simple communicative tasks using single words, phrases and short sentences
- L3.1** Recognise some familiar words in written form
- L3.3** Experiment with the writing of simple words

Vocabulary

Qu'est-ce que c'est en anglais?

What is it in English?

une graine

a seed

la racine pousse

the root grows

Après la racine, la tige pousse

After the root, the shoot grows

Après la tige, les feuilles poussent

After the shoot, the leaves grow

Après les feuilles, la fleur pousse

After the leaves, the flower grows

Après la fleur, le fruit pousse

After the flower grows, the fruit grows

Le fruit donne les graines

The fruit gives seeds

Phonic focus

è/ai sound

Prior learning

It will be helpful if the children already know:

- *voici* and the numbers 1–8 from Unit 1
- vocabulary for vegetables from Unit 6 Lesson 1

Differentiation

- When showing the vegetables in written form offer the lower ability children visual support.
- Invite higher ability children to say some of the plant life cycle in French.

Cross-curricular activities

- 03.1** NNS YR Counting: Say and use the number names in order in familiar contexts

L3.1 NLS Y2 T3 W9: Pupils should be taught new words from reading linked to particular topics to build collections of significant words

L3.1 NC English KS2 Reading 1b: Use word recognition and graphic knowledge

Assessment

The children's understanding of the lesson can be assessed by their ability:

- to read words and join in with a non-fiction text

Starter

- Give each child a set of mini vegetable cards (Photocopiable sheet1) from the previous lesson. Call out a vegetable and see how fast the children can hold up the correct one. Extend this by calling out a sequence of vegetables. The children then put them in the correct order.

Activity 1

- Ask for six volunteers to come to the front of the classroom. Give each child one of the cards you prepared with the names of vegetables. Ask the children to work out what each word is in English. Now ask the children to put the vegetable names in alphabetical order (in French). You could extend this activity by putting the vegetable names in order of length of word, number of sounds, etc.

Activity 2

- Show the children a seed (or a picture of a seed). Introduce it in French: *Voici une graine*. Ask them what it is in English: *Qu'est-ce que c'est en anglais?* Show the life cycle of a plant (Photocopiable sheet 1) on the whiteboard. Go through each stage, saying it in French and acting out what happens to the seed in your hand. Now tell the children that they need to perform a mime for each stage. Go through the eight stages again and act them out with the class. Point to random stages in the life cycle and get the children to do the correct action. For higher ability children, call out a stage in French without pointing to the picture to see if they can recall any of the sentences without support.

Activity 3

- Give each child a plant life cycle poster with each stage written on it in French. Ask them to draw a picture to demonstrate each stage. Leave the plant life cycle (Photocopiable sheet 1) on the whiteboard for support.

Activity 4

- Ask the children to follow the French words on their plant life cycle posters as you read them. Emphasise the words *graine* and *très*. At the end, ask the children what they notice about the sound of these two words. Elicit the response that both words have the same *e* sound. Explain to the children that the letters *è* and *ai* make the same sound in French. Get the children to highlight all the *è* and *ai* parts of words on their posters.
- Play Odd one out by saying five or six different words. The children spot which two have the same *e* sound (as in *j'aime, graine, très, après, père, mère, s'il vous plaît*).

Plenary

- Play Beat the teacher. Make sure the plant life cycle is still on the whiteboard and that each stage is clearly numbered. Go through these numbers with the children before starting the game. Explain to

the children that you are going to read out one of the stages. As soon as they work out which one you are reading, they shout out the number of that stage in French. If they shout out the correct number before you have finished reading it, they (the class) wins a point. If you finish saying the French before they shout out the correct number, you, the teacher, win the point.

Extension activities

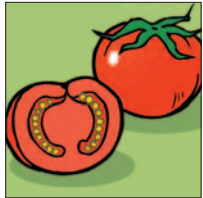
- Repeat the plenary activity, encouraging the children to have a go at reading out the stages in French.
- Grow some cress in the classroom to monitor the plant life cycle.

Out-of-school learning

- The children think of different ways to make the *ay* (as in 'day') sound in English.

Notes/evaluation

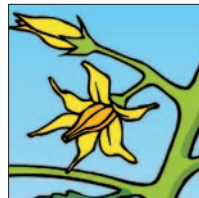
Lesson 2 Activity sheet 1



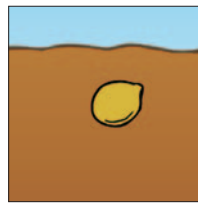
7 Le fruit donne les graines.



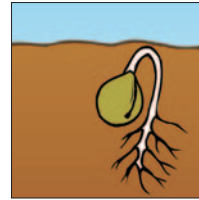
6 Après la fleur, le fruit pousse.



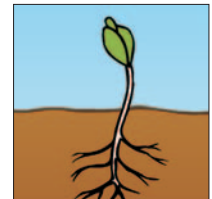
5 Après les feuilles, la fleur pousse.



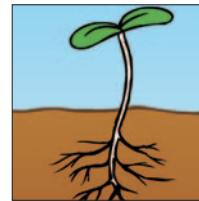
1 Voici une graine.



2 La racine pousse.

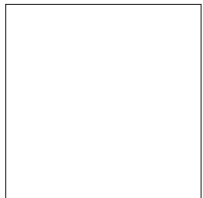


3 Après la racine, la tige pousse.

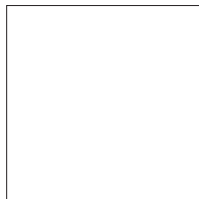


4 Après la tige, les feuilles poussent.

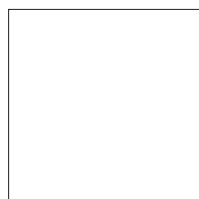
Draw the life cycle of the plant.



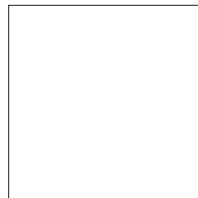
7 Le fruit donne les graines.



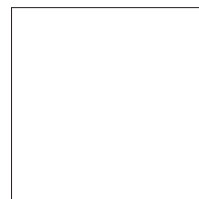
6 Après la fleur, le fruit pousse.



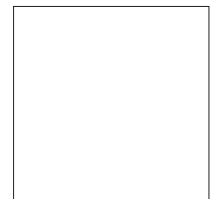
5 Après les feuilles, la fleur pousse.



1 Voici une graine.



2 La racine pousse.



3 Après la racine, la tige pousse.



4 Après la tige, les feuilles poussent.

Lesson 3 Jack and the beanstalk

The purpose of this lesson is for the children to join in with a well-known story using French words.

Learning objectives

Children learn:

- to remember the sequence of events in a story
- to join in with storytelling

Resources

- CD
- Photocopiable sheets 1 and 2 (pages 178 and 179)
- FlashPics 40–43

Advance preparation

- Familiarise yourself with the unit vocabulary from the CD, practise pronunciation and ensure that you understand the meaning of all the words.
- Photocopy and enlarge Photocopiable sheet 1 for the whiteboard
- Photocopy and enlarge Photocopiable sheet 2 for the whiteboard
- Familiarise yourself with the story *Jacques et le haricot magique* using Photocopiable sheet 2 and the CD.

Learning outcomes

Children learn:

- to recognise new language
- to use new language from memory or with written support to join in with the story

Programme of study

- 1a** how to use and respond to the foreign language
- 1b** how to listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness
- 1c** correct pronunciation and intonation
- 1e** techniques for memorising words, phrases and short extracts
- 1f** how to use context and clues to interpret meaning
- 1g** how to make use of their knowledge of English or another language in learning the

foreign language

- 2a** working with authentic materials including some from ICT-based sources
- 3a** the interrelationship of sound and writing
- 3g** how to use the foreign language for real purposes

KS2 Framework for languages

- 03.1** Listen and respond to simple rhymes, stories and songs
- 03.2** Recognise and respond to sound patterns and words
- 03.3** Perform simple communicative tasks using single words, phrases and short sentences

Vocabulary

Key words from the story *Jacques et le haricot magique*

<i>le haricot</i>	the bean
<i>une graine de haricot</i>	a bean seed
<i>Jacques et le haricot magique</i>	Jack and the magic bean (Jack and the beanstalk)
<i>le géant</i>	the giant
<i>la tige</i>	the shoot
<i>la harpe</i>	the harp
<i>la vache</i>	the cow
<i>le marché</i>	the market
<i>au marché</i>	at the market
<i>il glisse</i>	he slides
<i>il grimpe</i>	he climbs
<i>elle pousse</i>	it (feminine) grows
<i>Hum! Hum! Hum! Hum!</i>	equivalent of 'Fee, fi, fo, fum!'
<i>Meuh!</i>	Moo!

Phonic focus

Revision of *j/g* sound

Prior learning

It will be helpful if the children already know:

- the story of Jack and the beanstalk in English
- how to take part in a story

Differentiation

- Pair lower ability children with a higher ability partner.
- Invite higher ability children to take on additional parts in the story.

Cross-curricular activities

- 03.1** NC English KS1 Reading 1c: Link sounds and letter patterns, exploring rhyme, alliteration and other sound patterns

- 03.3** NC English KS2 Listening: To identify and respond to sound patterns in language

Assessment

The children's understanding of the lesson can be assessed by their ability:

- to identify phonemes that are the same as or different from English
- to understand the storyline, actively take part in the story and recognise key words and phrases

Starter

- Using the CD, project the story board of the story *Jacques et le haricot magique* ('Jack and the beanstalk') (Photocopiable sheet 1) on to the whiteboard and ask the children if they know what well-known story this is. If the children are not familiar with the story, read the story through first in English (Photocopiable sheet 2).

Activity 1

- Using the CD, project FlashPics 40–43 of key vocabulary from the story (*le géant, le haricot magique, la harpe, la vache*) on to the whiteboard. Say the French for each picture and use repetition to practise this new language. Ask the children where they think these items appear in the story.
- Now display the story board and the French story text (Photocopiable sheets 1 and 2). Read out each part (or listen to the story in French on the CD) and point to the corresponding frames. Elicit from the children what is happening.

Activity 2

- Practise saying the words: *Jacques, géant, magique, jette, tige, jusqu'au ciel* to revise the *j* sound in French. This sound occurs when *g* comes before *i* or *e*. Remind the children that this is the /zh/ sound we hear in the English words 'treasure' and 'pleasure'. Show them the words from the story with the hard /g/ sound we hear in 'good' and 'great': *garçon, grimper, grand, glisser*. This sound occurs when *g* comes before any other letter. Read through the first part of the story. When the children hear the *j* sound they have to jump up. Model this using a selected sentence.

Activity 3

- Assign a different part of the story to each table/group of children in the class. To begin, teach the repetitive phrases, e.g *hum! hum! hum! hum!; meuh! meuh! meuh! meuh!; Vite! Vite!; un... deux... trois... quatre... cinq...; elle pousse... elle pousse... elle pousse...; Whoosh!; il grimpe... il grimpe... il grimpe...; toc... toc... toc... toc... toc...; personne!; il glisse... il glisse... il glisse...*
- Point to each group in turn and get them to chant their part. Speed up the activity to see how fast they can say each part in sequence. Now point to the corresponding part in the story and get them to chant it so that they begin to recognise where each of their parts are written and to recognise the written words when they hear them.

Activity 4

- Now read or listen to the story again and get each group to join in with their part. Pause where necessary in order to help children with their parts.

Plenary

- Add in additional parts for the children to say or ask for volunteers to act out the story while the rest of the class say their parts.

Extension activities

- Play the *Grand géant* game. This needs to be played outside. Choose four 'giants' who stand with their backs to the rest of the class (who are *Jacques*). The children line up along the playground and take silent steps towards the giants. For each step they take, they count quietly up to 12 (or 20) in French. As soon as they reach 12 (or 20), the giants turn around and shout *géant!* and run after the class. The giants must capture as many '*Jacques*' as they can. The children who are 'captured' then become the next group of giants.
- Get the children to learn part of the story of 'Jack and the beanstalk' in French and to think about the strategies they use to remember a text.

Out-of-school learning

- The children tell three people the different sounds that the French make for moo, quick, knock-knock, crash, etc.

Notes/evaluation

Lesson 3 Photocopiable sheet 1

Jacques et le haricot magique



Lesson 3 Photocopiable sheet 2

Jacques et le haricot magique

1. Hum! Hum! Hum! Hum!
Voici l'histoire d'un garçon. Bonjour! Comment t'appelles-tu? Je m'appelle Jacques.
Jacques est pauvre... Maman est pauvre... Jacques et Maman deviennent de plus en plus pauvres... de plus en plus pauvres.
Rien pour le petit déjeuner... Rien pour le déjeuner... Rien pour le dîner... Rien du tout!
Alors, Maman dit: 'Jacques, vendons la vache.' Meuh! Meuh! Meuh! Meuh! 'Va au marché.' 'Vite! Vite!'
2. 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...'
3. Mais Maman dit: 'Que tu es bête!' Elle prend les haricots... les haricots magiques... Un... deux... trois... quatre... cinq... Et elle les jette!
4. Mais la nuit, une tige de haricot magique pousse. Elle pousse... Elle pousse... Elle pousse... Whoosh!
5. Jacques grimpe la tige de haricot magique. Il grimpe... il grimpe... il grimpe... jusqu'au ciel. Jacques voit un château géant. Toc, toc, toc, toc, toc... personne!
Jacques entre dans le château. Il voit des pièces d'or, une poule et une harpe magique.
6. Le géant arrive! Le grand, grand géant! Cache-toi, Jacques! 'Hum! Hum! Hum! Hum! Ça sent le garçon!' Mais il ne trouve pas Jacques.
7. Le géant dort. RRRRRRRRRRRRRRRRRR
Jacques entre à pas de loup. Il prend les pièces d'or.
8. Jacques glisse le long de la tige... il glisse... il glisse... il glisse... Et après?
Jacques grimpe la tige de haricot magique. Il grimpe... il grimpe... il grimpe... jusqu'au ciel.
9. Et Jacques entre dans le château... Et il voit... la poule... et la harpe magique.
Le géant arrive! Le grand, grand géant! Cache-toi, Jacques! 'Hum! Hum! Hum! Hum! Ça sent le garçon!' Mais il ne trouve pas Jacques.
10. Le géant dort. RRRRRRRRRRRRRRRRRR
Jacques entre à pas de loup. Il prend la poule.
11. Jacques glisse le long de la tige... il glisse... il glisse... il glisse... Et après?
Jacques grimpe la tige de haricot magique. Il grimpe... il grimpe... il grimpe... jusqu'au ciel.
12. Et Jacques entre dans le château... Et il voit... la harpe magique.
Le géant arrive! Le grand, grand géant! Cache-toi, Jacques! 'Hum! Hum! Hum! Hum! Ça sent le garçon!' Mais il ne trouve pas Jacques.
13. Le géant dort. RRRRRRRRRRRRRRRRRR
Jacques entre à pas de loup. Il prend la harpe magique.
14. 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!
15. 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.

Jack and the beanstalk (English translation)

- 1.** Feel! Fi! Fo! Fum!
This is the story of a boy. Hello! What's your name? My name's Jack.
Jack is poor... Mother is poor... Jack and his mother get poorer and poorer... poorer and poorer.
Nothing for breakfast... Nothing for lunch... Nothing for supper... Nothing at all!
So Mother says: 'Jack, let's sell the cow.' Moo! Moo! Moo! Moo! Moo! 'Go to the market.' 'Quick! Quick!'
- 2.** Jack and the cow go to the market. They meet an old man. 'I'd like to buy a cow. Here are five magic beans. One... two... three... four... five...'
- 3.** But Mother says: 'You are really stupid!' She takes the beans... the magic beans... One... two... three... four... five... And she throws them away.
- 4.** But during the night, a magic beanstalk grows. It grows... It grows... It grows... Whoosh!
- 5.** Jack climbs the magic beanstalk. He climbs... he climbs... he climbs... right up to the sky. Jack sees a huge castle. Knock, knock, knock, knock, knock... nobody is there.
Jack enters the castle. He sees some gold coins, a hen and a magic harp.
- 6.** The giant arrives. The big, big giant. Jack, hide! 'Feel! Fi! Fo! Fum! I smell a boy.' But he doesn't find Jack.
- 7.** The giant falls asleep.
ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Jack creeps in. He takes the gold coins.
- 8.** Jack slides down the beanstalk... he slides... he slides... he slides. And then?
Jack climbs the magic beanstalk. He climbs... he climbs... he climbs... right up to the sky.
- 9.** And Jack enters the castle... And he sees... the hen... and the magic harp.
The giant arrives. The big, big giant. Jack, hide! 'Feel! Fi! Fo! Fum! I smell a boy.' But he doesn't find Jack.
- 10.** The giant falls asleep.
ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Jack creeps in. He takes the hen.
- 11.** Jack slides down the beanstalk... he slides... he slides... he slides... And then?
Jack climbs the magic beanstalk. He climbs... he climbs... he climbs... right up to the sky.
- 12.** And Jack enters the castle... And he sees... the magic harp.
The giant arrives. The big, big giant. Jack, hide! 'Feel! Fi! Fo! Fum! I smell a boy.' But he doesn't find Jack.
- 13.** The giant falls asleep.
ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ
Jack creeps in. He takes the magic harp.
- 14.** But the giant wakes up. The giant chases Jack.
Jack slides down the beanstalk. He slides... he slides... he slides. But the giant is coming after him.
- 15.** Jack looks for an axe. Quick! Quick! Jack chops down the beanstalk. Quick! Quick! CRASH!
The giant falls... CRASH! And that's the end of the giant. And that's the end of the story.