2.1 Mes passions

Planner

- **Objectives**
  - Things you like and don’t like

- **Resources**
  - Students' Book, pages 30–31
  - CD 1; track 28
  - Video clip 4
  - En solo Workbook, pages 20–21
  - En solo CD, tracks 15–16
  - Copymaster 17; CD 1, tracks 41–43

- **Key language**

**Tu aimes...?**

**J’aime...**

- la musique, le sport, les ordinateurs, les films (d’action), les jeux vidéo, les animaux

- Je n’aime pas ça! J’aime ça!

**Tu as un animal?**

- J’ai un chat. Je n’ai pas de chat.

**J’aime/Je n’aime pas...**

- les animaux

**Framework reference**

- LKS 1.1; KAL 4.5
- R = RAK 2.1; RJ 3.2; KAL 4.2, 4.6, LLS 5.4

- **Starters**

- Before matching the words to the pictures in ex. 1 (page 30), ask students to look at the pictures and guess what the mystery picture 6 might be. They check whether they were correct by doing ex. 1 and watching the video.

- **Follow-up:**
  - Students illustrate their class A–Z list to make a display. Use this as the basis for class discussion, to recycle some of the language of Unit 1, e.g. *Il y a un/une/des...* Teacher (pointing to the list): *Il y a un vélo?* Student: *Oui, il y a un vélo.*
  - Students who have learned some French already at primary school may be able to express their likes and dislikes, e.g. *J’aime/Je n’aime pas...*
  - Students discuss the cultural information about pets and hobbies in France. How does this compare with the situation in the UK? Which sports and hobbies are popular here?

- **Plenaries**

- Students choose the odd-one-out from sets of words/Phrases from the spread, giving a reason for each one, e.g.
  - *J’ai, j’aime, tu as (j’aime because it isn’t a part of avoir, or tu as because it isn’t the first person singular)*
  - *il aime, elle a, elle n’aime pas (elle a because it isn’t a part of aimer, or il aime because it is masculine, or elle n’aime pas because it is negative)*
  - *oiseau, poisson, chat (chat because it’s a land animal, oiseau because it’s the only one that is preceded by *le* or because it’s the only one that can fly)*

- **Remind students of the strategies for recording/remembering new language suggested in the Unit 1 Bien apprendre! section (Students’ Book page 21). Ask them to try these out with the key leisure activities and animal vocabulary. In a subsequent lesson, pairs could test each other on how well they have remembered the vocabulary.**
2 Fais des phrases.

- Play the video clip again. This time, students make a note of what each person likes and dislikes. Ask them to note the letter of each hobby (a–f) with a tick beside it if the person likes it or a cross if they don’t like it.
- Students then use these notes to help them write a couple of sentences for each person, summarising what they like and dislike.
- In addition to ‘j’aime’ and ‘je n’aime pas’, number 6 on the video clip also uses ‘j’adore’. Ask students to listen out for this, then encourage higher attainers to extend their range of language by using all the phrases. They could also listen out for the full list of sports mentioned by number 6.
- Point out that the question ‘Tu as un animal?’ is often used. Ask students to note the word order and the position of the verb ‘aime’.
- Point out to students where they have met this sort of thing before, i.e. letter e replaced by apostrophe (e.g. ‘ce n’est pas, il n’y a pas’).


Answers: A: Manon; B: Thomas; C: Mehdi; D: Diane

5 Écoute. C’est quelle question (A, B, C ou D)?

This activity could replace task B or C in a Grade 1 Asset Languages teacher assessment.


CD 1, track 28 page 31, activité 5

2. Je choisis le numéro 4 parce que je n’aime pas ça.
3. Je choisis le numéro 5 parce que je déteste le cricket.
4. Je choisis le numéro 6 parce qu’il déteste le cricket.

6 Écouter. C’est vrai ou faux? (B – A)

Students ask and answer questions about what they do and don’t have. They may tell the truth or give a false answer, and their partner tries to guess whether it is true or not, e.g.

Student B: Non, je n’ai pas d’animal. Student A: C’est vrai!

Student B: Oui, c’est vrai! Tu as un portable? Student A: Oui…

See Copymaster 17 ex. 2 for an additional listening activity on animals.

Follow-up:

- For more able students, play the recording again. Students note down in English the details given by the speakers. Alternatively, provide specific questions for students to listen out for, e.g. Who is Gréco? Why doesn’t number 4 have any pets?

AT 2.1

- Students ask and answer questions about what they do and don’t have. They may tell the truth or give a false answer, and their partner tries to guess whether it is true or not, e.g.

Student A: Tu as un animal? Student B: Non, je n’ai pas d’animal. Student A: C’est vrai!

Student B: Oui, c’est vrai! Tu as un portable? Student A: Oui…

See Copymaster 17 ex. 2 for an additional listening activity on animals.

Follow-up:

- For more able students, play the recording again. Students note down in English the details given by the speakers. Alternatively, provide specific questions for students to listen out for, e.g. Who is Gréco? Why doesn’t number 4 have any pets?