

Language

Core language

<i>un coca</i>	a cola
<i>un milkshake</i>	a milkshake
<i>un chocolat chaud</i>	a hot chocolate
<i>un café</i>	a (black) coffee
<i>un café au lait</i>	a coffee with milk
<i>un paquet de chips</i>	a packet of crisps
<i>une limonade</i>	a lemonade
<i>une eau minérale</i>	a mineral water
<i>une tasse de thé</i>	a cup of tea
<i>une portion de frites</i>	a portion of chips
<i>une pizza</i>	a pizza

<i>Il/elle a mangé</i>	He/she ate
<i>Il/elle a bu</i>	He/she drank

<i>une glace au chocolat / à la fraise / à la vanille</i>	a chocolate/strawberry/vanilla ice cream
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<i>Je ne comprends pas</i>	I don't understand
<i>Répétez, s'il vous plaît</i>	Can you repeat please? (polite form)

Additional language for this unit

<i>un croque-monsieur</i>	a toasted cheese and ham sandwich
<i>un croque-madame</i>	a toasted cheese, ham and egg sandwich
<i>une salade niçoise</i>	a tuna and egg salad
<i>un diablo menthe</i>	a mint cordial with lemonade
<i>des moules-frites</i>	mussels and chips

<i>une glace au cassis / au citron / au caramel / à la framboise / à la pistache / à la menthe / à l'abricot</i>	a blackcurrant/lemon/toffee/raspberry/pistachio/mint/apricot ice cream
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Additional language for teachers

<i>Qu'est-ce que tu as mangé/ bu hier?</i>	What did you eat/drink yesterday?
<i>Qu'est-ce qu'il/elle a mangé/ bu hier?</i>	What did he/she eat/drink yesterday?

<i>Qu'est-ce qu'il y a au menu?</i>	What is on the menu?
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<i>les snacks (m)</i>	the snacks
<i>les boissons (f)</i>	the drinks
<i>les glaces (f)</i>	the ice creams
<i>un verre</i>	a glass
<i>un litre</i>	a litre
<i>une cuillère à soupe</i>	a soup spoon
<i>une cuillère à café</i>	a teaspoon
<i>selon le goût</i>	according to taste
<i>Dégustez froid</i>	Eat or drink chilled
<i>En anglais on dit ...</i>	In English we say ...

Unit 21 Monter un café (Creating a café)

About the unit

In this unit children learn to ask for drinks, snacks and ice creams. They extend their knowledge of the perfect tense by saying what others have eaten or drunk. They revise use of the euro with simple prices. They follow a recipe for a milkshake and justify their choice of recipe. They discuss learning strategies and use dictionaries to support their understanding of texts.

Where the unit fits in

In this unit children have the opportunity to revise some numbers and extend previously learnt language associated with food and drink (see Units 10 and 13) and buying something (see Unit 6). They extend their use of the perfect tense (see Unit 13). They learn a song and perform in a play to practise the language learnt.

Prior learning

It is helpful if children already know:

- the names of some snacks and drinks
- numbers 1–20
- *J'ai mangé, J'ai bu*
- how to say they would like something
- *s'il vous plaît*
- how to ask how much something costs
- text features of a recipe.

- Prepositions: *au, à la*
- Phonic focus: using knowledge of phoneme–grapheme correspondence to work out the pronunciation of new words; revision of *-ill-*

Resources

- Picture or short filmed clip of a French café
- Café menus (authentic or invented)
- Dictionaries
- Small and large word cards of drinks, snacks and ice creams
- Pictures of individual children
- Images or picture flashcards to illustrate snacks, drinks and ice creams in 'The Café Song'

- Text strips for 'The Café Song' (in envelopes)
- Images of French markets, supermarkets and food shops
- Map of France
- Internet access for researching regional specialities
- Picture flashcards or images of some ice cream flavours
- Milkshake recipe
- Pictures or props to illustrate the milkshake recipe
- Ingredients and equipment for making a milkshake
- Template for tasting review grid
- Props for an end-of-unit performance
- Large sheets of paper for creating posters

New language

- Quantities (of food and drink)
- Transactional language for a café
- Seeking clarification of meaning
- Perfect tense: third person singular form (*Il/elle a mangé, Il/elle a bu*)

Links with other subjects

Primary framework for literacy: devise a performance, considering how to adapt it for a specific audience (year 6)

Design and technology: follow safe procedures for food safety and hygiene

Geography: describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world

Music: sing songs in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression

PSHCE: know that differences and similarities between people arise from a number of factors, including cultural factors

Expectations

At the end of this unit

most children will:

ask for certain drinks and snacks; understand sums of money; know how to say what a friend has eaten and drunk; understand and use a range of vocabulary relating to a café scene; sing a song from memory on a related topic; devise and perform a short sketch using structures learnt in the unit

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

listen and respond to the names of drinks and snacks; respond with *oui* or *non*, gestures or short answers to questions about drinks and snacks or money; refer to textual or visual clues when singing a song

some children will have progressed further and will:

show confident recall of known language and structures



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Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn</p>		<p>Children</p>	
<p>Section 1. Café Conundrum</p> <ul style="list-style-type: none"> to read and understand the main points and some detail from a short written passage (L6.1) to recognise patterns in the foreign language (KAL) to discuss language learning and reflect on and share ideas and experiences (LLS) 	<ul style="list-style-type: none"> Show children a picture or short video clip of a French café. Discuss and ask them to tell you what they can see in the picture. Have any of the children ever been to a French café, in France, in a French speaking country or in England? What did they have to eat or drink? Play Café Conundrum. Give pairs of children a menu from a French café (see example at the end of this unit). Invite them to write the words that they know or can guess the meaning of in a column headed 'known'. They put unknown words into a second column headed 'unknown'. Ask them which strategies they would use to work out the meanings of the unknown words, for example comparing them with English or other languages or using knowledge of other words or phrases that might be similar. Children then use a dictionary to find or check the meanings of the new words and write these down. This could also be played as a team speed challenge game. Some children may prefer to use a bilingual word bank instead of a dictionary. Others may be able to use an online dictionary. Take feedback from the class. Encourage children to use their knowledge of phoneme-grapheme correspondence to work out how to pronounce the new words they find. Give children individual word cards for the café items. Still in pairs, they decide on categories and sort the cards. For example, they may decide to sort them into foods and drinks, into masculine and feminine nouns or according to the letters the words begin with. Ask children to share their word groups with the rest of the class. The other children then guess what the categories are. For the next part of the game, read out a selection of café items. Ask children to listen carefully and arrange the corresponding word cards into the correct order. Individual children read these back to the class for checking. Ask children to mix up their word cards. Play Speed Sort. Call out a category, eg <i>Je voudrais les boissons</i> (I would like the drinks). Give children 60 seconds to group the drinks together. Repeat for <i>les snacks</i> (snacks) and <i>les glaces</i> (ice creams). As a follow-up, call out a category and children have to say three examples from that category. Extension: Children use a dictionary to find the French words for other items available in a café. 	<ul style="list-style-type: none"> find the meaning of unknown language on the basis of existing knowledge or by looking in a dictionary select and sort words into appropriate categories listen carefully and arrange word cards in an appropriate sequence 	<ul style="list-style-type: none"> Children needing extra support will find it helpful to have an illustrated list of café items and word cards. Follow-up: Throughout the week, children play Loto (Bingo) with café items. Follow-up: Play Phoneme Lotto. Give children cards with six graphemes, such as <i>au</i>, <i>è/ai</i>, <i>j</i>, <i>i</i>, <i>ch</i> and <i>eu</i>. Call out a snack or drink and the children cross off one corresponding sound on their card. As a variation, these cards could have pictures on the reverse. In this version of the game, which is more challenging, you call out a phoneme and the children cross off an item that contains that sound. This could be played in pairs for support. Follow-up: Children create labelled pictures of snacks, drinks and ice creams for display. Follow-up: Play Speed Sort using phonemes as the category.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 2. 'The Café Song'

- to understand the main points and simple opinions in a spoken story, song or passage (O6.1)
 - to match sound to sentences and paragraphs (L6.3)
 - to compare attitudes towards aspects of everyday life (IU6.1)
 - to use context and previous knowledge to help understanding (LLS)
- Remind children how to describe what they have eaten and drunk using the perfect tense (see Unit 13, Section 1) by asking *Qu'est-ce que tu as mangé hier?* (What did you eat yesterday?) Model the response using a picture or action, eg *J'ai mangé un sandwich* (I ate a sandwich). Ask the question again and encourage children to join in with the answer. Repeat the activity several times, varying the food item. When appropriate, extend this activity to include the question *Qu'est-ce que tu as bu hier?* (What did you drink yesterday?) to elicit the response (for example) *J'ai bu du lait* (I drank some milk), etc.
 - Display a series of pictures of individual children and items of food and drink. Draw arrows to link each child with an item of food or drink and introduce the question *Qu'est-ce qu'il/elle a mangé hier?* (What did he/she eat yesterday?) Model the reply *Il/elle a mangé une crêpe* (He/she ate a pancake). Ask children to chorus your response. Repeat with further examples and encourage children to respond independently.
 - Read or sing *La chanson du café* ('The Café Song') (see 'Points to note'). Use images and gestures to support children's understanding of key points. They listen again and record snacks and drinks that they hear and the cost of the bill. They feed back and as they say each item (in English or French), display an image or flashcard on the board, add the corresponding number and say the French, eg *trois cocas*.
 - Play games to practise the items from the song and additional items from Section 1, eg mouth an item and children read your lips to guess the words. Show images or flashcards of the items, revealing them slowly for children to say what they are. Play *Répétez si c'est vrai* (Repeat if it's True), where you point to and name a picture and children repeat only if the name is correct.
 - Children work in groups. Give them an envelope containing strips of paper for each line of the song. They distribute the strips evenly, so that each child has three or four lines. Sing the song again and children wave their strip in the air when they hear that line in the song.
 - Next, groups attempt to put all the strips into the correct order. They then listen to the song again to check the order, and join in with singing.
 - As a group, children select from their song strips the phrases they think would be useful if they were in a café in a French-speaking country. Children feed back and discuss as a class. As a class, practise the phrases that children have highlighted. Ask children to identify the conventions of politeness in the song, and discuss.
 - Discuss the types of drinks and snacks mentioned in the song. Would we find similar items in an English café? What is the role of the café in English and French culture?
- identify some snacks and drinks from a list and pronounce these with reasonable accuracy
 - use the perfect tense to talk about what a friend has eaten or drunk
 - talk about the significance of cafés in people's lives
 - recall and sing with confidence a song with several verses
- Grammar point: The formation of the perfect tense with *avoir* is described in more detail in Unit 13, Section 1.
 - 'The Café Song' is sung to the tune of 'Oh My Darling Clementine'. Explain to children that the *vous* form of 'you' is used here for politeness.
 - La chanson du café*
Monsieur, Monsieur, venez ici,
J'ai faim, j'ai vraiment soif,
Le menu, s'il vous plaît,
Je voudrais un croque-monsieur.
Un café, deux jus d'orange,
Trois cocas et quat' salades,
Une tasse de thé et des moules-frites,
Oui c'est tout, et merci bien!
Je voudrais maintenant l'addition,
Ça sera tout, merci Monsieur,
C'était bon mais je dois partir,
Je dois payer, on y va.
Ça fait 35, 35 euros,
Merci pour votre visite,
Retournez bientôt s'il vous plaît,
Merci Monsieur, au revoir.
Sir, sir, come here,
I'm hungry, I'm very thirsty,
The menu please,
I would like a toasted cheese and ham sandwich.
A coffee, two orange juices,
Three cokes, four salads,
A cup of tea and some mussels and chips,
Yes that's all, thanks a lot!
I would like the bill now,
That will be all, thank you sir,
It was good but I need to leave,
I need to pay, off we go.
That's 35, 35 euros,
Thank you for coming,
Come back soon (if you) please,
Thank you sir, goodbye.
 - If using the interactive whiteboard, insert the text of the song with the relevant pictures to accompany each verse. If possible, add a sound file of the tune. If the tune is played on a digital keyboard, the saved file can be imported into the whiteboard (provided it is saved as the right file type).
 - Follow-up: Throughout the week, children practise answering the question *Qu'est-ce qu'il/elle a mangé/bu hier?*
 - Follow-up: Throughout the week, practise singing 'The Café Song'.

Learning objectives

Children should learn

Section 3. What's on the menu?

- to read and understand the main points and some detail from a short written passage (L6.1)
- to compare attitudes towards aspects of everyday life (IU6.1)
- to recognise and understand some of the differences between people (IU6.2)
- to recognise patterns in the foreign language (KAL)

Possible teaching activities

- Sing 'The Café Song'.
- Write the phrase *Je ai mangé* on the board and explain that *Je ai* becomes *J'ai*. Show how the *e* is taken from the *Je* and replaced with an apostrophe. Ask children to repeat *Je ai* several times and then to say *J'ai*. Which is easier to say? Discuss other examples where this is done in French, for example *l'eau* instead of *la eau*, *l'hôtel* instead of *le hôtel* and *j'écoute* instead of *je écoute*. It might be helpful for children to think of similar examples in English.
- Display the table below on the board to show children how to build sentences. Can they spot any patterns? Give them a pronoun in English, eg 'he', and ask them to build a sentence by adding a food item, eg *Il a mangé une pomme*.

<i>J'</i>	<i>ai</i>	<i>mangé</i>
<i>Tu</i>	<i>as</i>	<i>mangé</i>
<i>Il</i>	<i>a</i>	<i>mangé</i>
<i>Elle</i>	<i>a</i>	<i>mangé</i>

- Ask the question *Qu'est-ce que tu as mangé hier?* Encourage children to reply in a sentence, eg *J'ai mangé des chips* (I ate some crisps). Ask the question *Qu'est-ce qu'il/elle a mangé hier?* (What did he/she eat yesterday?) and model the reply *Il/elle a mangé des chips* (He/she ate some crisps). Check that children have understood.
- Extension: Ask children to build sentences with other familiar verbs ending in *er*, eg *jouer*, *écouter*, *regarder*, and practise asking and answering questions using these verbs, eg *Qu'est-ce que tu as fait hier?* *J'ai joué au football.* (What did you do yesterday? I played football.) Remind children of the phrases they encountered in Unit 19 (*J'ai joué*, *J'ai dansé*, *J'ai travaillé*, etc).
- Discuss local and regional food with children. What is their experience of this? Encourage them to share their experiences of buying food, the type of food they buy, whether they think any of these items are typical of their local area. Do the seasons affect what we eat? Where do families go to buy their food? Does that have any impact on local or regional food producers? You may also want to discuss the environmental impact of importing food here.
- Display images of French markets and supermarkets, as well as other food shops, eg *une fromagerie* (cheese shop), *une pâtisserie* (cake shop), *une charcuterie* (delicatessen (meat)). Tell children about food and shopping habits in France (see 'Points to note') and compare with those in the local area. Make links to Unit 6 if appropriate.
- Show children a map of France. Explain that France is split into different regions. You may also want to discuss regions of England at this point, with regard, for example, to cities, accents, landscape, football and local specialities. Has anyone in the class ever been to France? Where? Highlight four regions in France, eg Alsace, Aquitaine, Rhône-Alpes, Provence. Point out some of the main cities of each region, eg Strasbourg, Bordeaux, Lyon, Marseille. You may also want to point out other geographical features. Ask children to tell you what they think the weather would be like in each region (you may want to use the weather rhyme from Unit 7 to revise the weather phrases).
- Divide children into groups. Give each group a short text about typical food found in one of the regions in France (see 'Points to note'). Using a dictionary, children find out as much information as possible about the regional specialities. Children could also use the internet to find pictures of the regional dishes. They will need to make notes in order to be able to feed back to the class in English and French.
- In their groups, children make a poster or menu showing the specialities of their allocated French region.
- Extension: Show a filmed extract of people at cafés or cooking in a French-speaking country.

Learning outcomes

Children

- appreciate some similarities and differences between cultures and culinary traditions

Points to note

- Images of markets can be found on the internet.
- In France, there are many local markets selling local and regional produce, eg seasonal fruit and vegetables, cheese and live animals. For many people, they are as much a normal part of the weekly shop as going to the supermarket. Many people also choose to buy some foods from specialist shops, eg *une fromagerie* (cheese shop). This is often the case in both large and small towns and cities.
- Here is an example of a text about regional French food:

Les spécialités Alsaciennes:

Beaucoup de plats Alsaciens ont un nom d'origine germanique parce que la région d'Alsace est à côté de l'Allemagne. Quelques spécialités sont la tarte flambée, la choucroute alsacienne, le kouglof et le baeckeoffe. La tarte flambée est une tarte au fromage blanc et aux lardons et oignons. La choucroute alsacienne est composée de choucroute, saucisses et jambon. Le kouglof est un grand gâteau brioché et le baeckeoffe est une pôtée composée de pommes de terre, de mouton, de porc, de boeuf, d'oignons et de carottes.

(Specialities of Alsace:

The names of many Alsatian dishes are German in origin because the region of Alsace is next to Germany. Some specialities are flambéed tart, Alsatian sauerkraut, *kouglof* and *baeckeoffe*. The flambéed tart is made with cream cheese, bacon and onions. The Alsatian sauerkraut is made of pickled cabbage, sausage and ham. The *kouglof* is a large *brioche* (or milk bread) cake and *baeckeoffe* is a stew made with potatoes, lamb, pork, beef, onions and carrots.)

Specialities of the other three regions are as follows:

Provence: *la tapenade* (olive spread or dip), *la bouillabaisse* (fish soup), *l'aïoli* (garlic mayonnaise), *les mendiants* (chocolates with nuts and dried fruit).

Rhône-Alpes: *les fromages: Reblochon, Beaufort et Tomme*, *la salade lyonnaise* (dandelion salad with a poached egg, lardons and croutons), *cervelles de canut* (literally 'silkwormer's brains': white cheese with crème-fraîche and herbs), *les matelines* (crêpes with grated apple and sugar).

Aquitaine: *le foie gras* (duck or goose liver pâté), *l'huile de noix* (walnut oil), *les cèpes* (large mushrooms), *les truffes* (truffles), *les châtaignes* (chestnuts).

- Follow-up: Throughout the week, ask confident children the question *Qu'est-ce que tu as mangé hier?* After the child has replied, ask the class to respond to the question *Qu'est-ce qu'il/elle a mangé?*
- Follow-up: Throughout the week, make sure that children have time to finish their posters.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 4. Choosing an ice cream

- to understand the main points and simple opinions in a spoken story, song or passage (O6.1)
 - to perform to an audience (O6.2)
 - to use spoken language confidently to initiate and sustain conversations and to tell stories (O6.4)
 - to read and understand the main points and some detail from a short written passage (L6.1)
 - to devise questions for authentic use (KAL)
 - to ask for repetition and clarification (LLS)
- Display on the board picture flashcards or images of a selection of snacks, drinks and ice creams. Cover each with a number between one and 20. Choose a volunteer to pick a number in French. The child has one guess at what is hidden behind that number (and must say the word correctly). Reveal the item. If the child was correct, the class win a point. If the child was wrong, cover up the picture with the number again and you win the point. Continue until all the items have been revealed, and count the points in French. Invite the class to share tips on how to memorise language. Ensure that some of the items are covered by lower numbers so that all children can participate.
 - Display picture flashcards or images of some ice cream flavours. Say the names and children repeat, eg *une glace au cassis / au chocolat / au citron / au caramel / à la framboise / à la vanille / à la fraise / à la menthe / à la pistache / à l'abricot* (a blackcurrant/chocolate/lemon/caramel/raspberry/vanilla/strawberry/mint/pistachio/apricot ice cream). Write up the names of the flavours, organising them into two groups with *au* and *à la*, eg *au chocolat* and *à la fraise*. Invite children to devise a rule for when to use *au* and when to use *à la*. Leave the ice creams and vocabulary on display for the next activity and add some prices in euros. Draw attention to the *-ille* of *vanille* and ask the children to think of similar words (eg *fille*, *coquillages* and *brillant* from Unit 16).
 - Play a circle game with the ice cream flavours to reinforce use of *au* and *à la*. The first child says a flavour with *au*, eg *Je voudrais une glace au chocolat* (I'd like a chocolate ice cream), and the next child then needs to say a flavour using *à la*, eg *Je voudrais une glace à la fraise* (I'd like a strawberry ice cream). This can also be played as a memory game, with children adding to the list of ice creams as it goes around the circle.
 - Extension: Show a film clip of people buying ice creams in a French-speaking country.
 - Display a simple dialogue on the board. Take the role of the ice cream vendor and invite a child to read the part of the customer.
 - Invite another pair of children to come out and model the dialogue. Children will enjoy making the dialogues humorous when playing the vendor by reeling off long lists of ice cream flavours.
 - Ask children to work in pairs to practise the dialogue.
 - As a class, discuss strategies for coping when you don't understand someone who is speaking. Extend the dialogue by including phrases for asking for clarification, eg *Je ne comprends pas / Répétez, s'il vous plaît*. (I don't understand / Can you repeat please?)

- develop a role play
- participate in a conversation
- talk about prices in euros

- A suggested dialogue for the role play:
A: *Bonjour monsieur.*
B: *Bonjour madame, vous désirez?*
A: *Je voudrais une glace, s'il vous plaît.*
B: *Quel parfum? Nous avons des glaces au chocolat / à la fraise / à la vanille, etc.*
A: *Une glace au chocolat, s'il vous plaît.*
B: *Voilà.*
A: *Merci. C'est combien?*
B: *Deux euros.*
A: *Voilà. Au revoir.*
B: *Au revoir.*
Grammar point: Ice cream flavours that are masculine words in French, eg *chocolat*, *cassis* and *caramel*, are expressed as, for example, *une glace au chocolat*. Flavours that are feminine words, eg *vanille* and *fraise*, are expressed as, for example, *une glace à la vanille*. If dictionaries are not available, the teacher can display on the interactive whiteboard the words as dictionary entries, so that children can see the connection between *un/une* and *au / à la*.
- Make children's dialogues more authentic by providing some plastic euro coins.
- Follow-up: Throughout the week, practise the use of *au* and *à la* by playing the circle game with ice cream flavours.
- Follow-up: Throughout the week, sing 'The Café Song'.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 5. Making a milkshake

- to use spoken language confidently to initiate and sustain conversations and to tell stories (O6.4)
- to read and understand the main points and some detail from a short written passage (L6.1)
- to identify different text types and read short, authentic texts for enjoyment and information (L6.2)
- to write sentences on a range of topics using a model (L6.4)
- to use knowledge of words, text and structure to build simple spoken and written passages (KAL)
- to apply a range of linguistic knowledge to create simple, written production (LLS)

- Invite the class to sing 'The Café Song'.
- Show a recipe for a milkshake for one person (see 'Points to note'). Read it aloud with visual support, or demonstrate how to make it.
- Practise the new language. Say *En anglais on dit 'milk' mais en français on dit 'lait'* (In English we say 'milk' but in French we say 'lait'). Repeat with the other ingredients and utensils and encourage children to finish the sentences.
- Explain to children that they will be setting up their own milkshake shops. They work in groups to decide on a flavour from the range of options available and, using the template recipe, work out quantities sufficient for the number of people in their group. Then they write a shopping list.
- They then order their ingredients by reading out their shopping lists to the class.
- Children write a recipe for their own milkshake using their shopping list and the example recipe, and decide on a name for their milkshake using the flavour and adjectives in French, eg *Fraise Fantastique*.
- Children make their milkshakes in groups.
- Organise a taster session in which children can taste each other's milkshakes. Each child has a copy of a tasting review grid that they complete, as follows.
- Children give feedback for each group in turn, eg *J'aime beaucoup le milkshake Fraise Fantastique parce que c'est délicieux* (I really like the *Fraise Fantastique* milkshake because it's delicious).

Milkshake	Opinion
<i>Fraise Fantastique</i>	<i>C'est délicieux / excellent / très bon / pas mal / pas pour moi!</i> (It's delicious / excellent / very good / not bad / not for me!)

- express an opinion using a complex sentence
- follow a simple recipe

- The ingredients for the milkshakes will need to be bought in advance. Ensure that there is a range of flavours from which children can choose.
- It would be helpful to discuss with children the features of an instructional text and strategies for understanding these before looking at the recipe.
- Here is a suggested text for a milkshake recipe. Alternative ingredients can be substituted.

Milkshake au chocolat pour une personne:

Ingrédients:

2 cuillères à soupe de chocolat en poudre

2 cuillères à café de sucre en poudre

25cl de lait

2 boules de glace à la vanille

Méthode:

Prenez un grand verre. Mélangez le lait, le chocolat et la glace et puis ajoutez le sucre.

Dégustez froid! Bon appétit!

(Chocolate milkshake for one person:

Ingredients:

2 soup spoons of chocolate powder

2 teaspoons of caster sugar

25cl of milk

2 scoops of vanilla ice cream

Instructions:

Take a large glass. Mix the milk, the chocolate and the ice cream and then add the sugar.

Drink cold! Enjoy!)

- Alternatively, you could use a recipe for the French drinks *citron pressé* (fresh lemon) or *orange pressée* (orange juice). The ingredients are freshly squeezed lemon or orange juice, sugar and water. A suggested recipe:

Un citron pressé / Une orange pressée

Ingrédients:

Un citron / une orange

De l'eau (un verre par personne)

Du sucre (selon le goût)

Méthode:

Pressez le citron / l'orange

Mélangez avec l'eau

Ajoutez le sucre (selon le goût)

(Ingredients:

A lemon / an orange

Water (one glass per person)

Sugar (according to taste)

Instructions:

Squeeze the lemon/orange

Mix with water

Add sugar (according to taste).)

- Follow-up: Children design posters to advertise their milkshakes.
- Throughout the week: Use the milkshake theme for mathematics warm-up activities involving measures.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 6. Café theatre

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| <ul style="list-style-type: none"> to understand the main points and simple opinions in a story, song or passage (O6.1) to perform to an audience (O6.2) to read and understand the main points and some detail from a short written passage (L6.1) to match sounds to sentences and paragraphs (L6.3) to plan and prepare – analyse what needs to be done to carry out a task (LLS) | <ul style="list-style-type: none"> Give children a simple play script (see 'Points to note'). They read it silently and then re-read it. Explain that they have to look at the language to work out the mood of the play and that they should highlight any unusual parts. Draw their attention to the title <i>Le serveur bizarre</i> ('The Strange Waiter'). Ask children to suggest the type of play this is and to explain the gist of the story. Model the play, taking both roles or using a French-speaking child or adult if available. Divide the class in half. One half will be the waiter and the other the customer. The two halves of the class read out the play. Practise any pronunciation that needs attention. Ask two confident children to read the play out again. Discuss with the class the importance of tone of voice and expression. Children read the play in pairs. Invite two or three groups to perform to the class. They may like to use props for support. Discuss with the class the best features of the performances and how they could be improved. Encourage them to consider whether the humour of the piece was portrayed and, if not, how this could be done. Model changing elements of the play script before inviting children, either individually or in pairs, to create their own scripts based on this model, using a range of vocabulary for food and drinks. Explain that children will have the opportunity to perform their plays. Some children may prefer to join with another pair and take a smaller speaking part. Extension: Children extend the play script by including a phrase in the perfect tense, eg <i>Mais non! J'ai commandé...</i> (No, no! I ordered...) | <ul style="list-style-type: none"> read aloud from a text perform a play with confidence | <ul style="list-style-type: none"> A suggested play script (although an alternative can be substituted):
<i>Le serveur bizarre</i>
A: <i>Bonjour Mademoiselle.</i>
B: <i>Bonjour Monsieur. Le menu s'il vous plaît.</i>
A: <i>Voilà. Vous désirez?</i>
B: <i>Je voudrais un café au lait, un sandwich au fromage, un paquet de chips et une glace au caramel.</i>
A: <i>Voilà un café au fromage, un sandwich au café, un paquet de caramel et une glace aux chips. Miam, miam!</i>
B: <i>Berk, c'est combien?</i>
A: <i>Soixante euros!</i>
B: <i>Soixante euros?</i>
(<i>'The Strange Waiter'</i>)
A: Hello, miss.
B: Hello, sir. The menu please.
A: Here you are. What would you like?
B: I'd like a coffee with milk, a cheese sandwich, a packet of crisps and a toffee ice cream.
A: Here you are: a cheese coffee, a coffee sandwich, a packet of toffee and a crisps ice cream. Yum, yum!
B: Yuck, how much is it?
A: Sixty euros!
B: Sixty euros?) Links to literacy work: The first activity links to work on transforming narrative writing into a script and performing it as a short dramatised scene (year 6). The second and third activities (including the extension activity) link to drama work on developing scripts based on improvisation (year 4) and performing scripted scenes making use of dramatic conventions (year 5). |
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End-of-unit activities

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| <ul style="list-style-type: none"> to apply the knowledge, skills and understanding in this unit | <ul style="list-style-type: none"> Children perform their plays to the class. Allow some children to read aloud from the text. Film the performances so that they can be played back to the class later and discussed. | <ul style="list-style-type: none"> develop a sketch or role play and perform this to the class | <ul style="list-style-type: none"> It may be appropriate to use a hall or large space for these performances. Encourage children to bring in appropriate props to add fun and interest to their plays. If the school has a French-speaking partner school, send them a copy of the recording. If possible, children could perform their plays in an assembly for the whole school community. Teachers from destination secondary schools could be encouraged to watch the performances. Follow-up: If the school is using the European Language Portfolio (ELP), children could include copies of their recording as evidence of their progress. See the CILT primary languages website for more details of the ELP: www.primarylanguages.org.uk. Links with literacy work: These two activities link to work on performing a scripted scene making use of dramatic conventions (year 5). |
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Menu

Les sandwiches

fromage	7,00 €
au jambon	7,50 €
au pâté	8,00 €
au thon	7,00 €

Les salades

Salade fermière: oeufs, lardons, épinards, laitue	12,90 €
Salade norvégienne: saumon, oignons rouges, pommes de terre, céleri, pommes	13,50 €
Salade niçoise: thon, olives noires, oeufs, tomates, haricots verts, laitue	12,90 €
Salade de chèvre chaud: fromage de chèvre, croûtons, miel, noix, laitue	13,50 €

Les omelettes

au fromage	8,00 €
au jambon	8,00 €
aux champignons	8,00 €

Les snacks

Moules-frites	8,50 €
Croque-monsieur	6,00 €
Croque-madame	6,50 €
Pizza	7,00 €
Paquet de chips	1,50 €
Portion de frites	3,50 €

Les glaces

au chocolat / au cassis / au caramel / à la framboise / à la fraise / à l'abricot / à la vanille / à la pistache	
Une boule	1,50 €
Deux boules	3,00 €
Trois boules	4,00 €

Les boissons froides

Eau minérale	2,50 €
Coca	2,00 €
Jus d'orange	2,50 €
Diabolo menthe	2,00 €
Grenadine	2,00 €
Limonade	2,00 €
Citron pressé	3,00 €
Orange pressée	3,00 €

Les boissons chaudes

Thé	3,00 €
Café	1,50 €
Café au lait	3,00 €
Chocolat chaud	3,00 €

Menu

Sandwiches

cheese	7,00 €
ham	7,50 €
pâté	8,00 €
tuna	7,00 €

Salads

Farmhouse salad: eggs, pieces of bacon, spinach, lettuce	12,90 €
Norwegian salad: salmon, red onion, potatoes, celery, apple	13,50 €
Salade niçoise: tuna, black olives, eggs, tomatoes, green beans, lettuce	12,90 €
Warm goat's cheese salad: goat's cheese, croutons, honey, walnuts, lettuce	13,50 €

Omelettes

cheese	8,00 €
ham	8,00 €
mushroom	8,00 €

Snacks

Mussels with chips	8,50 €
Toasted cheese and ham sandwich	6,00 €
Toasted cheese and ham sandwich with fried egg	6,50 €
Pizza	7,00 €
Packet of crisps	1,50 €
Portion of chips	3,50 €

Ice cream

chocolate/blackcurrant/caramel/raspberry/strawberry/apricot/vanilla/pistachio	
One scoop	1,50 €
Two scoops	3,00 €
Three scoops	4,00 €

Cold drinks

Mineral water	2,50 €
Cola	2,00 €
Orange juice	2,50 €
Lemonade with mint	2,00 €
Pomegranate	2,00 €
Lemonade	2,00 €
Fresh lemon juice	3,00 €
Fresh orange juice	3,00 €

Hot drinks

Tea	3,00 €
Coffee	1,50 €
Coffee with milk	3,00 €
Hot chocolate	3,00 €