

## Language

## Core language

<i>J'ai mangé</i>	I ate
<i>J'ai bu</i>	I drank
<i>Tu as mangé (une banane)?</i>	Did you eat (a banana)?

<i>et</i>	and
<i>mais</i>	but

<i>un sandwich</i>	a sandwich
<i>un gâteau</i>	a cake
<i>une banane</i>	a banana
<i>une crêpe</i>	a pancake
<i>du fromage</i>	some cheese
<i>de la salade</i>	some salad
<i>de l'eau (f)</i>	some water
<i>des chips (m plural)</i>	some crisps

## Additional language for this unit

<i>de la sauce caramel</i>	toffee sauce
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(Instructions are given in the polite (plural) form)

<i>Mettez</i>	Put
<i>Faites</i>	Make
<i>Ajoutez</i>	Add
<i>Mélangez</i>	Mix
<i>Versez</i>	Pour
<i>Laissez cuire</i>	Leave to cook
<i>Faites sauter</i>	Flip

<i>prêt(e)</i>	ready
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## Additional language for teachers

<i>Qu'est-ce que tu as comme goûter?</i>	What have you got as a snack?
<i>Tu as (une banane)?</i>	Have you got (a banana)?
<i>Tu aimes (les bananes)?</i>	Do you like (bananas)?
<i>Tu as bu (de l'eau)?</i>	Did you drink (water)?

## Unit 13 Bon appétit! (Enjoy your meal!)

## About the unit

In this unit children learn names of food and drink related to packed lunches and breaktime snacks. They learn how to talk about what they have eaten and drunk the previous day. They learn some food vocabulary relating to Bonfire Night and their intercultural understanding develops through comparison with Bastille Day. Children practise following and creating their own recipes.

## Where the unit fits in

In this unit children revise and extend previously learnt language associated with food (see Units 6 and 10). They apply their knowledge of plural nouns to new contexts. They learn how to form compound sentences using simple connectives. They are already familiar with saying the date (see Unit 12) and have further opportunity to practise this. This unit could support other activities in relation to the National Healthy Schools programme.

## Prior learning

It is helpful if children already know:

- names of some food and drinks
- J'aime* and *Je n'aime pas*
- Je préfère ...*
- Je déteste ...*
- how to say the date.

## New language

- Talking about what has been eaten and drunk
- Expressing likes, dislikes and preferences (about food and drink)

- Following and writing instructions (as in a recipe)
- Perfect tense: *manger* (*j'ai mangé, tu as mangé*); *boire* (*j'ai bu*)
- The use of *du, de la, de l', des*
- Plural nouns with *les* and *des*
- Compound sentences with connectives *et* and *mais*
- Imperatives: *vous* form of some regular and irregular verbs
- Phonic focus: revision of *an/en* and *au/eau*

## Resources

- Picture flashcards, real or plastic items of food and drink

- Sets of food picture cards
- Smiling and sad face cards
- Word cards for food
- Word and phrase cards for jumbled sentences
- A3 sheets with a picture of a famous person or character and an empty speech bubble
- Two identical sets of individual cards showing numbers up to 31, days of the week and months
- Photographs or video clips of Bastille Day celebrations
- Calendar grid on an interactive whiteboard with pictures of food and drink
- Ingredients or pictures to show how to make a simple recipe (a *crêpe* recipe is available at the end of this unit)
- Six sentences from the recipe printed in different colours
- Multi-link cubes in corresponding colours
- Writing frame for *crêpe* recipe
- Bilingual dictionaries
- Equipment and utensils for making a *crêpe*

## Links with other subjects

Primary framework for literacy: show relationships of time, reason and cause through subordination and connectives; use knowledge of different organisational features of text to find information effectively; write non-narrative texts using structures of different text types

Primary framework for mathematics: *Measuring* strand – read, choose, use and record standard metric units to estimate and measure length, weight and capacity

History: have knowledge and understanding of events, people and changes in the past; identify and describe reasons for, and results of, historical events, situations and changes in the period studied

PSHCE: develop good relationships and respect the differences between people; think about the lives of people living in other places and times, and people with different values and customs

Design and technology: follow safe procedures for food safety and hygiene; design and make assignments using a range of materials

## Expectations

## At the end of this unit

*most children will:*

talk about what they have eaten and drunk using the perfect tense; listen to and read an authentic non-fiction text and select key words and phrases from it; devise and perform with a partner a short presentation using structures learnt in the unit

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

respond with single-word answers to questions about food and drink; refer to text or visual clues when joining in a short presentation

*some children will have progressed further and will:*

write a simple recipe, research new vocabulary using a dictionary and apply it accurately to write a simple recipe



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Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 1. Lunchtime

- to listen attentively and understand more complex phrases and sentences (O5.3)
  - to look at further aspects of their everyday lives from the perspective of someone from another country (IU5.1)
  - to develop accuracy in pronunciation and intonation (KAL)
- Discuss with children what they know about lunchtime in French primary schools (or in a country where French is spoken). How could they find out more? If possible, show children an authentic French school lunch menu and discuss similarities and differences. If you have a partner school abroad, find out what children in that school know about English school meals and packed lunches.
  - Select some known food and drinks suitable for a snack, eg *une pomme*, *un jus d'orange*, and revise these with picture flashcards, real or plastic items, or by playing guessing games.
  - Introduce some new items using games and activities from previous units (eg Unit 2, Section 1 and Unit 6, Section 1), pictures from a French supermarket website or real items: *un sandwich*, *un gâteau* (a cake), *une banane* (a banana), *du fromage* (some cheese), *de la salade* (some salad), *de l'eau* (some water), *des chips* (some crisps).
  - Using text cards or the interactive whiteboard, display the French word for each item. In pairs, children match them up. They feed back their answers, giving reasons for their choices.
  - Phonic focus: Highlight and revise the pronunciation of *an/en*, as in *sandwich/enfant*.
  - Children listen to and repeat the new items. Draw their attention to the meaning of *du*, *de la*, *de l'*, *des* (some). Children practise saying the items as a whole class, using *J'ai* + noun, eg *J'ai du fromage* (I have some cheese). For additional reinforcement, use the spotlight tool on the interactive whiteboard or hide and reveal techniques using picture flashcards.
  - Introduce the phrases *J'ai mangé* (I ate) and *J'ai bu* (I drank). Use either pictures or real objects, and mime as you say: *Je mange un sandwich* (I am eating a sandwich). Then, taking a step backwards, say: *Hier, j'ai mangé un sandwich* (Yesterday, I ate a sandwich). Repeat with one or two other items of food and ask children to tell you what they think you have said. Do the same with *Je bois* and *J'ai bu*, eg *Je bois un jus d'orange* (I am drinking an orange juice) and *Hier, j'ai bu un jus d'orange* (Yesterday, I drank an orange juice). Explain to children that you use *J'ai mangé* and *J'ai bu* when you are talking about something that has already happened, eg this morning, yesterday, last year. Children listen to and repeat the phrases. Using known items of food and drink, practise the phrases as a whole class in sentences, eg *J'ai mangé un sandwich*, *J'ai mangé un gâteau*, *J'ai bu de l'eau*. Encourage children to take a step back when they say the phrases.
  - Give each group a set of nine food picture cards to place in a 3x3 grid on the table. The first child selects a card from the grid and says *J'ai mangé* plus the name of the food on the card. The second child repeats what the first child has said, then selects another card and adds that food to the list. The game continues with the list of foods increasing as each child takes a turn. The aim of the game is for each group to remember as many foods as possible in the correct sequence. Alternatively, and space permitting, this activity could be played across a larger area, with children jumping to each picture card. Extension: Include picture cards of drinks, so that children need to use *J'ai bu* as well as *J'ai mangé*.
  - Explain to children that one way of asking a question is by simply raising the intonation of your voice at the end of a statement. Demonstrate this with the sentences *Tu as mangé une pomme* and *Tu as mangé une pomme?* Read out a mixture of statements and questions in the perfect tense, eg *Tu as mangé un sandwich*. *Tu as mangé une banane?* Children decide which type of sentence it is and show this by drawing either a question mark or a full stop in the air or on a mini-whiteboard.
  - Extension: Keep a daily snack diary in French for a week, using dictionaries as necessary.

- listen with care
- make statements in the perfect tense
- use tone of voice to help convey meaning
- identify similarities and differences in everyday life

- In France, schools start at about 8.30am and finish around 4.30pm. Generally the school lunch break lasts for two hours and many children go home. There is no direct equivalent in French for packed lunches, as it is quite rare for children to bring sandwiches to school. However, some children may be given a snack to bring to school: *un goûter*.
- Grammar point: *du* (masculine), *de la* (feminine), *de l'* (vowel), *des* (plural) correspond to 'some' or 'any' in English.
- Grammar point: The *passé composé* (perfect tense) in French corresponds closely to the English perfect tense. In French, it is a compound tense, formed using either *avoir* (to have) or *être* (to be) (known as the auxiliary verb) + a past participle, eg *mangé*, *bu*. Only verbs conjugated with *avoir* are introduced in this unit. The perfect tense of the verb *manger* (to eat), which is formed using *avoir*, is shown below.

<i>j'</i>	<i>ai</i>	<i>mangé</i>
<i>tu</i>	<i>as</i>	<i>mangé</i>
<i>il/elle/on</i>	<i>a</i>	<i>mangé</i>
<i>nous</i>	<i>avons</i>	<i>mangé</i>
<i>vous</i>	<i>avez</i>	<i>mangé</i>
<i>ils/elles</i>	<i>ont</i>	<i>mangé</i>

- Follow-up: Throughout the week, play *J'ai mangé*. Go around the class, and a child from every table adds on a new item each time, eg *J'ai mangé une banane*. *J'ai mangé une banane et un sandwich* etc.
- The website Global Gateway provides opportunities for finding partner schools abroad: [www.globalgateway.org](http://www.globalgateway.org).

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 2. Food likes and dislikes

- to understand and express simple opinions (O5.2)
  - to listen attentively and understand more complex phrases and sentences (O5.3)
  - to make simple sentences and short texts (L5.2)
  - to understand and use negatives (KAL)
  - to manipulate language by changing an element in a sentence (KAL)
  - to apply grammatical knowledge to make sentences (LLS)
- Play *Touchez l'image* (Touch the Picture) (see Unit 1, Section 4) to revise food vocabulary and phrases in the perfect tense from the previous section. Ask, for example, *Tu as mangé une pomme?* When children touch the correct picture, the class chorus *Oui, j'ai mangé une pomme.*
  - Divide the class into two teams and repeat the game, with one team chorusing the question for the other team to answer.
  - Play Find Your Group. Give each child a food picture card. They walk around the room looking for other children with the same picture card by asking eg *Tu as mangé une banane?* Children who find recall difficult could use self-check cards with a picture on one side and the word on the other.
  - Compare pictures showing a single item of food with pictures showing more than one of the same item. Say the words and ask children to repeat them. Show the written form and highlight the plural endings. What do they notice about the way in which these plurals are formed? Can children **hear** if the noun is plural?
  - Ask children if they can recall how to express opinions (see Unit 6). To revise the structure *J'aime* and *Je n'aime pas*, invite children to write the numbers 1–10 on a mini-whiteboard. Read out 10 sentences, eg *J'aime le fromage. Je n'aime pas les tomates.* Children put a cross or a tick to indicate whether the sentences are positive or negative. Point to some pictures and say eg *J'aime les sandwichs* or *Je n'aime pas les sandwichs.* Encourage children to join in.
  - Give pairs of children picture cards to build sentences, eg a smiling face for *J'aime* and a sad face for *Je n'aime pas*, a selection of food pictures and a plus sign to represent *et*. An example of a sentence: *J'aime les chips et les bananes.*
  - Alternatively, this could be done as a whole-class activity, using the interactive whiteboard. Add a screen with a grid of four columns and four rows. In the third column add a plus sign to symbolise *et*. Display a graphic of a smiling face to symbolise *J'aime* and one of a sad face for *Je n'aime pas*. Display images of different foods. Children drag the pictures to fill a row, 'reading' their sentence out loud as they do so.
  - Write on the board and read aloud a sentence, eg *J'aime les pommes.* Underneath write *Je préfère les sandwichs.* Explain in English that these two simple sentences could be joined to make a compound sentence using a simple connective. Show children the sentence *J'aime les pommes mais je préfère les sandwichs* and ask what this means. The whole class practise joining two sentences with *mais*.
  - Ask several children to form a human sentence, in which each child holds one word card. The class read out the sentence. Ask individual children in the human sentence to conceal their card. The class read the sentence aloud again, recalling the hidden word. Continue until the whole sentence is concealed.
  - Extension: Ask children to use different food words as alternatives.
  - Model with a child a question such as *Tu aimes les bananes?* and encourage the child to respond with eg *Oui, j'aime les bananes mais je préfère les tomates.* Children then practise the question and answers in pairs, using picture cards from the earlier activity as prompts.

- agree and disagree with statements
- understand and express likes and dislikes
- ask and answer questions
- use simple connectives to make compound sentences
- use a physical response to show recognition and understanding of specific phrases

- Grammar point: When expressing opinions, the word *le, la* or *les* is used instead of *du, de la, de l', des*, eg *J'aime les pommes* (I like apples).
- Follow-up: Throughout the week, ask children what they have eaten at breaktime.
- Follow-up: Throughout the week, practise expressing likes and dislikes of food.
- Links with literacy work: These activities link with work on writing simple and compound sentences using a range of connectives.
- If you use a grid on the interactive whiteboard for the seventh activity, this use of pictures instead of words helps children to visualise sentence structure before they move on to use the written word. If the whiteboard has a screen recording function, children can record their sentences and then play them back so that they can see their mouse movements as they hear the simultaneous commentary.
- Make a 'Blockbuster' template for the interactive whiteboard, by making a hyperlink from each hexagonal cell to a new screen. Each screen has a symbolic representation of a sentence of the type *J'aime les pommes mais je préfère le fromage.* Children select a hexagon from the template, click on it and say the sentence. This could be done in teams. Once you have the template, you can adapt it for other activities and resave it.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 3. Building sentences

- to make simple sentences and short texts (L5.2)
  - to write words, phrases and short sentences, using a reference (L5.3)
  - to recognise the typical conventions of word order in the foreign language (KAL)
  - to apply knowledge of rules when building sentences (KAL)
  - to apply grammatical knowledge to make sentences (LLS)
- Recap likes, dislikes and preferences, using pictures from the previous section.
  - Play *Qui a parlé?* (Who Spoke?) One child comes to the front and stands with their back to the class. Choose another child to make a statement in a disguised voice, eg *J'aime le fromage*. The child at the front turns round and has three guesses at identifying who spoke. If they guess correctly, the child stays at the front for another go. If not, they exchange places with the child who spoke.
  - Model again how two simple sentences can be joined together (see previous section) using the connectives *mais* and *et*.
  - In small groups, children use word and phrase cards to rebuild jumbled compound sentences. Select groups to read out their sentence. Then, working in pairs, they build more sentences using text cards and read them aloud to each other, eg *J'aime les pommes mais je préfère les oranges*. Some children may still need picture cards for support.
  - Extension: Children can also form sentences using the negative, eg *Je n'aime pas les pommes mais j'aime les oranges*.
  - Give pairs of children an A3 sheet of paper with a picture on it of a famous person or character and an empty speech bubble. Children work together to create text to fill the speech bubbles (using text cards for support where necessary), eg *Je m'appelle ... J'aime les pommes*. Confident children may be able to write a compound sentence using *et* or *mais*, as appropriate.
  - Use pictures to create a series of repeating patterns on the interactive whiteboard, eg *pomme, pomme, gâteau, pomme*. Ask the class to 'read' them aloud. Ensure that these increase in difficulty.
  - Extension: Writing food words from memory, children create their own patterns, as in the previous activity, and 'read' them aloud.

- create compound sentences using word and phrase cards

- Ensure that children work on sentence-building activities in mixed-ability groups.
- Follow-up: Throughout the week, children take turns to read their speech bubble aloud to the class.
- Follow-up: Carry out a survey of favourite foods of children in a partner school. Construct pictograms and bar and line graphs to represent this data.
- Link with literacy work: The third activity links to work on writing simple and compound sentences using a range of connectives.

## Section 4. Celebrations

- to listen attentively and understand more complex phrases and sentences (O5.3)
  - to look at further aspects of their everyday lives from the perspective of someone from another country (IU5.1)
- Revise the months of the year (see Unit 3, Section 2 for ideas).
  - Play a game to remind children how to say the date. Prepare two identical sets of individual cards showing a number to 31, a day of the week and a month. Divide the class into two teams and give each team a set of cards to distribute among themselves. Call out a date, eg *mardi 2 novembre*. The teams rush to make a human sentence showing that date. The first team to show the correct cards in the right order wins a point. Some children may prefer to work in pairs for this game, with three or four cards between them.
  - Discuss celebrations and the importance of festive food. Encourage children to share personal experiences of celebrations and special food that is eaten on these occasions.
  - Display the date *le cinq novembre* and ask children which celebration falls on this day. Discuss briefly how Bonfire Night is celebrated in England. Display the date *le quatorze juillet* and ask if anyone in the class knows the significance of this date. Tell children about Bastille Day. Compare similarities and differences between these two festivals.
  - In pairs, children write down the dates for at least two other celebrations, using a prompt sheet for the months. Volunteers read out their dates and the class guess the celebration.
  - Display a calendar on the interactive whiteboard, showing the months of the year. Next to each month, show a picture of a known item of food but conceal it by using shapes or the pen tool. Say a phrase, eg *En février, j'ai mangé ...* (but omit the name of the food) and invite children to draw what they think you have eaten, on a mini-whiteboard. They should only draw items of food that they know how to say in French. They hold up their boards. Invite a number of children to say, in French, what their guesses are. Reveal the picture for the corresponding month on the board and complete the phrase, eg *En février, j'ai mangé un gâteau*.
  - Extension: Children listen to the French national anthem, *La Marseillaise*, and compare it with the English one.

- talk about traditions that affect people's lives and compare the similarities and differences
- use word cards or word lists to create phrases and sentences

- Follow-up: Throughout the week, play the date game and practise saying the date every day.
- Bastille Day commemorates the storming of the Bastille prison in Paris by French revolutionaries on 14 July 1789. It is a national holiday in France, symbolising the end of the monarchy and the beginning of the republic. It is celebrated with parades and firework displays.
- Ensure children's understanding of Bastille Day by showing photographs or video clips.
- Versions of *La Marseillaise* and information on the French revolution can be found on the internet.
- You may prefer to choose an alternative celebration, if you are focusing on another French-speaking country.
- Follow-up: Talk about other foods associated with celebrations. Compare a French Christmas meal with one the children might eat. Talk about *La Galette des Rois*, a celebration cake eaten at Epiphany in France. Compare food traditions at Easter.

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Children should learn		Children	
Section 5. Food for a celebration	<ul style="list-style-type: none"> <li>• Talk about <i>crêpes</i> (pancakes) with children and ask <i>Qui aime les crêpes?</i> Encourage them to reply with a sentence, eg <i>J'aime les crêpes / Je n'aime pas les crêpes</i>. Accept <i>oui/non</i> from less confident children.</li> <li>• Introduce ingredients for a <i>crêpe</i> with flashcards or real food items.</li> <li>• Display the recipe (see 'Points to note'). Ask children what type of text it is and how they know. Discuss features of instructional texts.</li> <li>• Read the written instructions aloud and children mime the actions.</li> <li>• Display, in random order, six sentences from the text in different colours. Give children six multi-link cubes in corresponding colours. Read out the recipe. When children hear one of the displayed instructions, they take a cube in the corresponding colour and begin to build a tower. Allow some children to work in pairs.</li> <li>• Invite children to come to the front and underline verbs in the recipe.</li> <li>• Phonic focus: Highlight and revise the pronunciation of the grapheme <i>eau</i> found in <i>beau, peau, chapeau</i>. Can children think of another grapheme which has the same pronunciation? Elicit <i>au</i>, as in <i>chaud, mauvais</i>.</li> <li>• Extension: Children research other recipes on the internet.</li> </ul>	<ul style="list-style-type: none"> <li>• understand the main points from spoken language that includes unfamiliar language</li> <li>• identify key language in a non-fiction text</li> </ul>	<ul style="list-style-type: none"> <li>• A simple recipe for making <i>crêpes</i> can be found at the end of this unit.</li> <li>• Link with literacy work: The third activity links to writing instructional texts in year 3.</li> <li>• Encourage children who find pronunciation of new words difficult to watch carefully the shape of your mouth as you say them.</li> </ul>
Section 6. Pancake time	<ul style="list-style-type: none"> <li>• Display the recipe from the previous section and demonstrate how to make <i>crêpes</i>. Invite some children to help. During the demonstration, read the instructions aloud and the class repeat.</li> <li>• Display steps from the recipe in the wrong order. Children rearrange them into the right order to make the <i>crêpe</i>.</li> <li>• Ask children to suggest fillings for a <i>crêpe</i>, eg <i>de la sauce caramel, du chocolat</i>.</li> <li>• Use the recipe as a writing frame and model how to create a recipe for a new <i>crêpe</i> with filling. As a class, create a new text.</li> <li>• In pairs, children write their own <i>crêpe</i> recipe. They use a bilingual dictionary to find new food words. Give children needing extra support a writing frame in which they change only the nouns. Provide word and picture cards as additional support.</li> </ul>	<ul style="list-style-type: none"> <li>• understand the main points of spoken language that includes unfamiliar language</li> <li>• read a non-fiction text</li> <li>• choose words, phrases and sentences and write them into a gapped text</li> <li>• use a bilingual dictionary or word list</li> </ul>	<ul style="list-style-type: none"> <li>• Links with literacy work: These activities link to creating instructional texts using appropriate structures in year 3.</li> </ul>
	<b>End-of-unit activities</b>		
<ul style="list-style-type: none"> <li>• to apply the knowledge, skills and understanding in this unit</li> </ul>	<ul style="list-style-type: none"> <li>• Children work in pairs to make their <i>crêpe</i>. They film each other to make a TV cookery programme and add the instructions as a commentary. Some children will be able to edit the film using suitable software.</li> <li>• Extension: Children use ICT to produce their recipe as a magazine article with a photograph of the finished <i>crêpe</i>. If they take pictures of the ingredients and the method, they can put them into a word-processed document and print them out as a booklet.</li> <li>• In pairs, children create a presentation (either oral or using ICT) to show what they have eaten during the week. They could use their daily snack diaries (see Section 1, Extension) to present to peers. Encourage children to express opinions of one another's food choices, eg <i>Miam, j'aime les pommes</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• use French for real purposes to give instructions for making a <i>crêpe</i></li> </ul>	<ul style="list-style-type: none"> <li>• Follow-up: If the school has a partner school in a French-speaking country, exchange recipes by email and send them the film of the TV cookery programme.</li> </ul>

### Une recette de crêpe

Pour quatre personnes

#### Ingédients:

100g de farine

1 œuf

300ml de lait

un peu de beurre ou d'huile

#### Méthode

Mettez la farine dans un bol.

Faites un puits au centre.

Ajoutez l'œuf et 150ml du lait.

Mélangez bien.

Ajoutez le reste du lait.

Mélangez encore la pâte.

Mettez le beurre ou l'huile dans la poêle et faites chauffer.

Versez une cuillère à soupe de pâte dans la poêle.

Laissez cuire (la pâte).

Faites sauter la crêpe et laissez cuire de l'autre côté.

La crêpe est prête.

Bon appétit!

### A pancake recipe

For four people

#### Ingredients:

100g of flour

1 egg

300ml of milk

a little butter or oil

#### Instructions

Put the flour in a bowl.

Make a well in the centre.

Add the egg and 150ml of the milk.

Mix well.

Add the rest of the milk.

Mix the batter again.

Put the butter or oil in the frying pan and heat up.

Pour a tablespoon of batter into the frying pan.

Allow (the batter) to cook.

Flip the pancake and allow it to cook on the other side.

The pancake is ready.

Enjoy your meal!