



## Let's enjoy recipes

*The following training module is for 'language expert' **trainers** to support primary teacher **learners** with little or beginner levels of French to improve their subject knowledge. The module also provides the primary teacher learners with activities they can then use with their **children** as they become more confident with the language they acquire through the training.*

### Overview for trainers

- In this module you will enable the learners to use and adapt language based on a song.
- Each session is designed to last approximately one hour.
- For each session there is a 'Phonics focus' to support correct and clear pronunciation.
- Each module also introduces elements of basic grammar to support learners using the language indifferent contexts.
- The expectation is that you will use, and expect learners to use French as much as possible. Where it might be more appropriate to use English, for example when outlining the objectives of the session, this will be signalled by the symbol ☒.
- For each session there is a PowerPoint which you can use during the session and which can be given to learners at the end of the session to support independent learning in between sessions and to provide tips and ideas to for using the languages with children.
- Between sessions you should expect learners to practise new language and to try at least one activity with their children, however simple, depending on their level of confidence.
- The information below for learners is provided on a PowerPoint to show and give to learners at the beginning of the Module.

### Overview for learners

#### What you will learn

- A simple recipe in French
- Good pronunciation
- Good intonation
- A limited range of simple structures and rules
- Key vocabulary to focus on numbers, making pancakes, likes and dislikes

#### What you will be able to do

- Teach a recipe for making pancakes
- Teach children numbers to 31 and set-up activities to support learning of numbers in the classroom
- Know how to build numbers up to 50 and to count in 100s eg 100, 200, 300
- Teach children how to express opinion ie I like/I don't like
- Form the imperative (verbs of instruction) in the context of a recipe

- Know how to differentiate questioning through accepting a range of responses;
- Use your knowledge of French sound/spelling system to improve your pronunciation
- Be able to teach a wider range of phonemes/graphemes

The module covers 6 sessions. It maps to the Common European Framework of Reference for languages (CEFR), level A1 (Breakthrough or Beginner) and when teaching the children, you will be developing aspects of the National Curriculum Subject Content for Key Stage 2 Languages. In each session you will learn new language as well as activities to use in the classroom. You can start straight away teaching as you learn. At the end of each session you can take away a prompt sheet for the language you will need and links to supporting resources.

## KS2 National Curriculum coverage

Children will have opportunities to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language and link the spelling, sound and meaning of words
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

## Sessions summary

### Session 1

Objectives:

- to introduce numbers to 12 and pronounce them correctly through simple classroom games
- to introduce/revise some simple imperatives to help you set up and play *Feuille, papier, ciseaux*, *Montrez-moi* and other engaging number games.

Resources: audio recording of recipe, digit cards/fans, large sponge dice, small dice for pair work, PowerPoint for Session 1

### Session 2

Objectives:

- to introduce numbers to 13 - 16 and pronounce them correctly through simple classroom games
- to learn key ingredients for making pancakes
- to understand/revise forms of definite article

Resources: digit cards/fans, mini whiteboards, flashcards for eggs, flour, salt, oil, milk, PowerPoint for Session 2

### Session 3

#### Objectives:

- to understand how to form the imperative (verbs of instruction) in the context of a recipe
- to learn numbers 17 – 20 and pronounce them correctly through simple classroom games
- to understand how to build numbers 21 – 31 and pronounce them correctly

Resources: audio recording of recipe, digit cards/fans, mini whiteboards, flashcards for eggs, flour, salt, oil, milk, envelopes with number words 20 – 31, PowerPoint for Session 3

### Session 4

#### Objectives:

- to know by heart numbers to 31
- to ask and answer question *Tu aimes.....?* and know how to adapt the verb 'aimer' for first and second person singular ie I like, you like
- to write a simple dialogue

Resources: mini whiteboards, Chocolate/Biscuits, PowerPoint for Session 4

### Session 5

#### Objectives:

- to know how to form the negative in the first person singular with the verb '*aimer*'
- to understand how to differentiate questioning through accepting a range of responses;
- to count to 50 in tens
- to understand and use '*un peu de*', '*combien de*'
- to order correctly a sequence of instructions

Resources: Access to Internet for following website:

<http://www.bbc.co.uk/languages/french/mafrance/html/cooking/summary.shtml>

A4 sheets for Human Sentence, strips of paper with one of the instructions for making pancakes on each strip, audio recording of recipe, PowerPoint for Session 5

### Session 6

#### Objectives:

- to count in 100s up to 900
- to learn how to build larger numbers in the context of following a recipe e.g. 150, 250, 350
- to prepare and deliver presentation in pairs of how to make pancakes (dependent on numbers)

Resources: Mini whiteboards, prompt sheets for delivering presentation, props for delivering presentation e.g. mixing bowl, wooden spoon, PowerPoint for Session 5

# Session 1

**Objective:** to learn numbers 1 -12 and pronounce them correctly through simple classroom games

[illegible]

Language for teachers	Language for learners	Grammar	Activities and teaching tips (TT)	Approx. time
<p><i>Répétez !</i></p> <p><i>Dites le chiffre</i></p> <p><i>Un volontaire s'il vous plaît</i></p> <p><i>Maintenant nous allons jouer .....</i></p> <p><i>D'accord ?/D'accord</i></p> <p><i>Oui/ Non</i></p> <p><i>Cherchez le deux ; masquez le ; et montrez moi.</i></p> <p><b>Extra</b></p> <p>plus</p> <p>moins</p> <p>font</p> <p>Transcript of audio recording:</p> <p>Bonjour tout le monde. Aujourd'hui je vais cuire des crêpes délicieuses à la française. C'est facile.</p>	<p><b>Extra</b></p> <p>plus</p> <p>moins</p> <p>font</p>		<p><b>Teaching Tip:</b> It is important to establish good pronunciation when introducing new language. Exaggerate the nasal <i>un</i> by encouraging learners to hold their nose as they repeat this number. Ask them also to form the sound 'oi' at the front of their mouth – exaggerate your own mouth shape for this phoneme.</p> <p><b>Phonics Focus</b></p> <p><i>un -un</i></p> <p><i>oi - trois</i></p> <p>Invite a volunteer to play a round of '<i>Feuille, papier, ciseaux</i>' (Rock, paper, scissors) with you to practise <i>un, deux, trois</i>. Allow learners two or three minutes to play this game in pairs.</p> <p><b>Teaching Tip:</b> This game is also called <i>chi-fou-mi</i> in French which is based on the Japanese words for 1, 2, 3 – <i>hi, fu, mi</i>.</p> <p><i>Regardez et écoutez</i></p> <p>Introduce <i>quatre, cinq, six</i> using fingers or digit cards</p> <p><i>Regardez, écoutez et répétez!</i></p> <p>Learners repeat the numbers to practise pronunciation.</p> <p>Ask learners to form a circle around you. Throw a large sponge dice and invite learners to call out the number it has landed on. The learner with the first correct answer swaps places with you and throws the dice.</p>	<p>5 mins</p> <p>5 mins</p> <p>10 mins</p>

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D'abord il faut les ingrédients suivants: j'ai 250g de farine, un peu de sel, une cuillerée d'huile, 3 œufs et un ½ litre de lait. Alors maintenant, mettez la farine dans un saladier, ajoutez un peu de sel et d'huile, cassez les œufs, versez le lait peu a peu et battez tous les ingrédients, puis faites cuire les crêpes dans un poêle. Et voilà, c'est terminé.			<p><b>Teaching tip:</b> Teach learners how to respond to the question <i>D'accord?</i> - using thumbs up/down; replying with <i>D'accord/Oui/Non</i> to ensure they have understood the instructions for playing the game.</p> <p>In pairs learners throw a dice between them to practise numbers 1 – 6.</p> <p><i>Regardez et écoutez</i></p> <p>Introduce <i>sept, huit, neuf, dix, onze, douze</i>.</p> <p><i>Regardez, écoutez et répétez!</i></p> <p>Learners repeat the numbers to practise pronunciation.</p> <p><b>Phonics focus</b></p> <p><i>Six, dix</i> – on their own x pronounced as 's'; in front of a word beginning with a consonant –x is silent eg <i>six/dix bananes</i>; in front of a word beginning with a vowel – x is pronounced as 'z' eg <i>six/dix oranges</i></p> <p><i>on - onze</i></p> <p><i>ou - douze</i></p> <p>Play <i>Montrez-moi</i> (Show Me) using digit cards or number fans. Call out a number from 1 – 12. Learners look for the number and then hold it, number facing, to their chest. On the instruction <i>Montrez-moi</i>, they hold the number in the air.</p> <p>Play this game several times as a class. Learners then play the game with a partner.</p>	<p>10 mins</p> <p>10 mins</p>

Language for teachers	Language for learners	Grammar	Activities and teaching tips (TT)	Approx. time
			<p><b>Teaching Tip:</b> To ensure learners have a clear understanding of this game, model the commands <i>Cherchez le deux. Masquez le! Et montrez moi?</i> using mime and gesture. Ensure learners understand the importance of concealing the number, until they hear the instruction <i>Montrez-moi</i>.</p> <p><b>Teaching tip:</b> Choose those numbers which learners find most challenging e.g. 7 – 12.</p> <p><b>Grammar Focus</b> Use of definite article in game <i>Montrez-moi i.e. Cherchez le deux</i></p> <p>🌀 At the end of the session ask learners to reflect on what they have learnt and how confident they feel to introduce this with their class. Discuss any changes they might make when using the activities with children. Ask them to practise the new language for next week.</p>	5 mins

## Session 2

**Objectives:** to introduce numbers to 13 - 16 through simple classroom games; to learn key ingredients for making pancakes; to understand/revise forms of definite article.

[illegible]



Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx · time
<b>Classroom Language</b> <i>Allez-y !</i> <i>Levez-vous</i> <i>Asseyez-vous</i> <i>Deux volontaires s'il vous plaît</i> <i>Touchez l'image</i> <i>Un point pour les rouges/les bleus</i> <i>Très bien</i> <i>Super</i> <i>Écrivez</i> <i>Le, la, l apostrophe ou les ?</i> <b>Extra</b> <i>le sucre, le citron, la confiture</i>	<i>l'œuf</i> <b>Extra</b> <i>le sucre, le citron, la confiture</i>	always silent, e.g. <i>crêpes</i> , <i>œufs</i> Words ending in <i>ou, eu, au, eau</i> normally form the plural by adding 'x' which is also silent .	reach 12, start again at 0. However, whoever is <i>cinq</i> or <i>dix</i> has to down and the rest of the group says <i>Au revoir</i> and waves goodbye. The winner is the last learner standing.  <b>Teaching Tip:</b> Play this game for one or two rounds as a whole group so that the rules of the game are clear. However, if the group is large, it would be better to play the game in smaller groups as waiting for the last person left standing can be very time consuming! Pass this suggestion on to learners when they play this game with their own class.  <i>Regardez et écoutez!</i> Introduce numbers 13 to 16 <i>Écoutez et répétez!</i> Teach learners the following two sentences <i>Parlez plus lentement s.v.p;</i> <i>Parlez plus fort s.v.p.</i> Check for meaning. Practise pronunciation. ⊗ Encourage learners to use these phrases if they are having difficulty understanding/hearing words and phrases.  <b>Phonics focus</b> <i>r – treize</i> <i>in - quinze</i>	10 mins

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx · time
			<p><i>Écoutez et écrivez !</i> Call out a sequence using the 4 numbers eg 15, 13, 16, 14 and learners write them on a mini whiteboard. Check for accuracy and repeat several times.</p> <p><b>Teaching Tip:</b> You may need to start by dictating individual numbers and build gradually up to a sequence of 4.</p> <p><b>Phonics Focus</b> Display <i>treize, quatorze, quinze, seize</i> and allow learners a minute to think about the relationship between phonemes and graphemes. Circle <i>qu</i> in <i>quatorze, quinze</i> and ask learners to pronounce the grapheme. In French, [k] <i>qu</i> is pronounced as 'k'. Other words are <i>quatre, quarante, quartier, qui</i>. Display '<i>quoi</i>' and ask learners to pronounce it. Remind them of <i>trois</i> learned in the previous session.</p> <p><i>Regardez et écoutez!</i> Introduce the ingredients for the pancake recipe <i>Pour préparer les crêpes il vous faut : les œufs, la farine, le lait, l'huile, le sel</i></p> <p><i>Écoutez et répétez!</i> Practise pronunciation and encourage recall of the new language</p> <p><b>Grammar focus</b></p>	<p>5 mins</p> <p>5 mins</p> <p>5 mins</p>

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx · time
			<p>There are four definite articles used in French – <i>le, la, l'</i> and <i>les</i>. <i>Le</i> precedes a masculine noun (<i>le lait</i>), <i>la</i> precedes a feminine noun (<i>la farine</i>), <i>l'</i> is used before a noun starting with a vowel, whether masculine or feminine (<i>l'œuf</i>), and <i>les</i> is used for any plural noun, masculine or feminine (<i>les œufs</i>).</p> <p>Play <i>Touchez l'image</i>. Attach the flashcards for ingredients to the wall and invite two volunteers to come and play the game. Call out one of the ingredients eg <i>le lait</i>. Volunteers touch the correct flashcard as quickly as they can. The first volunteer to touch the correct picture gains a point.</p> <p>⊗ Encourage teachers to think about how they would set up this activity using simple language. See Language for Learners.</p> <p><b>Teaching tips:</b> For the classroom, teachers might like to give children a fly swat or something suitable to touch the flashcards with.</p> <p><b>Grammar Focus</b> Display <i>l'œuf /les œufs</i> on the board and ask delegates to listen to the pronunciation of each word and its spelling.</p> <p>⊗ Explain that many plurals in French are formed by adding 's' eg <i>les crêpes, les œufs</i>. In English we can</p>	<p>5 mins</p> <p>5 mins</p> <p>5 mins</p>

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx · time
			<p>nearly always hear that a noun is plural eg pancake, pancakes. However, in French the pronunciation of singular and plural nouns often doesn't change. For example <i>la crêpe/ les crêpes</i>.</p> <p>Using flashcards, show ingredients one by one. When learners see ingredient they write down the correct definite article. Check answers as a group</p> <p>⊗ At the end of the session ask learners to reflect on what they have learnt and how confident they feel to introduce this with their class. Discuss any changes they might make when using the activities with children. Ask them to practise the new language for next week.</p>	5 mins

## Session 3

**Objectives** to understand how to form the imperative (verbs of instruction) in the context of a recipe; to learn numbers 17 – 20 and pronounce them correctly through simple classroom games; to understand how to build numbers 21 – 31 and pronounce them correctly

[illegible]

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx · time
<p><i>Bravo !</i></p> <p><i>Comment dit-on en anglais ?</i></p> <p><b>Extra</b></p> <p><i>Mettez la farine dans un saladier ; ajoutez un peu de sel ; versez le lait peu a peu ; battez tous les ingrédients ; faites cuire les crêpes dans un poêle.</i></p>	<p><i>Mettez la farine dans un saladier ; ajoutez un peu de sel ; versez le lait peu a peu ; battez tous les ingrédients ; faites cuire les crêpes dans un poêle.</i></p>		<p>The following sequence provides a good model for introducing, practising and recalling new vocabulary, and works well in the classroom</p> <ul style="list-style-type: none"> <li>• Teacher gives word/phrase, learners mime</li> <li>• Teacher mimes word/phrase, learners give word/phrase</li> <li>• Learners give word/phrase, teacher mimes</li> <li>• Learners give word/phrase, volunteer mimes</li> </ul> <p><i>Écoutez, regardez et répétez</i></p> <p>Revise ingredients and model how learners can now combine instructions with ingredients eg <i>Cassez les œufs</i></p> <p>In pairs or small groups, learners now take it in turns to practise giving instructions for others to mime. This will give you the opportunity to walk around the group and support pronunciation.</p> <p><b>Grammar focus</b></p> <p>⊗ Display : <i>mettez, ajoutez, cassez, versez, battez, faites cuire</i> on the board. Ask learners to identify which instruction is the odd one out any why.</p> <p>Circle <i>ez</i> at the end of first five verbs and explain that this is the ending for most instruction/imperative verbs. The verb 'faire' is a frequently used verb. It is what is known as an 'irregular' verb and therefore does not follow the rule for making instruction/imperative verbs ie have an <i>ez</i> ending.</p>	<p>10 mins</p> <p>5 mins</p>

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			<p><b>Teaching Tip:</b> It is important to choose carefully the language to describe French grammar. Learners may not be familiar with terminology such as ‘imperative, irregular’.</p> <p><b>Phonics focus</b>            ez – <i>cassez, mettez, versez, ajoutez, battez</i>            ai/ aî – <i>lait, plaît</i>            é – <i>terminé, éliminé</i></p> <p>Practise counting to 16 and play the game ‘seize’. This game involves counting round the group up to the number 16. Each learner can use up to three numbers. For example:            Learner 1: <i>un</i>            Learner 2 : <i>deux, trois, quatre</i>            Learner 3 : <i>cinq, six,</i>            and so on until number 16 is reached. The learner who is 16 is ‘out’ (<i>éliminé</i>) and sits down. The game starts again.</p> <p><b>Teaching Tip:</b> Whilst learners are playing the game, you will be able to hear any incorrect or weak pronunciation, which you can reinforce after the game.</p> <p><b>Phonic focus</b></p>	<p>5 mins</p> <p>5 mins</p> <p>10 mins</p>

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx time
			<p>✿ Write <i>dix-sept, dix-huit, dix-neuf, vingt</i> on the board and read aloud. Ask learners to work out which numbers these are. Practise pronunciation. The x in <i>dix</i> is sounded in the following numbers, even though it is followed by a consonant: <i>dix-sept, dix-huit, dix-neuf</i>. The x is pronounced like as s. Point out the silent final consonant in <i>vingt</i>. Emphasise the nasal <i>in</i> in <i>vingt</i>.</p> <p><b>Teaching tip:</b> Many learners are confused by the different ways in which <i>six/dix</i> are pronounced. Take the opportunity to revise the pronunciation rules to establish a secure understanding amongst your learners that will stay with them beyond the life of this module.</p> <p>Give pairs of learners an envelope which contains individual number words from <i>vingt</i> to <i>trente et un</i> and ask them to sequence from 20 to 31. When they have completed the task invite volunteers to read their numbers aloud. Display the numbers in the correct order and read them aloud together.</p> <p><b>Grammar focus</b> Note that <i>vingt et un</i> and <i>trente et un</i> are not hyphenated, whereas the other numbers above 20 are.</p> <p><b>Phonics Focus</b> Highlight the final consonant <i>t</i> sounded in <i>vingt et un</i> as it precedes a vowel, and also in <i>vingt-huit</i>.</p>	<p>5mins</p> <p>5 mins</p>



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			<p>⊗ At the end of the session ask learners to reflect on what they have learnt and how confident they feel to introduce this with their class. Discuss any changes they might make when using the activities with children. Ask them to practise the new language for next week.</p>	

## Session 4

**Objectives** to know by heart numbers to 31; to ask and answer question *Tu aimes.....?*; to write a simple dialogue

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx . time
<p><b>Les chiffres 21 – 31</b>  <i>vingt et un</i>  <i>vingt deux ...</i>  <i>trente et un</i>  <i>Combien de ...</i>  <i>Qui aime les crêpes/le lait/les œufs ?</i>  <i>Oui/non</i>  <i>Tu aimes les crêpes/le lait/les œufs ?</i>  <i>J'aime les crêpes/le lait/les œufs.</i></p> <p><b>Classroom language</b>  <i>Écoutez et répondez</i>  <i>Comprenez-vous ?</i>  <i>Tu comprends ?</i></p> <p><b>Extra</b>  <i>Il/elle aime</i></p>	<p><b>Les chiffres 21 - 31</b>  <i>vingt et un</i>  <i>vingt deux ...</i>  <i>trente et un</i>  <i>Combien de ....</i>  <i>Qui aime les crêpes /le lait/les œufs ?</i>  <i>Oui/non</i>  <i>Tu aimes les crêpes/le lait/les œufs ?</i>  <i>J'aime les crêpes/le lait/les œufs.</i></p> <p><b>Extra</b>  <i>Il/elle aime</i></p>	<p>Adverbs of quantity (except <i>très</i>) are often followed by <i>de</i> + noun. When this happens, the noun usually does not have an article in front of it; i.e., <i>de</i> stands alone, with no definite article eg <i>Combien d'œufs?</i></p> <p>After verbs expressing likes and dislikes in French, the plural definite article is used, whereas in English this is omitted e.g. <i>J'aime les œufs, j'aime les crêpes</i> (I like eggs) With '<i>lait</i>' there is no plural so the definite article is</p>	<p>☼ Start the session by asking learners to reflect on previous week and to share with the group what went well and what they found more challenging.</p> <p>☼ Explain that in this session learners will learn how to ask and answer the question 'Do you like pancakes/eggs/milk? By the end of the session they will also be able to write a simple dialogue.</p> <p><i>Écoutez et répétez</i>  Teach the phrase <i>Combien de.....</i> in the context of the recipe.</p> <p><b>Grammar focus</b>  Adverbs of quantity (except <i>très</i>) are often followed by <i>de</i> + noun. When this happens, the noun usually does not have an article in front of it; i.e., <i>de</i> stands alone, with no definite article eg <i>Combien d' œufs?</i></p> <p><b>Teaching tip:</b> Avoid introducing/explaining partitive article <i>du, de la, de l', des</i>.</p> <p><i>Écoutez et écrivez</i></p>	<p>5 mins</p> <p>10 mins</p>

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		<p>used in the singular (<i>j'aime <b>le</b> lait</i>).</p> <p>Asking questions – <i>Qui aime ...? Tu aimes ...?</i></p> <p>1st and 2<sup>nd</sup> person singular of the verb <i>aimer</i>: <i>j'aime, tu aimes</i></p>	<p>For this activity, learners need to listen to the number of eg eggs to practice numbers 20 – 31 eg 25 <i>œufs</i>. <i>Combien de crêpes/d'œufs?</i> Learners write down the number (not the word) on their mini whiteboards. Check answers as a group. Play three or four times as a group and then in pairs</p> <p><b>Phonics focus</b> <i>in – vingt</i> (as in <i>cinq, quinze</i>)</p> <p><i>Écoutez et répondez</i> Introduce the question <i>Qui aime les crêpes?</i> Establish meaning and ask learners to repeat. Explain that this question is used to ask the whole group/class and, at this stage, you are looking for a thumbs up/down response. To ask individual children, the questions would be <i>Tu aimes les crêpes?</i> Model the question and the answer <i>Oui/non</i>. Ask the question several times to elicit <i>oui/non</i> responses from individual learners.</p> <p><i>Écoutez, répétez et répondez</i> Introduce <i>Oui, j'aime les crêpes</i> and ask learners to repeat. Walk around the room asking several learners <i>Tu aimes les crêpes?</i> having previously agreed that all responses this time will be <i>Oui, j'aime les crêpes</i>. Practise with <i>j'aime le lait/les œufs</i>. Allow a few minutes for learners, in pairs, to practise asking and answering questions.</p>	<p>10 mins</p> <p>10 mins</p> <p>5 mins</p>

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx · time
			<p><b>Grammar Focus</b></p> <p>After verbs expressing likes and dislikes in French, the plural definite article is used, whereas in English this is omitted e.g. <i>J'aime <b>les</b> œufs, j'aime <b>les</b> crêpes</i> (I like eggs) With '<i>lait</i>' there is no plural so the definite article is used in the singular (<i>j'aime <b>le</b> lait</i>).</p> <p>✿ Write <i>Tu aimes les crêpes? J'aime les crêpes</i> on the board. Highlight that <i>j'aime = je aime</i>. The apostrophe represents a missing letter. The 'e' of <i>je</i> is omitted to aid pronunciation. Rub out the question mark at the end of <i>Tu aimes les crêpes?</i> to show it can also be a statement – 'You like pancakes'. By changing the intonation, it is often possible to make a statement into a question in French in this way and vice versa</p> <p>✿ <b>Grammar Focus</b></p> <p>Ask learners to look at the differences in verb endings in <i>Tu aimes/j'aime</i>. Show the infinitive – <i>aimer</i> and explain it is a regular 'er' verb.</p> <p>Discuss how verb endings change according to pronouns in first and second person singular in French.</p> <p><b>Teaching Tip:</b> Teachers may unfamiliar with the terms 'infinitive' and 'regular'.</p> <p>Allow learners 30 seconds to look carefully at the question <i>Tu aimes les crêpes?</i> Rub it out on the board</p>	<p>10 mins</p> <p>5 mins</p>

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx · time
			<p>and ask them to write it on a mini-whiteboard. Check for accuracy as a group. Repeat the activity to practise writing the reponse <i>Oui, j'aime les crêpes</i>. Display <i>le lait, les œufs, les crêpes</i> and allow learners 5 minutes to write a simple dialogue between two people using question and answers to 'Do you like eggs/milk'. Learners check their dialogues in pairs and practise reading them aloud. Invite confident pairs to perform/read aloud their dialogues.</p> <p><b>Teaching tip:</b> Some learners may find it difficult to write <i>Tu aimes les crêpes?/ Oui, j'aime les crêpes</i>, so have a few individual prompt sheets to hand.</p> <p>Finish the session by asking the group <i>Qui aime eg le chocolat/les biscuits</i> and hand round chocolates or biscuits.</p> <p>⊗ At the end of the session ask learners to reflect on what they have learnt and how confident they feel to introduce this with their class. Discuss any changes they might make when using the activities with children. Ask them to practise the new language for next week.</p>	5 mins

## Session 5

**Objectives** to count to 50 in tens; to understand and use *un peu de, combien de*; to order correctly a sequence of instructions

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx. time
<i>dix</i> <i>vingt</i> <i>trente</i> <i>quarante</i> <i>cinquante</i> <i>à moi</i> <i>à toi</i> <i>Qui aime les crêpes/le lait/les œufs ?</i> <i>Oui/non</i> <i>Tu aimes les crêpes/le lait/les œufs ?</i> <i>J'aime les crêpes/le lait/les œufs.</i> <i>Non je n'aime pas .....</i> <i>Un peu de</i> <i>Combien de ....</i> <i>Mettez la farine dans un saladier</i> <i>Ajoutez un peu de sel et d'huile</i> <i>Cassez les œufs</i> <i>Versez le lait peu a peu</i> <i>Battez tous les ingrédients</i>	<i>dix</i> <i>vingt</i> <i>trente</i> <i>quarante</i> <i>cinquante</i> <i>Qui aime les crêpes/le lait/les œufs ?</i> <i>Oui/non</i> <i>Tu aimes les crêpes/le lait/les œufs ?</i> <i>J'aime les crêpes/le lait/les œufs.</i> <i>Non je n'aime pas .....</i> <i>Un peu de.....</i> <i>Écoutez et regardez</i> <i>Mettez la farine dans un saladier</i> <i>Ajoutez un peu de sel et d'huile</i> <i>Cassez les œufs</i> <i>Versez le lait peu a peu</i> <i>Battez tous les ingrédients</i>	<p>Negative – je <b>n'aime pas</b> Note that the <b>ne</b> preceding the verb (<i>aime</i>) loses the <i>e</i> and gains an apostrophe as it precedes the vowel at the start of <i>aime</i>.</p> <p>Adverbs of quantity (except <i>très</i>) are often followed by <i>de</i> + noun. When this happens, the noun usually does not have an article in front of it; i.e., <i>de</i> stands alone, with no definite article eg <i>un peu de sel</i></p>	<p>☼ Start the session by asking learners to reflect on previous week and to share with the group what went well and what they found more challenging.</p> <p>☼ Explain that in this session learners will learn how to count to 50 in tens and order correctly a sequence of instructions in French, in preparation for demonstrating how to make pancakes.</p> <p><b>Teaching Tip:</b> You may like to begin the session by showing extracts of French chefs at work from the BBC, 'Ma France'  <a href="http://www.bbc.co.uk/languages/french/mafrance/html/cooking/summary.shtml">http://www.bbc.co.uk/languages/french/mafrance/html/cooking/summary.shtml</a></p> <p><i>Écoutez, regardez et répétez</i>            Display 40 and 50 on the board/flipchart and model pronunciation. Now display 10, 20, 30, and revise            Learners practise counting in 10s up to 50 as a group and in pairs until numbers become familiar. This will help them to build larger numbers for their recipe. Practise</p> <p>Play Number Ping-Pong but with tens ie teacher bats a 'tens' number eg 30 and learners bat the next tens number back ie 40.</p> <p><i>Écoutez , et répondez</i></p>	<p>10 mins</p> <p>5 mins</p>

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx. time
<p><i>Puis faites cuire les crêpes dans un poêle</i></p> <p><b>Classroom language</b></p> <p><i>Allons jouer au ping-pong ! Écoutez bien Répétez encore une fois Posez la question Fini</i></p> <p><b>Extra</b></p> <p><i>J'aime le lait mais je n'aime pas les œufs.</i></p>	<p><i>Puis faites cuire les crêpes dans un poêle</i></p> <p><b>Extra</b></p> <p><i>J'aime le lait mais je n'aime pas les œufs.</i></p>		<p>Revise questions and responses from previous session <i>Tu aimes les crêpes/les œufs/le lait ? Oui j'aime les crêpes/les œufs/le lait ?</i></p> <p><i>Écoutez et regardez</i> Choose a confident learner to ask you a question <i>Tu aimes les crêpes/les œufs/le lait ?</i> Give a thumbs down gesture and model the response <i>Non je n'aime pas les crêpes/les œufs/le lait</i> Check understanding.</p> <p>⊗ <b>Grammar Focus</b> Write <i>Je n'aime pas</i> on the board and describe how the negative is formed in French. Je + ne and pas wrapped around the verb – <i>je ne aime pas...</i> The e of <i>ne</i> is omitted and replaced with an apostrophe to help with pronunciation.</p> <p>Create a human sentence. On separate A4 worksheets write <i>Je n'aime pas les crêpes</i>, with a separate sheet for each word including <i>n'</i>. Give words out to individual learners and ask them to make the sentence to help establish how to form the negative in French.</p> <p><b>Teaching Tip:</b> The physical movement of making a Human Sentence will be very beneficial to some learners. It is a useful activity for the classroom too.</p> <p><b>Phonics focus</b></p>	<p>5 mins</p> <p>5 mins</p> <p>5 mins</p>

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx. time
			<p>ai/aî – <b>aimer, plaît</b></p> <p><i>Écoutez et répondez</i>  Walk around the classroom practising the question <i>Tu aimes les crêpes/les œufs/le lait ?</i> to elicit the response <i>Non, je n'aime pas.....</i></p> <p>Revise with the group the different answers to the question <i>Tu aimes les crêpes?</i></p> <ul style="list-style-type: none"> <li>• thumbs up/down</li> <li>• <i>oui/non</i></li> <li>• <i>J'aime les crêpes</i></li> <li>• <i>Je n'aime pas les crêpes</i></li> <li>• <i>Oui/ non j'aime/je n'aime pas les crêpes</i></li> </ul> <p>🌀 <b>Tips for teachers:</b> Highlight the importance of differentiating questioning in the classroom.</p> <p>Learners, in small groups, now practise asking and answering questions.</p> <p>Give each learner a series of strips of paper with one of the instructions for making pancakes on each strip. Look at each individual instruction and explain any new/unknown vocabulary.</p> <p><i>Écoutez et regardez</i></p> <p><i>Mettez la farine dans un saladier</i></p>	<p>10 mins</p> <p>5 mins</p>



Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx. time
			<p><i>Ajoutez un peu de sel et d'huile</i>  <i>Cassez les œufs</i>  <i>Versez le lait peu a peu</i>  <i>Battez tous les ingrédients</i>  <i>Puis faites cuire les crêpes dans un poêle</i></p> <p><b>Grammar focus</b>  Highlight <i>un peu de</i> which follows the rule for <i>combien de</i>, i.e., <i>de</i> stands alone, with no definite article eg <i>un peu de sel</i></p> <p>Play the audio recording. When learners hear an instruction, they wave the correct instruction in the air. Repeat for a second time.</p> <p>Repeat the activity but instead of playing the recording, call out the instructions in random order.</p> <p>Ask learners to muddle up their set of instructions and put them, <b>face down</b>, on the table. On the instruction <i>Allez-y</i> they put them in the correct order as quickly as they can. The first pair to do this calls out <i>Fini!</i></p> <p>⊗ At the end of the session ask learners to reflect on what they have learnt and how confident they feel to introduce this with their class. Discuss any changes they might make when using the activities with children. Ask them to practise the new language for next week.</p>	<p>10 mins</p> <p>5 mins</p>

## Session 6

**Objectives:** to count in 100s up to 900; to learn how to build larger numbers in the context of following a recipe eg 150, 250, 350; to prepare and deliver presentation in pairs on how to make pancakes (dependent on numbers)

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx. time
<b>Les chiffres</b> <i>cent</i> <i>deux cents ...</i> <i>neuf cents</i> <i>grams</i> <i>millilitres</i> <i>Pour prépare les crêpes, il vous faut :.....</i> <i>Mettez la farine dans un saladier</i> <i>Ajoutez un peu de sel et d'huile</i> <i>Cassez les œufs</i> <i>Versez le lait peu a peu</i> <i>Battez tous les ingrédients</i> <i>Puis faites cuire les crêpes dans un poêle</i>	<b>Les chiffres</b> <i>cent</i> <i>deux cents ...</i> <i>neuf cents</i> <i>grams</i> <i>millilitres</i> <i>Pour prépare les crêpes, il vous faut :.....</i> <i>Mettez la farine dans un saladier</i> <i>Ajoutez un peu de sel et d'huile</i> <i>Cassez les œufs</i> <i>Versez le lait peu a peu</i> <i>Battez tous les ingrédients</i> <i>Puis faites cuire les crêpes dans un poêle</i>	In French, instead of a hundred and 20, it is <i>cent vingt</i> , omitting the 'a' & 'and' used in English. Highlight the 's' added to <i>deux cents</i> , <i>trois cents</i> etc.	<p>☼ Start the session by asking learners to reflect on previous week and to share with the group what went well and what they found more challenging.</p> <p>☼ Explain that in this session learners will learn how to count in 100s up to 900 to help them build large numbers to quantify ingredients in their own recipes eg 250 <i>grams de farine</i>. They will spend time during this session preparing and presenting (orally) their own recipe for pancakes.</p>	5 mins
<b>Classroom language</b> <i>Nous allons jouer au Signal Secret</i>	<i>Super/bravo/très bien, délicieux</i>		<p><i>Écoutez, regardez et répétez</i>            Display 100 on the board and introduce the word <i>cent</i>. Now show 200, 300, 400 and model pronunciation. Ask learners how they would say 500 in French. And 600? Practise all numbers up to and including 900.</p> <p><i>Écoutez, regardez et écrivez</i>            Practise <i>grams/millilitres</i>. Now dictate some quantities of milk, flour eg 200 <i>grams de farine</i>, 400 <i>millilitre de lait</i> etc. and ask learners to write down the quantities on mini whiteboards. Check answers. When learners are secure with numbers using hundreds, show them how they can build numbers using hundreds and tens eg</p>	5 mins
				10 mins

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx · time
<b>Extra</b> <i>Les crêpes aux fruits, à la confiture, au chocolat, au sucre</i>	<b>Extra</b> <i>Les crêpes aux fruits, à la confiture, au chocolat, au sucre</i>		<p>250, 350, 420, 510. Allow learners some time to dictate quantities to each other.</p> <p>⊗ <b>Grammar Focus</b>  In French, 120 is <i>cent vingt</i>, omitting the 'a' &amp; 'and' used in English. Highlight the 's' added to deux cents, trois cents etc.</p> <p><i>Écoutez, regardez et répétez</i>  Display the instructions from last week and practise pronunciation. Include the instruction <i>Pour préparer les crêpes, il vous faut.....</i>  <i>Mettez la farine dans un saladier</i>  <i>Ajoutez un peu de sel et d'huile</i>  <i>Cassez les œufs</i>  <i>Versez le lait peu a peu</i>  <i>Battez tous les ingrédients</i>  <i>Puis faites cuire les crêpes dans un poêle</i></p> <p>Play Secret Signal. Two learners leave the room while the rest of the class choose a signal e.g. a wink or scratch of nose and a signaller. Choose three of the recipe instructions. The learners come back in and the group repeat the first instruction continuously until the signal is given, at which point the group switches to repeating the second extract. The two learners try to spot who is making the signal. Repeat the activity substituting the first three instructions for the last three.</p>	15 mins

Language for teachers	Language for learners	Grammar	Phonics, activities and teaching tips	Approx · time
			<p><b>Teaching Tip:</b> Secret Signal provides an excellent opportunity to repeat words/sentences over and over again in an interesting way.</p> <p>Superchef Give learners prompt sheets with ingredients (not quantities) and instructions for making pancakes. Learners individually, in pairs or small groups (depending on size of group) prepare a presentation with imaginary ingredients, deciding on their own quantities of ingredients, using numbers they are now familiar with eg 950 grams de farine, 20 œufs !</p> <p>Learners present their 'cookery' demonstrations to the group, who respond with <i>Bravo, super, très bien, délicieux, j'aime les crêpes.</i></p> <p>At the end of the session ask learners to reflect on what they have learnt and how confident they feel to introduce the language content of this module with their class.</p>	25 mins

## Transcripts with basic language and phonic focus for 'Let's enjoy recipes'

<p><b>Transcript</b></p> <p><b>Ecoute le Chef:</b></p> <p>Bonjour tout le monde.  Aujourd'hui je vais cuire des crêpes délicieuses à la française.  C'est facile.  D'abord il faut les ingrédients suivants: j'ai :</p> <ul style="list-style-type: none"> <li>• 250g de farine,</li> <li>• un peu de sel,</li> <li>• une cuillerée d'huile,</li> <li>• 3 oeufs et un ½ litre de lait.</li> </ul> <p>Alors maintenant, <b>mettez</b> la farine dans un saladier, <b>ajoutez</b> un peu de sel et d'huile, <b>cassez</b> les oeufs, <b>versez</b> le lait peu a peu et <b>battez</b> tous les ingrédients, puis <b>faites cuire</b> les crêpes dans un poêle. Et voilà, c'est terminé.</p> <p><b>Classroom Language</b></p> <p><i>Regardez !</i></p> <p><i>Écoutez !</i></p> <p><i>Écoutez bien</i></p> <p><i>Répétez!</i></p> <p><i>Répétez encore une fois</i></p> <p><i>Répondez</i></p> <p><i>Écrivez</i></p> <p><i>Posez la question</i></p> <p><i>Levez-vous</i></p> <p><i>Asseyez-vous</i></p> <p><i>Maintenant nous allons jouer au .....</i></p> <p><i>Allons jouer au ping-pong !</i></p>	<p><b>les chiffres - basic</b></p> <p>1 – 31  dix, vingt, trente, quarante, cinquante  cent, deux cents .....neuf cents</p> <p><b>les ingrédients</b>  la farine, le sel, l'huile, les œufs, le lait</p> <p><b>Verbs</b></p> <p><u>aimer</u>  J'aime, tu aimes ?  Je n'aime pas .....</p> <p><u>Imperatives</u>  mettez, ajoutez, cassez, versez, battez,  faites cuire</p> <p><b>Phonic focus</b></p> <ul style="list-style-type: none"> <li>• [ɔ̃] on - onze</li> <li>• [u] ou – douze</li> <li>• [ɛ] ez (cassez, mettez etc), ai (lait), (aimer), aî (plaît), é (terminé)</li> <li>• [ɛ̃] in – vingt, cinq, quinze)</li> <li>• [e] e - (sept) ê (crêpes)</li> <li>• [k] qu – quatre, quatorze, quinze, quarante</li> <li>• Silent final consonant – deux, trois</li> <li>• Final consonant t sounded in <i>vingt et un</i> as it precedes a vowel, and also in <i>vingt-huit</i>.</li> <li>• <i>Six, dix</i> – on their own x pronounced as 's'; in front of a word beginning with a consonant –x is silent eg <i>six/dix bananes</i>; in front of a word beginning with a vowel – x is pronounced as 'z' eg <i>six/dix oranges</i></li> <li>• The x in <i>dix</i> is sounded in the following numbers, even though it is followed by a consonant: <i>dix-sept, dix-huit, dix-neuf</i>. The x is pronounced like an 's' [s].</li> </ul>
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<p><i>Cherchez le deux ; masquez le ; et montrez moi.</i></p> <p><i>D'accord,</i></p> <p><i>Oui/Non</i></p> <p><i>Parlez plus lentement s.v.p.</i></p> <p><i>Parlez plus fort s.v.p.</i></p> <p><i>Comprenez-vous ?</i></p> <p><i>Tu comprends ?</i></p> <p><i>Un/deux volontaire s'il vous plaît</i></p> <p><i>Super/bravo/très bien</i></p> <p><i>Allez-y !</i></p> <p><i>Fini</i></p> <p><i>Éliminé</i></p> <p><i>Touchez l'image</i></p> <p><i>Un point pour les rouges/les bleus</i></p> <p><i>Comment dit-on en anglais ?</i></p> <p><i>On va réviser les chiffres jusqu'à .....</i></p> <p><i>Faites un geste pour...</i></p> <p><i>Dites le chiffre</i></p> <p><i>Mettez les numéros dans le bon ordre</i></p> <p><i>Délicieux</i></p>	<p><b>Grammar focus</b></p> <ul style="list-style-type: none"> <li>• Use of definite article in game <i>Montrez-moi</i> i.e. <i>Cherchez <b>le</b> deux</i></li> <li>• Definite articles eg <i>l'huile, les crêpes, le sel, la farine</i></li> <li>• How to form the imperative in context of a recipe eg <i>Versez le lait</i></li> <li>• Plural nouns in French eg <i>les crêpes, les œufs</i></li> <li>• How to form the negative with <i>aimer</i> eg <i>je n'aime pas les œufs</i></li> <li>• 1<sup>st</sup>, 2<sup>nd</sup> person singular of verb <i>aimer</i> eg <i>j'aime, tu aimes</i></li> <li>• Definite article after verbs expressing likes and dislikes e.g. <i>J'aime les œufs, j'aime les crêpes</i> (I like eggs) <b>But</b> with '<i>lait</i>' there is no plural so the definite article is used in the singular (<i>j'aime le lait</i>).</li> <li>• Combien/peu de + noun</li> <li>• In French, instead of a hundred and 20, it is <i>cent vingt</i>, omitting the 'a' &amp; 'and' used in English. Highlight the 's' added to <i>deux cents, trois cents</i> etc.</li> </ul>
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Let's enjoy more recipes

<http://www.momes.net/recettes/index.html>



Ensemble Languages Project, 2015

2015 for the Ensemble Languages Project, Ensemble\_Let's Enjoy Recipes Overview and Lesson Plans

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