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| **Unit 8 Sequences 1-3 Food and Drink** | |
| **Learning objectives** | **Learning Activities & Resources** |
| 1)To enable pupils to speak  clearly, confidently and  accurately    2)To enable pupils to respond  appropriately to requests  3)To enable pupils to understand  key information/messages  4)To enable pupils to perform  simple communicative tasks  using single words, phrases  and short sentences.    5)To enable pupils to  develop accurate pronunciation  6)To familiarize pupils with the  concept of gender and the  language-patterns related to  gender.  **Teacher guide:**  Nouns in French are either masculine(blue) or feminine(red)  The – masculine= le  The – feminine = la  a (masc) = un  a(fem) = une | **Starter-Activity**  1)**Listening (PPT File 3.81 Slide 1)**  **Pair-work:** Pupils listen to spellings of key foods and drinks, writing spellings on  mini-whiteboards*.(Link with sequence of lessons on the alphabet)*  Check answers using **PPT File** **3.81, Slide 1**  **Main Lesson:**  2)**Presentation** of key foods and drinks (**PPT File 3.81, Slide 2 including audio-**  **presentation)**. Pupils listen to recordings and repeat.  **Flaschcards** can be used to reinforce and consolidate vocabulary.  3)**Speaking/Pair-work:** Pupils practise saying vocabulary for food and drink  **PPT File 3.81, Slide 3)** using gapped prompts. Pupils volunteer to present  food and drink to the rest of the class using gapped prompts.  4)**Listening/Pair-work:** Pupils listen to 3 lists of food and drinks read out by the  teacher**,** laying out cards in the order in which they are called out **(Picture Cards**  **3.82)** Check understanding by showing **PPT File 3.82. Slides 1-3.**  5)**Presentation PPT File 3.83:** Pupils introduced to the idea of gender and the  gender specific words for ‘**the’-** **le/la/les (plural)** and the associated indefinite  articles: **un/une/des(plural=some).**As the powerpoint progresses, they try to  predict the appropriate word for ‘a’. **Slide 14:** Pupils predict the correct word for  ‘a’ or ‘some’ (plural) in the dialogue.  Teacher models pronunciation of **‘Je voudrais’ – I’d like ../Vous désirez? ..What**  **would you like?**  6)**Reading/Speaking: (IWB File 3.84)** Pupils practise moving the correct word for  ‘a’ next to the word for the item of food or drink according to gender. Focus on  colour-coding.  **Slides 2 & 3: Pupils practise creating their own sentences, paying attention**  **to correct indefinite article.**  7) **Task Magic File 3.85/Reading** Pupils match up food and drink items, class plays  any of the games including the team-game- Pelmanism for 2  8) **Afl Picture Cards 3.82: (Pair-work):**Pupils name as many drinks and foods as  possible with pupils laying out cards for each other, asking partner to ask for the  items displayed  **(Je voudrais un hamburger, des frites et un coca)**  **IWB File 3.85/Word-cards 3.84 (Pair-work)** Pupils follow the prompts to  produce sentences using the correct indefinite articles **(un/une)** |
| **Learning Outcomes** **& Additional Notes** | |
| 1)**All pupils should be able to** 2)**Some pupils should be able to**  a)identify and say 6 items of food and drink a)identify and say 10 or more items of food and drink.  b)name 2 words for ‘a’ and relate them to gender/colour b)match 11 or more words with the correct word for ‘a’  (some–plural) | |