

Bon Appétit (Enjoy your meal)

Overview Unit 14

ABOUT THIS UNIT		WHERE THIS UNIT FITS IN
In this unit children learn names of food and drinks related to packed lunches and breakfast. They learn how to talk about what they have eaten/ drunk the previous day. Children write their own stories based on a model. They learn food vocabulary relating to different cultural celebrations in France and other French-speaking countries. Children practise following and creating their own recipes.		In this unit revise and extend previously learnt language associated with foods (Unit 6). They learn how to make sentences in the perfect tense. They are already familiar with imperative verbs (Unit 2) and see how these work in the context of recipes.
Prior Learning It is helpful if children already know: <ul style="list-style-type: none"> names of some food/ drinks <i>J'aime</i> and <i>Je n'aime pas</i> <i>Je préfère</i> <i>Je déteste</i> how to say the days of the week the use of <i>du, de la, de l', des</i> that there are different tenses to talk about the past, present and future 	New Language Content <ul style="list-style-type: none"> Talking about what has been eaten/ drunk Expressing likes, dislikes and preferences (about food and drinks) Following/ writing instructions (a recipe) Perfect tense: <i>manger (j'ai mangé, tu as mangé), boire (j'ai bu)</i> the use of <i>au / à la / aux</i> Plural nouns with <i>les</i> and <i>des</i> Imperatives: <i>vous</i> form of some regular and irregular verbs in the present tense Phonic focus: revision of [wa] <i>oi</i>, [ʀ] <i>r</i>, [e] <i>é</i>, [ã] <i>an/en</i>, [o] <i>au/eau</i> 	End of Unit Activity Children work in pairs to make their <i>crêpe</i> . They video record each other to make a TV cookery programme and add the instructions as a commentary. Children produce their recipe as a magazine article with a photograph of the finished <i>crêpe</i> .
Expectations At the end of this unit: <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <i>Most children will:</i> <i>Some children will not have made so much progress and will:</i> <i>Some children will have progressed further and will:</i> </div> <div style="width: 65%;"> talk about what they have eaten/drunk using the perfect tense; listen to/ read an authentic non-fiction text selecting key words and phrases from it; devise and perform with a partner a short sketch using structures learnt in the unit respond with single-word answers to questions about food and drink; refer to text or visual clues when joining in a short sketch write a simple recipe, research new vocabulary using a dictionary and apply it accurately to write a simple recipe </div> </div>		Links to the New National Curriculum for KS2 Foreign Languages <i>Where there is a specific focus within the objective, this is shown in bold.</i> <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing. Understand basic grammar appropriate to the language being studied, such as (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.

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Resources

- Picture flashcards, real or plastic items of food and drink
- Word cards for food and drink
- Large and small pictures of lunchbox
- Mini-whiteboards
- Internet access
- Interactive whiteboard and multimedia presentation software
- Digital camera and video camera
- Envelopes/ word cards for *manger* (Session 2)
- Lunch box sheets (1 per child)
- Images of famous people for whiteboard and writing activity
- Real or plastic food items for breakfast foods (Session 3)
- Sets of 9 cards with food/drink items
- Image of child or famous person for reading activity
- Days of the week song to *Frère Jacques* (Session 4)
- Speaking sheets A and B.
- Example of a simple story
- Ingredients or pictures to show how to make a simple recipe (see session 5)
- Six sentences from the recipe printed in different colours
- Multi-link cubes in corresponding colours
- Equipment and utensils for making a crêpe (Session 6)
- Writing frame for crêpe recipe
- Word and picture cards for support when writing the recipe
- Bilingual dictionaries