

## Bon Appétit (Enjoy your meal)

### 5. Food for a celebration

**Prior Knowledge:** It is useful if children already know the features of instructional texts.

#### Objectives

Understand and respond to spoken and written language from a variety of authentic sources.

Read carefully and show understanding of words, phrases and simple 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.

#### Support

In the first activity, less confident children could give their answers using single words, e.g. *oui/non* etc.

Children may benefit from working in pairs for the sequencing activities.

#### Extension

Children research other recipes from the Internet.

Children look up different flavours in a bilingual dictionary and produce a menu.

#### Main

Talk about food for celebrations and discuss foods associated with celebrations. Depending on the time of year, you might like to compare a French Christmas meal with one the children might eat, or talk about *La Galette des Rois*, a celebration cake eaten at Epiphany in France or compare food traditions at Easter (see Teaching Tips).

Talk about *crêpes* (pancakes) with children and ask *Qui aime les crêpes?* Encourage them to reply with a sentence, e.g. *J'aime les crêpes/Je n'aime pas les crêpes*. When might these be eaten? Discuss how in the UK, pancakes are traditionally only eaten on Shrove Tuesday, whereas in France they are eaten all year round, although they are not an 'everyday' item of food, but more something you would have on a special occasion or on an outing to a fair or café.

Introduce ingredients for a *crêpe* with flashcards or real food items.

ICT Opportunities: Create a slideshow of each ingredient needed to make a *crêpe*.

Display the recipe (see end of unit). Ask children what type of text it is and how they know. Discuss features of instructional texts.

ICT Opportunities: Show a range of examples of different recipes in French scanned on the interactive whiteboard.

Read aloud the written instructions and children mime the actions.

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.

ICT Opportunities: Create a reordering exercise on the interactive whiteboard, where children have to put the instructions for the recipe into the correct order.

Invite children to come to the front and underline verbs in the recipe. What do they notice about them? Which is the odd one out? Elicit *faites* and ask children to explain why.

ICT Opportunities: Using a flipchart or notebook on the interactive whiteboard, paste in the recipe and ask children to underline the verbs with the pen tool.

Highlight and revise the pronunciation of the grapheme [o] *eau* found in *beau, peau, chapeau*. Can children find another grapheme which has the same pronunciation? Elicit *au* (as in *chaud, mauvais*) and ask a child to highlight it in *sauter* and *chauffer*. Add these to the [o] page of the class word bank.

Play *Jacques a dit* (Simon says) with verbs from the recipe.

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<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>The plural form of the imperative is used in the recipe for crêpes. The -ez ending will be familiar to children.</p> <p>Some French recipes for children that can be found online use the singular form of the imperative, where the verb endings are those of the <i>tu</i> form, e.g.</p> <p><i>tu prends – prends!</i>  <i>tu mets – mets!</i>  <i>tu ajoutes – ajoutes !</i></p> <p>You may also find recipes online that use the infinitive of the verb instead of the imperative form, e.g. <i>Prendre du lait et de la farine</i>.</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Identifying verbs and patterns, e.g. endings.</p> <p>Irregular ending of <i>faire</i> in imperative = <i>faites</i>, whereas all the other verbs in recipe end in – ez.</p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>[ɛ] e – <i>crêpes, fête, sept</i></p> <p>[o] au/eau – <i>sauter, chauffer, beau</i></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>[o] au/eau – <i>sauter, chauffer, beau</i></p>
<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <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> <li>Listen for specific words and phrases</li> </ul>	<p><b><u>New National Curriculum Links</u></b></p> <p><b>English</b></p> <p><u>Writing</u> - Years 3 – 4</p> <p>Pupils should be taught to draft and write by, in non-narrative material, using simple organisational devices such as headings and sub-headings</p>		
<p><b><u>Throughout the week:</u></b></p> <p>Play <i>Jacques a dit</i> with the verbs from the recipe.</p>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>Ingredients or pictures to show how to make a simple recipe (a <i>crêpe</i> recipe is available at the end of this unit)</li> <li>Six sentences from the recipe printed in different colours</li> <li>Multi-link cubes in corresponding colours</li> <li>Flipchart / notebook or multimedia presentation software</li> </ul>		
<p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"> <li>The French tradition of marking Epiphany (6<sup>th</sup> January) with a <i>Galette des Rois</i> (Kings' Cake) is very interesting for children because of the tradition of hiding a <i>fève</i> (charm) in the cake – whoever finds it becomes <i>le roi</i> (king) or <i>la reine</i> (queen) and wears the crown.</li> </ul>			

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<b>Le langage du prof</b>	<b>Teacher Language</b>	<b>Le langage des enfants</b>	<b>Children's Language</b>
<i>Qui aime les crêpes ?</i> <i>Faites/Fais un geste pour...</i>  <i>Les Ingrédients</i> <i>de la farine</i> <i>un œuf</i> <i>du lait</i> <i>du beurre</i> <i>de l'huile</i>  <i>Les Instructions</i> <i>Mettez</i> <i>Faites</i> <i>Ajoutez</i> <i>Mélangez</i> <i>Versez</i> <i>Laissez cuire</i> <i>Faites sauter</i>  <i>Soulignez/Souligne les verbes</i>	Who likes pancakes? Do an action for...  The Ingredients some flour an egg some milk some butter some oil  The Instructions Put Add Pour Mix Make Leave to cook Flip (See recipe at end of unit)  Underline (plural/singular) the verbs	<i>J'aime /Je n'aime pas les crêpes.</i>  <i>Les Ingrédients</i> <i>de la farine</i> <i>un œuf</i> <i>du lait</i> <i>du beurre</i> <i>de l'huile</i>	I like/I don't like pancakes  The Ingredients some flour an egg some milk some butter some oil