

Bon Appétit (Enjoy your meal)

1. Lunchtime

Prior Knowledge: It is helpful if children can recall vocabulary for food from previous units.

Objectives

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Engage in conversations; ask and answer questions; express opinions and respond to those of others; **seek clarification and help**.

Support

Children will benefit from working in mixed ability pairs. Emphasise the fact that spelling is not important at draft stage – in fact, it is useful to make mistakes as self-correcting them helps with learning words.

Extension

Some children may be able to add *A midi* (at lunchtime) to the beginning of their sentences.

Main

Discuss with children what they know about lunchtime in French primary schools (or in a French-speaking country). How could they find out? If possible show children an authentic French school lunch menu and discuss similarities and differences. If you have a partner school abroad, share information with them about school meals and packed lunches.

ICT Opportunities: Use an internet search engine to find examples of authentic French school menus and display them on the interactive whiteboard or print out. Ask children to be detectives and work in pairs to find out what's on the menu. You may want them to use bilingual dictionaries or to use other strategies (looking for cognates, using prior knowledge) to decipher the menu.

Introduce items of food and drink using activities from previous units, e.g. Unit 2, Session 1 and Unit 6, Session 1, with pictures from a French supermarket website, flashcards or real items: *un sandwich*, *une banane* (a banana), *une pomme* (apple), *un yaourt* (a yoghurt), *des carottes* (some carrots), *de l'eau* (some water), *du jus d'orange* (some orange juice), *du fromage* (some cheese). If children may want to know other foods and drinks in French, encourage them to use *Comment dit-on...en français?*

Using text cards or the interactive whiteboard, display both pictures and words for each item in random order. In pairs, children match the pictures to the correct word. They feedback their answers, giving reasons for their choices.

Children listen to and repeat the new items. Draw attention to the meaning of *du*, *de la*, *de l'*, *des* (some). Where have they met this before? Explain that *du / de la / des*, in the context of music, e.g. *jouer du piano*, (Unit 13) means something different but it is the same structure. Can they remember the *du / de la / des* rule (Unit 13)? Show how *le fromage* becomes **du** *fromage*, *le jus* becomes *du jus*, *l'eau* becomes *de l'eau*. What do they notice about *l'eau*? Why do they think the *l'* is there?

Say *je mange* and do an appropriate mime and then *je bois* with a mime. What do these phrases mean? Ask children to listen and repeat, with gestures. Children practise saying the items as a whole class using *Je mange* + noun, e.g. *je mange du fromage* (I eat some cheese) and *je bois* + noun, e.g. *je bois du jus d'orange*.

ICT Opportunities: For additional reinforcement, use the spotlight tool on the interactive whiteboard or hide and reveal techniques using picture flashcards. Ask children *Qu'est-ce que tu manges pour le déjeuner? Qu'est-ce que tu bois?*

Highlight and revise the pronunciation of [ã] *an/en* as in *sandwich/enfant* and [wa] *oi* as in *bois*. Ask children which other words they know with these sounds (see Units 2 and 9) and add the new words to the class word bank.

Show an open packed lunch box containing some of the items you have introduced and ask children to work in pairs, taking it in turns to make sentences orally using *je mange* and *je bois* and the items. Children share their sentences with the class.

Give children, in pairs, a picture of a lunch box containing some of the food and drink items. Ask them to write sentences from memory on whiteboards or paper, using *je mange* and *je bois*. Ask children to read aloud some of their sentences. Display the language on the board: *Je mange... / Je bois... / un sandwich / une banane* (a banana) / *une pomme* (apple) / *un yaourt* (a yoghurt) / *des carottes* (some carrots) / *de l'eau* (some water) / *du jus d'orange* (some orange juice) / *du fromage* (some cheese). Ask children to use this to edit their sentences. They can then write their sentences in books (see Teaching Tips).

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		<p>ICT Opportunities: Take photos of children eating and drinking items of food and drink and use them to make an interactive display. Children can write sentences in the first person on sticky speech bubbles to add to the display. (See Teaching Tips).</p> <p>Play a game such as <i>Touchez l'image</i> with flashcards or images on the board (see Unit 2, Session 1).</p>
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<p>Grammar</p> <p><u>For teachers:</u></p> <p><i>manger + du / de la / de l' / des</i></p> <p>When a word begins with a vowel, like <i>eau</i>, it is preceded by an <i>l'</i> as opposed to <i>le</i> or <i>la</i>. This is to make pronunciation easier.</p>	<p>Grammar</p> <p><u>For children:</u></p> <p><i>manger + du / de la / de l' / des</i></p> <p>Present tense, 1st person of <i>manger</i> and <i>boire</i></p>	<p>Phonic focus</p> <p><u>For teachers:</u></p> <p>[ã] an/en – <i>sandwich</i>, <i>enfant</i></p> <p>[wa] oi – <i>bois</i>, <i>trois</i></p> <p>You may find the word <i>yaourt</i> tricky to pronounce. Splitting it into syllables can help: <i>ya – ourt</i>, with the second syllable pronounced like <i>our</i> in <i>jour</i>.</p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>[ã] an/en – <i>sandwich</i>, <i>enfant</i></p> <p>[wa] oi – <i>bois</i>, <i>trois</i></p>
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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> Say what they eat and drink in a packed lunch Name at least 6 items of food and drink Write sentences from memory Edit sentences to correct spelling 	<p><u>New National Curriculum Links</u></p> <p>Science</p> <p><u>Animals including humans</u> – Year 3</p> <p>Pupils should be taught to identify that animals, including humans, need the right amount and types of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p>
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<p><u>Throughout the week</u></p> <p>Play <i>Qu'est-ce que tu manges?</i> (like 'Grandmother went to Market') Go around the class, building up a list of foods and drinks. E.g. the first child says: <i>Je mange un sandwich</i>, the second says, e.g. <i>je mange un sandwich et une pomme</i> and so on. Some children may be able to use <i>je bois</i> as well. When the list of foods and drinks is exhausted, the next child starts the game again.</p> <p>Encourage children to add to the display of food and drink (see penultimate activity).</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> Picture flashcards, real or plastic items of food /drink Word cards for food and drink Picture of lunchbox Copies of picture of lunchbox with food and drink in it (for pair work) Mini-whiteboards Internet access
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> In France schools start at about 8.30 and finish at around 4.30. Generally the school lunch break lasts for two hours and many children go home. There is not a 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: <i>un goûter</i>. In Canada, some children do use <i>une boîte à lunch</i> and if you do an internet search for <i>boîte à lunch</i> you will find a number of Canadian websites on the subject, looking at how to give children a balanced packed lunch (<i>un lunch équilibré</i>). You may like to photocopy children's whiteboards with draft sentences as evidence of children's independent writing 	

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- Asking children to write from memory is a useful way of assessing if they can to draw on prior learning of sound-spelling links when writing independently. It is also important to show children that spelling does not always have to be perfect initially and that editing writing is an important part of the learning process.
- Keep some sticky speech bubbles near the photo display of food and drink, so that children can continue to add sentences to it throughout the week and in the weeks that follow. Children may also like to bring in photos from home of them eating other items of food and then use a bilingual dictionary to write a sentence.

- Interactive whiteboard
- Digital camera

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>le déjeuner</i>	lunch	<i>une pomme</i>	an apple
<i>à midi</i>	at midday / lunchtime	<i>une banane</i>	a banana
<i>Qu'est-ce que c'est ?</i>	What is it?	<i>un sandwich</i>	a sandwich
<i>une pomme</i>	an apple	<i>un yaourt</i>	a yoghurt
<i>une banane</i>	a banana	<i>du fromage</i>	some cheese
<i>un sandwich</i>	a sandwich	<i>du jus d'orange</i>	some orange juice
<i>un yaourt</i>	a yoghurt	<i>de l'eau (f)</i>	some water
<i>du fromage</i>	some cheese	<i>des carottes (f pl)</i>	some carrots
<i>du jus d'orange</i>	some orange juice	<i>je mange...</i>	I eat...
<i>de l'eau (f)</i>	some water	<i>je bois...</i>	I drink...
<i>des carottes (f pl)</i>	some carrots		
<i>je mange...</i>	I eat...	<i>Comment dit-on ... en français?</i>	How do you say ... in French?
<i>je bois...</i>	I drink...		
<i>Qu'est-ce que tu manges / bois (à midi)?</i>	What do you eat /drink (at lunchtime)?		
<i>Comment dit-on...en français ?</i>	How do you say...in French?		
<i>Qu'est-ce que tu as dans ta boîte à lunch ?</i>	What do you have in your lunch box?		
<i>Écoutez</i>	<i>Listen</i>		
<i>Regardez</i>	<i>Look</i>		
<i>Répétez</i>	<i>Repeat</i>		
<i>Écrivez (sur vos ardoises)</i>	<i>Write (on your mini whiteboards)</i>		