

## Bon Appétit (Enjoy your meal)

### 2. What's in your lunchbox?

**Prior Knowledge:** It is helpful if children have learned the present tense of *jouer* (see Unit 13).

#### Objectives

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.

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

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

#### Support

Children may benefit from working in mixed-ability pairs.

In the picture dictation exercise, some children may not be able to make full sentences but can use single words for food and drink.

#### Extension

Some children may be able to write sentences in both the first and the third person. They may also want to add *À midi* to their sentences.

#### Main

Revise the food and drink items from the previous session with flashcards / images / props and by playing games such as *Touchez l'image*. Ask children to tell you how to say 'I eat' and 'I drink'.

Mime eating an apple and say *Je mange une pomme*. Ask children how they think you could say 'You are eating an apple' and take suggestions. Repeat this for the third person and plural forms. Encourage children to think about the verb *jouer* which they learned in Unit 13 and apply this knowledge to *manger*.

Give pairs of children an envelope containing separate cards with the stem of the verb *manger* (*mang-*) the different persons (*je, tu, il/elle, nous, vous, ils/elles*) and the endings (*-e, -es, -e, -ons, -ez, -ent*). Include in the envelope a red 'e' which will be used later. Draw children's attention to this extra letter but ask them to put it to one side. Remind them that they did a similar activity with *jouer* in Unit 13. Explain that the challenge is to arrange the cards into a verb table, with the correct endings for each person. Remind them that this is called 'conjugating a verb'. Children have 5 minutes to arrange the cards in the right order and practise saying them with their partners.

When children have completed the task, discuss what they found easy/difficult. Display the verb table on the board and ask children to check their versions against yours. What do children notice about the *nous* form of *manger*? Highlight the additional 'e' after *mang-*: *nous mangeons*. Display *nous mangons* next to *nous mangeons* and say both. Why do children think we need the extra 'e'? Ask them to use their red 'e' to correct their spellings to *nous mangeons*.

Use similar gestures as in Unit 13 to chant the verb *manger* in a rap style.

Introduce the question *Qu'est-ce que tu manges à midi?* Children to listen, repeat and clap the rhythm to emphasise the syllables and internalise the rhythm. Revise what *midi* means and explain that it is also used to mean 'lunchtime'.

Picture dictation: Give each child a sheet showing two empty lunch boxes. Ask children to draw a packed lunch in one of the boxes (1 drink and three items of food) but not to show their partners. Children take it in turns to ask each other *Qu'est-ce que tu manges à midi?* Their partner then replies, e.g. *je bois de l'eau et je mange un sandwich, une banane et une pomme*. They then draw what they hear in their empty lunchbox. When the children have completed the exercise (5-10 mins), ask them to report on what their partner eats at lunchtime using *il/elle mange....*

ICT Opportunities: Use the interactive whiteboard to drag and drop food into a lunchbox saying '*Je mange.../ je bois...*'

Celebrity lunches: Children choose a famous person (you may like to give them a choice and provide photocopies with photos of person and space for writing). They then create a packed lunch for that person and write about it, using either the first person in a speech bubble: *Je mange..., je bois...* or the third person *il/elle mange.../ il/elle boit...*

ICT opportunities: Children use multimedia presentation software to create a presentation of a famous person and the contents of their packed lunch.

As a class, chant the *manger* rap again with gestures to support understanding.

## Bon Appétit (Enjoy your meal)

### 2. What's in your lunchbox?

<b>Grammar</b>		<b>Grammar</b>	<b>Phonics focus</b>	<b>Phonics focus</b>												
<u>For teachers:</u>		<u>For children:</u>	<u>For teachers:</u>	<u>For children:</u>												
Present tense of <i>manger</i>		Present tense of <i>manger</i> .	Notice the difference in pronunciation between <i>nous mangons</i> and <i>nous mangeons</i> . When followed by an 'o' the 'g' is hard, whereas the 'e' softens it to be consistent.	No specific focus.												
<i>Manger</i> is a spelling change verb because of the additional 'e' in the <i>nous</i> form: <i>nous mangeons</i> . This simply makes pronunciation more consistent with the other forms. The other endings are exactly like the regular –er endings of <i>jouer</i> :	<table><tr><td><i>je</i></td><td><i>mangé</i></td></tr><tr><td><i>tu</i></td><td><i>mangé</i></td></tr><tr><td><i>il / elle / on</i></td><td><i>mangé</i></td></tr><tr><td><i>nous</i></td><td><i>mangé</i></td></tr><tr><td><i>vous</i></td><td><i>mangé</i></td></tr><tr><td><i>ils / elles</i></td><td><i>mangé</i></td></tr></table>	<i>je</i>	<i>mangé</i>	<i>tu</i>	<i>mangé</i>	<i>il / elle / on</i>	<i>mangé</i>	<i>nous</i>	<i>mangé</i>	<i>vous</i>	<i>mangé</i>	<i>ils / elles</i>	<i>mangé</i>	<i>Manger</i> + <i>un / une</i>  <i>Manger</i> + <i>du / de la / de l' / des</i>		
<i>je</i>	<i>mangé</i>															
<i>tu</i>	<i>mangé</i>															
<i>il / elle / on</i>	<i>mangé</i>															
<i>nous</i>	<i>mangé</i>															
<i>vous</i>	<i>mangé</i>															
<i>ils / elles</i>	<i>mangé</i>															

<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Conjugate <i>manger</i> in the present tense</li> <li>Make simple sentences orally using <i>manger</i> and <i>boire</i></li> <li>Write simple sentences in either or both the first and third person</li> </ul>	<p><b><u>New National Curriculum Links</u></b></p> <p><b>English</b></p> <p><u>Grammar and punctuation</u> - Year 2</p> <p>Pupils should be taught to use the grammatical terminology - verb, tense (past, present), adjective, noun, suffix, apostrophe, comma - in discussing their writing.</p>
--	--

<p><b><u>Throughout the week</u></b></p> <p>Ask children <i>Qu'est-ce que tu manges à midi?</i> and encourage them to answer in a full sentence. Chant the <i>manger</i> rap.</p>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>Flashcards / images / props of food and drink</li> <li>Envelopes and word cards for conjugating <i>manger</i></li> <li>Lunch box sheets (1 per child)</li> <li>Interactive whiteboard</li> <li>Images of famous people for the IWB</li> <li>Photos of famous people for writing activity (1 per child)</li> </ul>
<p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"> <li>Picture dictation exercises work well with children sitting back-to-back or holding clipboards.</li> <li>If you have sound recording equipment, you might like to animate a speech bubble on the interactive whiteboard when modelling the final writing activity.</li> <li>In the teacher language, some instructions are given using the plural imperative (<i>vous</i> form) and others are given using the singular imperative (<i>tu</i> form). This is simply what might be more natural for a teacher to use, but doesn't change how you use the instructions. You can use the <i>tu</i> form to address the whole class – it conveys the idea that you are talking to each and every child individually.</li> </ul>	

**Bon Appétit (Enjoy your meal)**

**2. What's in your lunchbox?**

<b><i>Le langage du prof</i></b>	<b>Teacher Language</b>	<b><i>Le langage des enfants</i></b>	<b>Children's Language</b>
<i>Qu'est-ce que tu manges à midi ?</i> <i>manger</i> <i>je mange</i> <i>tu manges</i> <i>il / elle / on mange</i> <i>nous mangeons</i> <i>vous mangez</i> <i>ils / elles mangent</i>	What do you eat at lunchtime? to eat I eat you eat (singular) he / she / one eats we eat you eat (plural) they eat	<i>Qu'est-ce que tu manges à midi ?</i> <i>manger</i> <i>je mange</i> <i>tu manges</i> <i>il / elle / on mange</i> <i>nous mangeons</i> <i>vous mangez</i> <i>ils / elles mangent</i>	What do you eat at lunchtime? to eat I eat you eat (singular) he / she / one eats we eat you eat (plural) they eat
<i>une pomme</i> <i>une banane</i> <i>un sandwich</i> <i>un yaourt</i> <i>du fromage</i> <i>du jus d'orange</i> <i>de l'eau (f)</i> <i>des carottes (f pl)</i>	an apple a banana a sandwich a yoghurt some cheese some orange juice some water some carrots	<i>une pomme</i> <i>une banane</i> <i>un sandwich</i> <i>un yaourt</i> <i>du fromage</i> <i>du jus d'orange</i> <i>de l'eau (f)</i> <i>des carottes (f pl)</i>	an apple a banana a sandwich a yoghurt some cheese some orange juice some water some carrots
<i>Regardez le tableau (interactif)</i> <i>Prends ta feuille</i> <i>Dessine ton déjeuner : une boisson et trois snacks</i>	Look at the board (plural) Take your sheet (singular) Draw your lunch : a drink and three snacks		