

Bon Appétit (Enjoy your meal)

3. Breakfast time

Prior Knowledge: It is helpful if children already understand the concept of past, present and future.

Objectives

Listen attentively to spoken language and show understanding by joining in and responding.

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 group activity with cards, some children may benefit from lining up the cards in the order in which they are chosen.

Some children may not be able to make full sentences with *j'ai mangé / j'ai bu* and can say the name of the food/drink instead.

Extension

Some children will find it easier to switch between *j'ai mangé* and *j'ai bu*.

Children can be given a table showing the present tense of *avoir* and be challenged to work out how to say *he ate / she ate / we ate* etc.

Main

Chant the *manger* rap as a class.

Introduce *le petit déjeuner* (breakfast) by showing the class some food items (real or plastic) typical of a French breakfast: *un croissant*, *un pain au chocolat* (chocolate pastry), *un bol de lait* (a bowl of milk), *une tartine de confiture / de Nutella / de miel* (slice of bread or toast with jam / chocolate spread / honey), *du beurre* (butter), *du jus d'orange* (orange juice), *de la confiture* (jam), *des céréales* (cereal). Ask children if they know what any of them is called or if they have eaten any of them.

ICT opportunities: You can find images/clips of a French breakfast by typing *petit déjeuner* into an internet search engine.

Discuss the pronunciation of words that occur in both French and English, like *croissant*. Explain that *croissant* is a French word which has come into the English language. What is the difference in pronunciation? Are there any other similar words?

Focus on the [e] é sound in *céréales* and add it to the [e] é page in the class word bank. Can children suggest to which pages some of the other words might be added?

Introduce the phrases *J'ai mangé* (I ate) and *J'ai bu* (I drank), Use pictures or real objects, and mime as you say: *Je mange un croissant*. (I am eating a croissant). Then, taking a step backwards and using gesture, say *Hier, j'ai mangé un croissant*. (Yesterday, I ate a croissant). Repeat with some other items of food and ask children what they think you have said.

Do the same with *Je bois* and *J'ai bu*, e.g. *Je bois un jus d'orange* (I am drinking an orange juice) and *Hier, j'ai bu un jus d'orange*. (Yesterday, I drank an orange juice). Explain that you use *J'ai mangé* and *J'ai bu* when you talk about something you have already done, e.g. this morning, yesterday, last year. Children listen to and repeat the phrases. Using known items of food and drink, practise the sentences as a class, e.g. *J'ai mangé un sandwich; J'ai mangé un gâteau; J'ai bu de l'eau*.

Write the phrase *J'ai mangé un croissant* on the board and read it aloud. What do children notice about it? Which words do they recognise? Where might they have seen *j'ai* before? Establish that they have come across *j'ai* when talking about age (*J'ai dix ans*), when telling the teacher they have a problem (*J'ai un problème*, Unit 7, Session 6) and in various other contexts. What does *j'ai* mean? Explain that just as in English we can say, e.g. 'I have eaten a sandwich', French also uses 'to have' to talk about things in the past, that have already happened. So '*J'ai*' is 'I have' and *mangé* is 'eaten'.

Children to work in groups. Give each group a set of 9 food and drink picture cards to place in a 3x3 grid on the table. The first child selects a card and says *J'ai mangé* + the name of the food or *j'ai bu* + the name of the drink. Child 2 repeats what Child 1 has said then chooses another card and adds that item to the list. The game continues with the list increasing with each child. The aim of the game is for each group to remember as many items as possible in the correct sequence. Alternatively, in a large space, this activity could be played on the floor with children jumping to each picture card.

Children have the option of 'passing' once and take a different card, if they can't remember the item on their first card. They can also ask for help from their group. Encourage them to use game-playing language e.g. *à moi / à toi* (my turn / your turn).

Display a picture of a child or famous person with a speech bubble, saying what they ate or drank yesterday, e.g. *Hier, pour le petit déjeuner, j'ai mangé une tartine de confiture, des céréales et un bol de lait*.

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		<p>Ask children to read the speech bubble and discuss with a partner what the child had for breakfast. Take suggestions and discuss whether children found the sentence easy to read. What was easy? What was harder? Ask for volunteers to highlight specific words / phrases on the board</p> <p><u>ICT Opportunities:</u> Use the interactive whiteboard to create a noughts and crosses grid with food (and drink) items hidden beneath each square. Divide the class into two groups to play <i>Morpion</i> (Noughts and Crosses). When a child chooses that square they say a <i>j'ai mangé</i> or <i>j'ai bu</i> phrase as well as the name of the food or drink.</p>
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Grammar			Grammar	Phonics focus	Phonics focus																		
<u>For teachers:</u>			<u>For children:</u>	<u>For teachers:</u>	<u>For children:</u>																		
The <i>passé composé</i> (perfect tense) in French corresponds closely to the English perfect tense. In French, it is a compound tense, formed using either <i>avoir</i> (to have) or <i>être</i> (to be) (known as the auxiliary verb) + a past participle (e.g. <i>mangé</i> , <i>bu</i>). Only verbs conjugated with <i>avoir</i> are introduced in this unit. The perfect tense of the verb <i>manger</i> (to eat), which is formed using <i>avoir</i> , is shown.	<table><tr><td><i>j'</i></td><td><i>ai</i></td><td><i>mangé</i></td></tr><tr><td><i>tu</i></td><td><i>as</i></td><td><i>mangé</i></td></tr><tr><td><i>il / elle / on</i></td><td><i>a</i></td><td><i>mangé</i></td></tr><tr><td><i>nous</i></td><td><i>avons</i></td><td><i>mangé</i></td></tr><tr><td><i>vous</i></td><td><i>avez</i></td><td><i>mangé</i></td></tr><tr><td><i>ils / elles</i></td><td><i>ont</i></td><td><i>mangé</i></td></tr></table>	<i>j'</i>	<i>ai</i>	<i>mangé</i>	<i>tu</i>	<i>as</i>	<i>mangé</i>	<i>il / elle / on</i>	<i>a</i>	<i>mangé</i>	<i>nous</i>	<i>avons</i>	<i>mangé</i>	<i>vous</i>	<i>avez</i>	<i>mangé</i>	<i>ils / elles</i>	<i>ont</i>	<i>mangé</i>		Perfect tense of <i>manger</i> and <i>boire</i> in first person: <i>j'ai mangé</i> <i>j'ai bu</i>	[ʀ] r – <i>croissant</i> [e] é - <i>céréales</i>	[ʀ] r – <i>croissant</i> [e] é - <i>céréales</i>
<i>j'</i>	<i>ai</i>	<i>mangé</i>																					
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<i>ils / elles</i>	<i>ont</i>	<i>mangé</i>																					

<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • Make statements in the perfect tense • Compare breakfast in the UK and in France • Understand that languages 'borrow' words from each other • Read and understand a sentence in the perfect tense 	<p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Grammar and Punctuation</u> – Year 2</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p>
<p><u>Throughout the week</u></p> <p>Throughout the week play <i>J'ai mangé</i>. Go around the class, and a child from every table adds on a new item each time, e.g. <i>J'ai mangé une banane</i>.</p> <p>Extension: Keep a daily snack diary in French for a week using dictionaries when necessary.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Real or plastic food items for breakfast • Internet access • Sets of 9 cards with food items (and drink) for group work • Image of child or famous person for reading activity
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • In France, people often have their breakfast drink in a bowl, rather than a cup, e.g. <i>un bol de café</i>, <i>un bol de lait</i>. Images of these can be found online. 	

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Le langage du prof	Teacher Language	Le langage des enfants	Children's Language
<i>un croissant</i> <i>un pain au chocolat</i> <i>un bol de lait</i> <i>une tartine de confiture / de Nutella / de miel</i> <i>du beurre</i> <i>du jus d'orange</i> <i>de la confiture</i> <i>de la Nutella</i> <i>des céréales</i> <i>j'ai mangé</i> <i>j'ai bu</i> <i>Qu'est-ce que tu as mangé ?</i> <i>Qu'est-ce que tu as bu ?</i> <i>hier</i> <i>la semaine dernière</i> <i>l'année dernière</i> <i>le matin</i> <i>le midi</i> <i>le soir</i> <i>Lundi / mardi / mercredi / jeudi / vendredi / samedi / dimanche j'ai mangé...</i> <i>Lundi matin / hier soir j'ai mangé...</i>	Croissant chocolate pastry a bowl of milk slice of bread or toast with jam / chocolate spread / honey butter orange juice jam chocolate/nut spread cereal I ate / I have eaten I drank / I have drunk What did you eat? What did you drink? yesterday last week last year morning midday / lunchtime evening On Monday / Tuesday / Wednesday / Thursday / Friday / Saturday / Sunday I ate... On Monday morning / yesterday evening I ate...	<i>un croissant</i> <i>un pain au chocolat</i> <i>un bol de lait</i> <i>une tartine</i> <i>du beurre</i> <i>du jus d'orange</i> <i>de la confiture</i> <i>de la Nutella</i> <i>des céréales</i> <i>j'ai mangé</i> <i>j'ai bu</i>	Croissant chocolate pastry a bowl of milk slice of bread or toast with butter and jam butter orange juice jam chocolate/nut spread cereal I ate / I have eaten I drank / I have drunk