

Monter un café (Creating a café)

3. What's on the menu?

Prior Knowledge: It is helpful if children already know how to form the perfect tense and some French speciality food.

<p><u>Objectives</u></p> <p>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.</p>	<p><u>Support</u></p> <p>When finding information from their texts, some children may benefit from using a word bank rather than a dictionary or may prefer to work with a teaching assistant.</p> <p><u>Extension</u></p> <p>More confident children can apply their knowledge of how the perfect tense works with other <i>-er</i> verbs they have previously encountered.</p>	<p><u>Main</u></p> <p>Sing 'The Café Song'.</p> <p>Write the phrase <i>Je ai mangé</i> on the board and explain how <i>Je ai</i> becomes <i>J'ai</i> by taking the <i>e</i> from the <i>Je</i> and adding an apostrophe. Ask children to repeat <i>Je ai</i> several times and then <i>J'ai</i>. Which is easier to say? Discuss other examples e.g. <i>l'eau</i> not <i>la eau</i>, <i>l'hôtel</i> not <i>le hôtel</i> and <i>j'écoute</i> not <i>je écoute</i>. Children could think of similar examples in English.</p> <p><u>ICT opportunities:</u> Using presentation software, display the phrase <i>Je ai mangé</i> as a textbox. Cover the letter <i>e</i> with another textbox containing an apostrophe. Use a fill colour which matches the slide background to conceal the letter behind and make it appear using custom animation. Repeat with other examples of apostrophes in French.</p> <p>Display a table on the board (see Resources) to show children how to build sentences. Can they spot any patterns? Say a pronoun in English, e.g. 'he', and ask them to build a sentence by adding a food item, e.g. <i>Il a mangé une pomme</i>.</p> <p><u>ICT opportunities:</u> Using word-processing software, create a sentence containing three dropdown menus, one for the subject, one for the auxiliary verb and one for food items. Children use the menus to form possible sentences and then write them underneath. For less confident children, have both the subject and verb in the same dropdown menu.</p> <p>Ask the question <i>Qu'est-ce que tu as mangé hier?</i> Encourage children to reply in a sentence, e.g. <i>J'ai mangé des chips</i> (I ate some crisps). Ask the question <i>Qu'est-ce qu'il/ elle a mangé hier?</i> (What did he/she eat yesterday?) and model the reply <i>Il/elle a mangé des chips</i> (He/she ate some crisps). Check that children have understood.</p> <p>Ask children to build sentences with other familiar verbs ending in <i>er</i>, e.g. <i>jouer</i>, <i>écouter</i>, <i>regarder</i>, and practise asking and answering questions using these, e.g. <i>Qu'est-ce que tu as fait hier?</i> <i>J'ai joué au football</i>. (What did you do yesterday? I played football.) Remind children of phrases they learned in Unit 19, e.g. <i>J'ai joué</i>, <i>J'ai dansé</i>, <i>J'ai travaillé</i>, etc.</p> <p>Discuss local and regional food with children. What is their experience of this? Encourage them to share their experiences of buying food, the type of food they buy, whether they think any of these items are typical of their local area. Do the seasons affect what we eat? Where do families go to buy their food? Does that have any impact on local or regional food producers? You may also want to discuss the environmental impact of importing food here.</p> <p>Display images of French markets and supermarkets, as well as other food shops, e.g. <i>une fromagerie</i> (cheese shop), <i>une pâtisserie</i> (cake shop), <i>une charcuterie</i> (delicatessen (meat)). Tell children about food and shopping habits in France (see 'Teaching Tips') and compare with those in the local area. Make links to Unit 6 if appropriate.</p> <p>Show children a map of France. Explain that France is split into different regions. You could discuss regions of England with regards to, e.g. cities, accents, landscape, football and local specialities. Has anyone been to France? Where? Highlight four regions in France, e.g. <i>Alsace</i>, <i>Aquitaine</i>, <i>Rhône-Alpes</i>, <i>Provence</i>. Point out some of the main cities, e.g. <i>Strasbourg</i>, <i>Bordeaux</i>, <i>Lyon</i>, <i>Marseille</i>. You may also want to point out other geographical features.</p>
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		Divide children into groups. Give each group a short text about typical food from one of the regions in France (see 'Resources'). Using a dictionary, children find out as much as possible about the regional specialities. Children could use the internet to find pictures of the regional dishes. They make notes to feed back to the class in English and French.
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<p>Grammar</p> <p><u>For teachers:</u></p> <p>Continuing work on the perfect tense (see session 2)</p> <p>The following verbs where the infinitive ends in -er form their past participle in the same way as <i>manger</i> ⇒ <i>mangé</i> (replacing the -er with -é)</p> <p><i>jouer</i> ⇒ <i>joué</i></p> <p><i>écouter</i> ⇒ <i>écouté</i></p> <p><i>regarder</i> ⇒ <i>regardé</i></p> <p><i>chanter</i> ⇒ <i>chanté</i></p> <p><i>danser</i> ⇒ <i>dansé</i></p> <p><i>travailler</i> ⇒ <i>travaillé</i></p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Refer to the grammar notes for session 2 on talking about the past:</p> <p><i>j'ai mangé</i> = I ate <i>il/elle a mangé</i> = he/she ate</p> <p><i>j'ai bu</i> = I drank <i>il/elle a bu</i> = he/she drank</p> <p>Explain that many other verbs follow a similar pattern to <i>j'ai mangé</i>, e.g.</p> <p><i>j'ai joué</i> = I played <i>j'ai dansé</i> = I danced <i>j'ai travaillé</i> = I worked</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[e] er/é – <i>jouer, joué, manger, mangé, écouter, écouté</i></p> <p>[ɑ] â – <i>pâtisserie</i></p> <p>[a] a – <i>fromagerie</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>[e] er/é – <i>jouer, joué, manger, mangé, écouter, écouté</i></p>
<p>Learning Outcomes</p> <p>Children can:</p> <ul style="list-style-type: none"> Appreciate some similarities and differences between cultures and culinary traditions Build sentences about food and drink using the perfect tense Understand why and when apostrophes are used in French 	<p><u>New National Curriculum Links</u></p> <p>English: Y2 Grammar and punctuation - learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms; Y3/4 Grammar and punctuation – use the perfect form of verbs to mark relationships of time and cause; Y3/4 Grammar and punctuation - choose nouns or pronouns appropriately for clarity and cohesion;</p> <p>Geography: KS2 describe and understand key aspects of human geography, including settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies</p>		

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Throughout the week

Ask confident children the question *Qu'est-ce que tu as mangé hier?* After the child has replied, ask the class to respond to the question *Qu'est-ce qu'il/elle a mangé?*

Show a filmed extract of people at cafés or cooking in a French-speaking country.

In their groups, children make a poster or menu showing the specialities of their allocated French region.

Teaching Tips

- Images of markets can be found on the internet.
- In France, there are many local markets selling local and regional produce, e.g. seasonal fruit and vegetables, cheese and live animals. For many people, they are as much a normal part of the weekly shop as going to the supermarket.

- Many people also choose to buy some foods from specialist shops, e.g. *une fromagerie* (cheese shop). This is often the case in both large and small towns and cities.
- Specialities of Alsace are given in Resources - the other three regions are as follows:

Provence: *la tapenade* (olive spread or dip), *la bouillabaisse* (fish soup), *l'aïoli* (garlic mayonnaise), *les mendiants* (chocolates with nuts and dried fruit).

Rhône-Alpes: *les fromages: Reblochon, Beaufort et Tomme, la salade lyonnaise* (dandelion salad with a poached egg, lardons and croutons), *cervelles de canut* (literally 'silk worker's brains': white cheese with crème-fraîche and herbs), *les matelins* (crêpes with grated apple and sugar).

Aquitaine: *le foie gras* (duck or goose liver pâté), *l'huile de noix* (walnut oil), *les cèpes* (large mushrooms), *les truffes* (truffles), *les châtaignes* (chestnuts).

Resources

- Images of French markets, supermarkets and food shops
- Map of France
- The table for sentence building in activity 3:

<i>J'</i>	<i>ai</i>	<i>mangé</i>
<i>Tu</i>	<i>as</i>	<i>mangé</i>
<i>Il</i>	<i>a</i>	<i>mangé</i>
<i>Elle</i>	<i>a</i>	<i>mangé</i>

- An example of a text about regional French food:

Les spécialités Alsaciennes:

Beaucoup de plats Alsaciens ont un nom d'origine germanique parce que la région d'Alsace est à côté de l'Allemagne. Quelques spécialités sont la tarte flambée, la choucroute alsacienne, le kouglof et le baeckeoffe. La tarte flambée est une tarte au fromage blanc et aux lardons et oignons. La choucroute alsacienne est composée de choucroute, saucisses et jambon. Le kouglof est un grand gâteau brioché et le baeckeoffe est une pôtée composée de pommes de terre, de mouton, de porc, de boeuf, d'oignons et de carottes.

(Specialities of Alsace:

The names of many Alsatian dishes are German in origin because the region of Alsace is next to Germany. Some specialities are flambéed tart, Alsatian sauerkraut, *kouglof* and *baeckeoffe*. The flambéed tart is made with cream cheese, bacon and onions. The Alsatian sauerkraut is made of pickled cabbage, sausage and ham. The *kouglof* is a large *brioche* (or milk bread) cake and *baeckeoffe* is a stew made with potatoes, lamb, pork, beef, onions and carrots.)

Le langage du prof

Teacher Language

Le langage des enfants

Children's Language

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<i>J'ai mangé</i> <i>l'hôtel</i> <i>l'eau</i> <i>j'écoute</i> <i>Tu as mangé</i> <i>Il/Elle a mangé</i> <i>Qu'est-ce que tu as mangé /bu hier ?</i> <i>J'ai mangé (un sandwich)</i> <i>J'ai bu (du lait)</i> <i>Qu'est-ce qu'il/elle a mangé/bu hier ?</i> <i>Il/elle a mangé</i> <i>Il/elle a bu</i> <i>jouer</i> <i>écouter</i> <i>regarder</i> <i>chanter</i> <i>danser</i> <i>travailler</i> <i>une fromagerie</i> <i>une pâtisserie</i> <i>une charcuterie</i> short texts about regional foods (see 'Resources')	I ate the hotel the water I listen You (singular) ate He / She ate What did you eat/drink yesterday? I ate a sandwich I drank some milk What did he/she eat/drink yesterday? He/she ate He/she drank to play to listen to look at to sing to dance to work cheese shop cake shop delicatessen (meat)	<i>J'ai mangé (un sandwich)</i> <i>J'ai bu (du lait)</i> <i>Tu as mangé</i> <i>Il/elle a mangé</i> <i>Il/elle a bu</i> <i>jouer</i> <i>écouter</i> <i>regarder</i> <i>chanter</i> <i>danser</i> <i>travailler</i>	I ate a sandwich I drank some milk You (singular) ate He/she ate He/she drank to play to listen to look at to sing to dance to work
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<i>Alsace</i> <i>Aquitaine</i> <i>Rhône-Alpes</i> <i>Provence</i> <i>Strasbourg</i> <i>Bordeaux</i> <i>Lyon</i> <i>Marseille</i>			
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