

Monter un café (Creating a café)

1. Café conundrum

Prior Knowledge: It is helpful if children already know the names of some snacks and drinks (Unit 14).

Objectives

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

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

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

Support

Less confident children may benefit from using a word bank rather than a dictionary.

Extension

More confident children find additional vocabulary in a bilingual dictionary.

Main

Show children a picture or short video clip of a French café. Discuss and ask them to tell you what they can see in the picture. Have any of the children ever been to a French café, in France, in a French-speaking country or in England? What did they have to eat or drink?

Play Café Conundrum. Give pairs of children a menu from a French café (see example at the end of this unit). Invite them to write the words that they know or can guess the meaning of in a column headed 'known'. They put unknown words into a second column headed 'unknown'. Ask them which strategies they would use to work out the meanings of the unknown words. Children then use a dictionary to find or check the meanings of the new words and write these down. This could also be played as a team speed challenge game.

ICT opportunities: Add a screenshot of a French menu to a private wiki. Ask the children to collaborate in pairs to make a list of known words. They can then use an online dictionary to find the meaning of unknown words from the menu.

Take feedback from the class. Encourage children to use their knowledge of phoneme– grapheme correspondence to work out how to pronounce the new words they find.

ICT opportunities: Using a microphone and sound-editing software, record the children's feedback about the strategies they employed to discover the meaning of unknown words and how they think they should be pronounced.

Play Phoneme Lotto. Give children cards with six graphemes, such as *au*, *è/ai*, *i*, *ch* and *au*. Call out a snack or drink and the children cross off one corresponding sound on their card. As a variation, these cards could have pictures on the reverse. In this version of the game, which is more challenging, you call out a phoneme and the children cross off an item that contains that sound. This could be played in pairs for support.

Give children individual word cards for the café items. In pairs, they decide on categories into which they sort the cards. For example, foods and drinks or masculine and feminine nouns or according to the first letter of each word. Ask children to share their word groups with the rest of the class. The other children then guess what the categories are.

ICT opportunities: Create draggable text cards with embedded sound files so that each time a child moves an item it plays a spoken version of the word. Ask the children to arrange them into different categories and then ask them to explain their reasoning.

For the next part of the game, read out a selection of café items. Ask children to listen carefully and arrange the corresponding word cards into the correct order. Individual children read these back to the class for checking.

Ask children to mix up their word cards. Play Speed Sort. Call out a category, e.g. *Je voudrais les boissons* (I would like the drinks). Give children 60 seconds to group the drinks together. Repeat for *les snacks* (snacks) and *les glaces* (ice creams). As a follow-up, call out a category and children have to say three examples from that category.

Monter un café (Creating a café)

1. Café conundrum

<p>Grammar</p> <p><u>For teachers:</u></p> <p>Partitive articles: These will be used throughout this unit. The partitive articles in French correspond to 'some' or 'any' in English.</p> <p>There are four forms:</p> <ul style="list-style-type: none"> du used with masculine singular nouns de la used with feminine singular nouns de l' used with m or f nouns in front of a vowel or silent h des used with m or f plural nouns <p>For example:</p> <p>du lait = some milk de la limonade = some lemonade de l'eau = some water des chips = some crisps</p> <p>Expressing quantities: Note that after a quantity, <i>de/d'</i> is used instead of <i>du/de la/de l'/des</i></p> <p>Masculine nouns:</p> <p>du thé = some tea <i>une tasse de thé</i> = a cup of tea</p> <p>Feminine nouns:</p> <p>de la limonade = some lemonade <i>une bouteille de limonade</i> = a bottle of lemonade</p> <p>Nouns that start with a vowel:</p> <p>de l'eau = some water <i>un verre d'eau</i> = a glass of</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Talking about food: Remind children that nouns are masculine or feminine. Explain that the word for 'some' changes according to the gender of the noun, e.g.</p> <p>du lait = some milk de la limonade = some lemonade de l'eau = some water des chips = some crisps</p> <p>Talking about quantities: Point out the word <i>de</i> in the following phrases, explaining that it means 'of':</p> <p><i>une tasse de thé</i> = a cup of tea <i>un paquet de chips</i> = a packet of crisps</p> <p><i>une portion de frites</i> = a portion of chips</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[ɛ] è/ai – <i>je voudrais, café. lait, thé</i></p> <p>[y] i – <i>chips, minérale, frites, pizza, vanille, limonade</i></p> <p>[ʃ] ch – chips, chocolat,</p> <p>[o] au – <i>chaud, glace au chocolat, café au lait, eau</i></p> <p>Silent final consonants – <i>voudrais, chocolat, chaud, lait, paquet, frites, boissons, snacks</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>[ɛ] è/ai – <i>je voudrais, café. lait, thé</i></p> <p>[y] i – <i>chips, minérale, frites, pizza, vanille, limonade</i></p> <p>[ʃ] ch – chips, chocolat,</p> <p>[o] au – <i>chaud, glace au chocolat, café au lait, eau</i></p>
---	---	--	--

Monter un café (Creating a café)

1. Café conundrum

<p>water</p> <p>Plural nouns:</p> <p>des chips = some crisps <i>un paquet de chips</i> = a packet of crisps</p> <p>des frites = some chips <i>une portion de frites</i> = a portion of chips</p> <p>Talking about flavours (this point is explained to children in session 4)</p> <p>Note that <i>au</i> is used with masculine flavours e.g. <i>une glace au chocolat</i> = a chocolate ice cream</p> <p>Note that <i>à la</i> is used with feminine flavours e.g. <i>une glace à la fraise</i> = a strawberry ice cream</p>			
<p>Learning Outcomes</p> <p>Children can:</p> <ul style="list-style-type: none"> Find the meaning of unknown language on the basis of existing knowledge or by looking in a dictionary Select and sort words into appropriate categories Listen carefully and arrange word cards in an appropriate sequence 	<p><u>New National Curriculum Links</u></p> <p>English: Y2 word reading – continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent; Y5/6 word reading - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet</p>		
<p>Throughout the week</p> <p>Children play <i>Loto</i> (Bingo) with café items.</p>	<p>Resources</p> <ul style="list-style-type: none"> Picture or short filmed clip of a French café Café menus (authentic or invented) Dictionaries Small and large word cards of drinks, snacks and ice creams 		
<p>Teaching Tips</p> <ul style="list-style-type: none"> Children needing extra support will find it helpful to have an illustrated list of café items and word cards. 			

Monter un café (Creating a café)

1. Café conundrum

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>un coca</i>	a cola	<i>un coca</i>	a cola
<i>un milkshake</i>	a milkshake	<i>un milkshake</i>	a milkshake
<i>un chocolat chaud</i>	a hot chocolate	<i>un chocolat chaud</i>	a hot chocolate
<i>un café</i>	a (black) coffee	<i>un café</i>	a (black) coffee
<i>un café au lait</i>	a coffee with milk	<i>un café au lait</i>	a coffee with milk
<i>un paquet de chips</i>	a packet of crisps	<i>un paquet de chips</i>	a packet of crisps
<i>une limonade</i>	a lemonade	<i>une limonade</i>	a lemonade
<i>une eau minérale</i>	a mineral water	<i>une eau minérale</i>	a mineral water
<i>une tasse de thé</i>	a cup of tea	<i>une tasse de thé</i>	a cup of tea
<i>une portion de frites</i>	a portion of chips	<i>une portion de frites</i>	a portion of chips
<i>une pizza</i>	a pizza	<i>une pizza</i>	a pizza
<i>une glace au chocolat /à la fraise / à la vanille</i>	a chocolate/strawberry/vanilla ice cream	<i>une glace au chocolat /à la fraise / à la vanille</i>	a chocolate/strawberry/vanilla ice cream
<i>Je voudrais ex. les boissons / les snacks / les glaces.</i>	I would like e.g. the drinks / the snacks / the ice creams.		