

## Monter un café (Creating a café)

### 4. Choosing an ice cream

**Prior Knowledge:** It is helpful if children already know how to say they would like something, *s'il vous plaît* and how to ask how much something costs.

#### Objectives

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

Present ideas and information orally to a range of audiences.

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

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

#### Support

For the first activity, ensure that some of the items are covered by lower numbers so that all children can participate.

Less confident children may need reminders of how to use *à la/au* once it has been discussed.

#### Extension

Encourage more confident children to start memorising the dialogue.

More confident children can extend the dialogue by asking for several flavours in one conversation, or by including phrases asking for clarification etc.

#### Main

Display images of a selection of snacks, drinks and ice creams. Cover each with a number between 1 and 20. Ask a child to pick a number in French. The child has one guess at what is hidden behind that number (and must say the word correctly). Reveal the item. If the child was correct, the class win a point. If the child was wrong, cover the picture again and you win the point. Continue until every item has been revealed, and count the points in French.

ICT opportunities: On the interactive whiteboard create a blockbusters grid and put images of snacks, drinks and ice creams in each hexagon. Divide the class into two and ask one child from each team to identify each image. Use the pen tool to mark each correct hexagon until one team has made a connected line from left to right.

Display images of some ice cream flavours. Say the names and children repeat, e.g. *une glace au cassis / au chocolat / au citron / au caramel / à la framboise / à la vanille / à la fraise / à la menthe / à la pistache / à l'abricot* (a blackcurrant/ chocolate/ lemon/ caramel/ raspberry/ vanilla/ strawberry/ mint/ pistachio/ apricot ice cream). Write up the names of the flavours in two groups with *au* and *à la*, e.g. *au chocolat* and *à la fraise*. Invite children to devise a rule for when to use *au* and when to use *à la*.

Point out the *-ille* of *vanille* and ask children to think of similar words, e.g. *fille*, *coquillages*, *brillant* from Unit 16.

Play a circle game to reinforce use of *au* and *à la*. The first child says a flavour with *au*, e.g. *Je voudrais une glace au chocolat* (I'd like a chocolate ice cream). The next child says a flavour using *à la*, e.g. *Je voudrais une glace à la fraise* (I'd like a strawberry ice cream). This can be played as a version of My Grandmother went to Market.

Show a film clip of people buying ice creams in a French-speaking country. Display on the board a simple dialogue based on the film. Take the role of the ice cream seller and invite a child to read the part of the customer.

ICT opportunities: Import a photo of a French café on to the interactive whiteboard and add a customer and waiter/waitress clipart with transparent backgrounds. Add speech bubbles for a model dialogue. Give children a menu with a range of ice creams and prices so they can practise making different orders.

Display the ice creams and vocabulary and add some prices in euros. Invite a pair of children to model a dialogue. Children can make the dialogues humorous by playing the vendor by reeling off long lists of ice cream flavours or the customer ordering a long list which the vendor forgets.

Ask children to work in pairs to invent and practise a dialogue.

ICT opportunities: After rehearsing children record the dialogues using a microphone and sound-editing software.

As a class, discuss strategies for coping when you don't understand someone who is speaking. Extend the dialogue by including phrases for asking for clarification, e.g. *Je ne comprends pas / Répétez, s'il vous plaît*. (I don't understand / Can you repeat please?)

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<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>(See Grammar for children)</p> <p>Using <i>tu</i> and <i>vous</i>:</p> <p>Role play activities in shops and cafés provide an opportunity for practising the formal/polite <i>vous</i> form, e.g.</p> <p><i>s'il <b>vous</b> plaît</i></p> <p><i><b>répétez</b>, s'il <b>vous</b> plaît</i></p> <p><i><b>vous désirez</b> ?</i></p> <p>Teachers may wish to remind children that <i>vous</i> is used in this way, as well as in the classroom when the teacher is talking to more than one child.</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Talking about ice cream flavours:</p> <p>Point out that <i>au</i> is used with masculine flavours, e.g.</p> <p><i>une glace <b>au</b> chocolat</i> = a chocolate ice cream</p> <p>Point out that <i>à la</i> is used with feminine flavours, e.g.</p> <p><i>une glace <b>à la</b> fraise</i> = a strawberry ice cream</p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>(See Phonics focus for children)</p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>[ij] ille – <i>vanille, fille, coquillage, brillant</i></p>
<p><b>Learning Outcomes</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Develop a role play</li> <li>• Participate in a conversation</li> <li>• Use the preposition <i>à</i> correctly when ordering an ice cream</li> </ul>	<p><b><u>New National Curriculum Links</u></b></p> <p><b>English:</b> Y2 Word reading - spell by segmenting words into phonemes and representing these by graphemes; Y3/4 comprehension - prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>		
<p><b>Throughout the week</b></p> <p>Practise the use of <i>au</i> and <i>à la</i> by playing the circle game with ice cream flavours.</p> <p>Sing 'The Café Song' (see Session 2).</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Picture flashcards or images of a selection of snacks, drinks and ice cream flavours</li> <li>• A film clip of people buying ice creams in a French-speaking country.</li> <li>• Plastic euro coins</li> <li>• An example role play dialogue: A: <i>Bonjour monsieur.</i></li> </ul>		

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<b>Teaching Tips</b> <ul style="list-style-type: none"> <li>• Make children's dialogues more authentic by providing some plastic euro coins.</li> <li>• If dictionaries are not available, you could use the interactive whiteboard to display the words as dictionary entries, so that children can see the connection between <i>un / une</i> and <i>au / à la</i>.</li> </ul>	<p>B: <i>Bonjour madame, vous désirez ?</i></p> <p>A: <i>Je voudrais une glace, s'il vous plaît.</i></p> <p>B: <i>Quel parfum? Nous avons des glaces au chocolat / à la fraise / à la vanille, etc.</i></p> <p>A: <i>Une glace au chocolat, s'il vous plaît.</i></p> <p>B: <i>Voilà.</i></p> <p>A: <i>Merci. C'est combien ?</i></p> <p>B: <i>Deux euros.</i></p> <p>A: <i>Voilà. Au revoir.</i></p> <p>B: <i>Au revoir.</i></p>
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<b>Le langage du prof</b>	<b>Teacher Language</b>	<b>Le langage des enfants</b>	<b>Children's Language</b>
<p><i>Choisissez un numéro et devinez le snack.</i></p> <p><i>Je pense qu'il y a un / une... derrière le numéro...</i></p> <p><i>un coca</i></p> <p><i>un milkshake</i></p> <p><i>un chocolat chaud</i></p> <p><i>un café</i></p> <p><i>un café au lait</i></p> <p><i>un paquet de chips</i></p> <p><i>une limonade</i></p> <p><i>une eau minérale</i></p> <p><i>une tasse de thé</i></p> <p><i>une portion de frites</i></p> <p><i>une pizza</i></p>	<p>Choose a number and guess the snack.</p> <p>I think that there is a (m/f)... behind number...</p> <p>a cola</p> <p>a milkshake</p> <p>a hot chocolate</p> <p>a (black) coffee</p> <p>a coffee with milk</p> <p>a packet of crisps</p> <p>a lemonade</p> <p>a mineral water</p> <p>a cup of tea</p> <p>a portion of chips</p> <p>a pizza</p>	<p><i>Je pense qu'il y a un / une... derrière le numéro...</i></p> <p><i>un coca</i></p> <p><i>un milkshake</i></p> <p><i>un chocolat chaud</i></p> <p><i>un café</i></p> <p><i>un café au lait</i></p> <p><i>un paquet de chips</i></p> <p><i>une limonade</i></p> <p><i>une eau minérale</i></p> <p><i>une tasse de thé</i></p> <p><i>une portion de frites</i></p> <p><i>une pizza</i></p> <p><i>une glace au cassis / au citron/ au</i></p>	<p>I think that there is a (m/f)... behind number...</p> <p>a cola</p> <p>a milkshake</p> <p>a hot chocolate</p> <p>a (black) coffee</p> <p>a coffee with milk</p> <p>a packet of crisps</p> <p>a lemonade</p> <p>a mineral water</p> <p>a cup of tea</p> <p>a portion of chips</p> <p>a pizza</p> <p>a blackcurrant / lemon / toffee ice</p>

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<i>une glace au cassis / au citron/ au caramel</i> <i>une glace à la framboise / à la pistache / à la menthe</i> <i>une glace à l'abricot</i>  <i>Je suis le marchand / la marchande de glaces et tu es le client / la cliente.</i> <i>Je voudrais une glace (au chocolat) etc.</i> <i>Je ne comprends pas</i> <i>Répétez, s'il vous plaît</i>  Role play dialogue (see Resources)	a blackcurrant / lemon / toffee ice cream a raspberry / pistachio / mint ice cream an apricot ice cream  I am the ice cream seller (vendor) (m/f) and you (singular) are the customer (m/f). I'd like a (chocolate) etc. ice cream I don't understand Can you repeat please? (polite form)	<i>caramel</i> <i>une glace à la framboise / à la pistache / à la menthe</i> <i>une glace à l'abricot</i>  <i>Je voudrais une glace (au chocolat) etc.</i> <i>Je ne comprends pas</i> <i>Répétez, s'il vous plaît</i>  Role play dialogue (see Resources)	cream a raspberry / pistachio / mint ice cream an apricot ice cream  I'd like a (chocolate) etc. ice cream I don't understand Can you repeat please? (polite form)
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