

Monter un café (Creating a café)

2. 'The Café Song'

Prior Knowledge: It is helpful if children already know *J'ai mangé* and *J'ai bu* (Unit 14 and Unit 19).

Objectives

Appreciate stories, songs, poems and rhymes in the language.

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

Broaden their vocabulary and **develop their ability to understand new words that are introduced into familiar written material**, including through using a dictionary, write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Support

Less confident children may need support in the form of a word bank when revising the partitive article (see 'Grammar for teachers').

When listening to the song some children may benefit from an illustrated copy of the song to aid comprehension.

Extension

Encourage more confident children to talk about food and drink in the past.

More confident children can start to memorise the song.

Main

Remind children how to describe what they have eaten using the perfect tense (see Unit 14, Session 1) by asking *Qu'est-ce que tu as mangé hier?* (What did you eat yesterday?) Model the response using a picture or action, e.g. *J'ai mangé un sandwich* (I ate a sandwich). Ask the question again and invite children to join in with the answer. Repeat the activity, varying the food item each time. Extend this activity to include the question *Qu'est-ce que tu as bu hier?* (What did you drink yesterday?) to elicit the response, e.g. *J'ai bu du lait* (I drank some milk), etc.

Display a series of pictures of individual children and items of food and drink. Draw arrows to link each child with an item of food or drink and introduce the question *Qu'est-ce qu'il/elle a mangé hier?* (What did he/she eat yesterday?) Model the reply *Il/elle a mangé une crêpe* (He/she ate a pancake). Ask children to chorus your response. Repeat with further examples and encourage children to respond independently.

ICT opportunities: Display photos of individual children with food and drink items underneath. Add a large mouth over the top of their normal mouth in the picture. Order it to be on top so that when food or drink items are dragged over it, they disappear. Each time a child feeds an item to a mouth, the class can repeat what he or she has eaten or drunk.

Read or sing *La chanson du café* ('The Café Song'). Use images and gestures to support children's understanding. They listen again and record snacks/drinks that they hear and the cost of the bill then feed back (in English or French). As they say each item, display an image on the board, add the correct number and say the French, e.g. *trois cocas*.

Play games to practise the items from the song and additional items from Session 1. Mouth an item and children read your lips to guess the word. Show images of the items, revealing them slowly for children to guess. Play *Répétez si c'est vrai* (Repeat if it's True), where you point to and name a picture and children repeat only if the name is correct.

Children work in groups. Give them an envelope containing strips of paper for each line of the song. They distribute the strips, so that each child has three or four. Sing the song again and children wave their strip in the air when they hear that line in the song. Ask groups to now put the strips into the correct order. Listen to the song again to check.

ICT opportunities: On the interactive whiteboard, embed a recording of the children singing the song. Create text cards containing a line each from the song which the children have to drag into order while listening to themselves singing.

As a group, children select from their song strips the phrases they think would be useful if they were in a café in a French-speaking country. Children feed back and discuss as a class. As a class, practise the phrases that children have highlighted. Ask children to identify the conventions of politeness in the song, and discuss.

Discuss the types of drinks and snacks mentioned in the song. Would we find similar items in an English café? What is the role of the café in English and French culture?

ICT opportunities: If you use a social networking and microblogging service, ask your followers about the role of cafés in their own country. Children can discuss their answers.

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<p>Grammar</p> <p><u>For teachers:</u></p> <p>Refer to the grammar in session 1 (partitive articles, quantities, masculine and feminine flavours).</p> <p>Perfect tense:</p> <p><i>j'ai mangé</i> = I ate <i>il/elle a mangé</i> = he/she ate (avoir + past participle of <i>manger</i>)</p> <p><i>j'ai bu</i> = I drank <i>il/elle a bu</i> = he/she drank (avoir + past participle of <i>boire</i>)</p> <p>'On': In the song, note the use of the phrase <i>on y va</i> = off we go. This is a very useful idiom. Note that <i>on</i> is frequently used in spoken French instead of <i>nous</i>; it is less formal and easier to conjugate!</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Talking about the past</p> <p>Time marker: <i>hier</i> = yesterday</p> <p>Point out to children that the word <i>hier</i> gives a clue that someone is talking about the past, and that the verb also shows we are talking about something that happened in 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>Phonics focus</p> <p><u>For teachers:</u></p> <p>No specific focus.</p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>No specific focus.</p>
<p>Learning Outcomes</p> <p>Children can:</p> <ul style="list-style-type: none"> Identify some snacks and drinks from a list and pronounce these with reasonable accuracy Use the perfect tense to talk about what a friend has eaten or drunk Talk about the significance of cafés in people's lives Recall and sing with confidence a song with several verses 	<p><u>New National Curriculum Links</u></p> <p>English: 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>Music: KS2 listen with attention to detail and recall sounds with increasing aural memory</p>		
<p>Throughout the week</p> <p>Children practise answering the question <i>Qu'est-ce qu'il/elle a mangé/bu hier?</i></p> <p>Practise singing 'The Café Song'.</p>	<p>Resources</p> <ul style="list-style-type: none"> Pictures of individual children Images or flashcards to illustrate snacks, drinks and ice creams in 'The Café Song' 		

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Teaching Tips

- The formation of the perfect tense with *avoir* is described in more detail in Unit 14, Session 1.
- 'The Café Song' can be sung to the tune of 'Oh My Darling Clementine'.
- Explain to children that the *vous* form of 'you' is used here for politeness

- Text strips for 'The Café Song' (in envelopes)
- *La chanson du café*

<i>Un café, deux jus d'orange,</i>	A coffee, two orange juices,
<i>Trois cocos et quat' salades,</i>	Three cokes, four salads,
<i>Une tasse de thé et des moules-frites,</i>	A cup of tea and some mussels and chips,
<i>Oui c'est tout, et merci bien!</i>	Yes that's all, thanks a lot!
<i>Je voudrais maintenant l'addition,</i>	I would like the bill now,
<i>Ça sera tout, merci Monsieur,</i>	That will be all, thank you sir,
<i>C'était bon mais je dois partir,</i>	It was good but I need to leave,
<i>Je dois payer, on y va.</i>	I need to pay, off we go.
<i>Ça fait 35, 35 euros,</i>	That's 35, 35 euros,
<i>Merci pour votre visite,</i>	Thank you for coming,
<i>Retournez bientôt s'il vous plaît,</i>	Come back soon (if you) please,
<i>Merci Monsieur, au revoir.</i>	Thank you sir, goodbye.
<i>Monsieur, Monsieur, venez ici,</i>	Sir, sir, come here,
<i>J'ai faim, j'ai vraiment soif,</i>	I'm hungry, I'm very thirsty,
<i>Le menu, s'il vous plaît,</i>	The menu please,
<i>Je voudrais un croque-monsieur.</i>	I would like a toasted cheese and ham sandwich.

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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<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>un coca</i> <i>un milkshake</i> <i>un chocolat chaud</i> <i>un café</i> <i>un café au lait</i> <i>un paquet de chips</i> <i>une limonade</i> <i>une eau minérale</i> <i>une tasse de thé</i> <i>une portion de frites</i> <i>une pizza</i> <i>une glace au chocolat /à la fraise / à la vanille</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>Répétez si c'est vrai</i>	What did you eat/drink yesterday? I ate a sandwich I drank some milk a cola a milkshake a hot chocolate a (black) coffee a coffee with milk a packet of crisps a lemonade a mineral water a cup of tea a portion of chips a pizza a chocolate/strawberry/vanilla ice cream What did he/she eat/drink yesterday? He/she ate He/she drank Repeat if it's true	<i>J'ai mangé (un sandwich)</i> <i>J'ai bu (du lait)</i> <i>un coca</i> <i>un milkshake</i> <i>un chocolat chaud</i> <i>un café</i> <i>un café au lait</i> <i>un paquet de chips</i> <i>une limonade</i> <i>une eau minérale</i> <i>une tasse de thé</i> <i>une portion de frites</i> <i>une pizza</i> <i>une glace au chocolat /à la fraise / à la vanille</i> <i>Il/elle a mangé</i> <i>Il/elle a bu</i>	I ate a sandwich I drank some milk a cola a milkshake a hot chocolate a (black) coffee a coffee with milk a packet of crisps a lemonade a mineral water a cup of tea a portion of chips a pizza a chocolate/strawberry/vanilla ice cream He/she ate He/she drank