

## Monter un café (Creating a café)

### Overview Unit 21

ABOUT THIS UNIT	WHERE THIS UNIT FITS IN		
<p>In this unit children learn to ask for drinks, snacks and ice creams. They extend their knowledge of the perfect tense by saying what others have eaten or drunk. They revise use of the euro with simple prices. They follow a recipe for a milkshake and justify their choice of recipe. They discuss learning strategies and use dictionaries to support their understanding of texts.</p>	<p>In this unit children learn to ask for drinks, snacks and ice creams. They extend their knowledge of the perfect tense by saying what others have eaten or drunk. They revise use of the euro with simple prices. They follow a recipe for a milkshake and justify their choice of recipe. They discuss learning strategies and use dictionaries to support their understanding of texts.</p>		
<table border="1"> <tr> <td data-bbox="100 443 600 978"> <p><b>Prior Learning</b></p> <p>It is helpful if children already know:</p> <ul style="list-style-type: none"> <li>the names of some snacks and drinks</li> <li>numbers 1–20</li> <li><i>J'ai mangé, J'ai bu</i></li> <li>how to say they would like something</li> <li><i>s'il vous plaît</i></li> <li>how to ask how much something costs</li> <li>text features of a recipe</li> </ul> </td><td data-bbox="611 443 1070 978"> <p><b>New Language Content</b></p> <ul style="list-style-type: none"> <li>Quantities (of food and drink)</li> <li>Transactional language for a café</li> <li>Seeking clarification of meaning</li> <li>Perfect tense: third person singular form (<i>Il/elle a mangé, Il/elle a bu</i>)</li> <li>Prepositions: <i>au, à la</i></li> <li>Phonic focus: using knowledge of phoneme–grapheme correspondence to work out the pronunciation of new words; revision of <i>au, ch, ai, é, er, i [y], ille</i></li> </ul> </td></tr> </table>	<p><b>Prior Learning</b></p> <p>It is helpful if children already know:</p> <ul style="list-style-type: none"> <li>the names of some snacks and drinks</li> <li>numbers 1–20</li> <li><i>J'ai mangé, J'ai bu</i></li> <li>how to say they would like something</li> <li><i>s'il vous plaît</i></li> <li>how to ask how much something costs</li> <li>text features of a recipe</li> </ul>	<p><b>New Language Content</b></p> <ul style="list-style-type: none"> <li>Quantities (of food and drink)</li> <li>Transactional language for a café</li> <li>Seeking clarification of meaning</li> <li>Perfect tense: third person singular form (<i>Il/elle a mangé, Il/elle a bu</i>)</li> <li>Prepositions: <i>au, à la</i></li> <li>Phonic focus: using knowledge of phoneme–grapheme correspondence to work out the pronunciation of new words; revision of <i>au, ch, ai, é, er, i [y], ille</i></li> </ul>	<p>In this unit children have the opportunity to revise some numbers and extend previously learnt language associated with food and drink (see Units 10 and 14) and buying something (see Unit 6). They extend their use of the perfect tense (see Unit 14). They learn a song and perform in a play to practise the language learnt.</p>
<p><b>Prior Learning</b></p> <p>It is helpful if children already know:</p> <ul style="list-style-type: none"> <li>the names of some snacks and drinks</li> <li>numbers 1–20</li> <li><i>J'ai mangé, J'ai bu</i></li> <li>how to say they would like something</li> <li><i>s'il vous plaît</i></li> <li>how to ask how much something costs</li> <li>text features of a recipe</li> </ul>	<p><b>New Language Content</b></p> <ul style="list-style-type: none"> <li>Quantities (of food and drink)</li> <li>Transactional language for a café</li> <li>Seeking clarification of meaning</li> <li>Perfect tense: third person singular form (<i>Il/elle a mangé, Il/elle a bu</i>)</li> <li>Prepositions: <i>au, à la</i></li> <li>Phonic focus: using knowledge of phoneme–grapheme correspondence to work out the pronunciation of new words; revision of <i>au, ch, ai, é, er, i [y], ille</i></li> </ul>		
<p><b>Expectations:</b> At the end of this unit:</p> <p><i>Most children will:</i> ask for certain drinks and snacks; understand sums of money; know how to say what a friend has eaten and drunk; understand and use a range of vocabulary relating to a café scene; sing a song from memory on a related topic; devise and perform a short sketch using structures learnt in the unit</p> <p><i>Some children will not have made so much progress and will:</i> listen and respond to the names of drinks and snacks; respond with <i>oui</i> or <i>non</i>, gestures or short answers to questions about drinks and snacks or money; refer to textual or visual clues when singing a song</p> <p><i>Some children will have progressed further and will:</i> show confident recall of known language and structures</p>	<p><b>End of Unit Activities</b></p> <p>Children work in groups to prepare a play ordering food and drink, using humour to engage their audience, and perform it. The plays can be recorded and shown to other classes or on the school website.</p>		
	<p><b>Links to the New National Curriculum for KS2 Foreign Languages</b></p> <p><i>Where there is a specific focus within the objective, this is shown in bold.</i></p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Appreciate stories, songs, poems and rhymes in the language</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>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</li> <li>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</li> </ul>		

## *Monter un café (Creating a café)*

### Overview Unit 21

<b>Resources</b> <ul style="list-style-type: none"><li>• Picture or short filmed clip of a French café</li><li>• Café menus (authentic or invented)</li><li>• Dictionaries</li><li>• Small and large word cards of drinks, snacks and ice creams</li><li>• Pictures of individual children</li><li>• Images or flashcards to illustrate snacks, drinks and ice creams in 'The Café Song'</li><li>• Text strips for 'The Café Song' (in envelopes)</li></ul>	<ul style="list-style-type: none"><li>• La chanson du café</li><li>• Images of French markets, supermarkets and food shops</li><li>• Map of France</li><li>• An example of a text about regional French food</li><li>• A film clip of people buying ice creams in a French-speaking country</li><li>• Plastic euro coins</li><li>• Milkshake recipe + pictures or props to illustrate</li><li>• Ingredients and equipment for making a milkshake</li><li>• Template for tasting review grid</li></ul>	<ul style="list-style-type: none"><li>• Sound-editing software</li><li>• Props for an end-of-unit performance</li><li>• Large sheets of paper for creating posters</li><li>• Access to a class wiki</li><li>• Access to a class blog</li><li>• Video camera</li><li>• Microphone</li></ul>
---	---	--