

Primary MFL – Nine More Lesson Starts

Enjoy! Healthy Eating – ref QCA Unit 13 Bon appétit!

Synopsis

1

Camille and Tom are bored, waiting for Mum to get back from the shops – they stare out of the window. They see the car headlights and run off to see what she has brought back in the shopping bag. They are excited to see what she has bought and as each item is unpacked they discuss whether or not it is good for you.

Closing question:

Qu'achetez-vous au supermarché?

What do you buy at the supermarket?

2

Tom and Camille are dressed as chefs and Mum tells them they are going to make pizza. Camille declares that she loves pizza but hates tomato sauce so she is going to make a chocolate pizza. Although her mother says that chocolate on pizza is unhealthy, she says that she can try spreading it on the pizza base and then they will taste it. Tom follows his Mum's instructions to slice tomatoes and mushrooms before mixing them with grated cheese to make his pizza.

When they go to put the pizzas in the oven, they discover that Camille [who has chocolate all around her mouth!] has added bananas too – claiming that they are healthy!

Closing question:

Et toi...tu aimes la pizza?

And you – do you like pizza?

3

Mum gets the pizza out of the oven and says they are going to taste.

The family taste the pizzas and talk about which one is healthy – but end up really enjoying the chocolate and banana pizza too.

Closing question:

Dis à ton prof. ce que tu aimes et qui est bon pour la santé!

Tell your teacher what you like eating that's healthy food!

Focus:

Instructions – imperatives

Food names and flavours *au, à la, aux*

use of 'on'

Expressing a preference

Suggested follow up activities:

O5.1 Prepare and practise a simple conversation

O5.2 Understand and express simple opinions

KAL Understand and use negatives

KAL Manipulate language by changing an element in a sentence

- Groups interview each other about favourite foods and then report back to class, i.e. move from first to third person
- Sort '*c'est bon pour la santé*' and '*ce n'est pas bon pour la santé*' cards matched to pictures or real foods.

O5.3 Listen attentively and understand more complex phrases and sentences

LLS Look and listen for visual and aural clues

- listen to another recipe read out and arrange picture cards in sequence
- match sentence text cards – one for each stage of the recipe – to the sequences pictures

L5.2 Make simple sentences and short texts

- take individual words or phrases from above recipe and rearrange/write as a sentence

O5.4 Prepare a short presentation on a familiar topic

LLS Use context and previous knowledge to help understanding

KAL Recognise the typical conventions of word order in the foreign language

- Memorise and present a recipe – pretend it is a TV cookery show
- Do a presentation to whole school about healthy eating [links to Science, PSHE]

L5.1 Re-read frequently a variety of short texts

- children all make pizza according to the written recipe

IU5.1 Look at further aspects of everyday life...

- investigate typical dishes from French speaking countries and try some of them
- share favourite food lists and shopping lists with partner school
- look at French supermarket 'aisles' online and plan spending to a Euros budget [links to ICT and Numeracy]

Let's start a café! – ref QCA Unit 21 Monter un café

Synopsis

1

Nina, Axelle and Amandine visit a cafe and choose a variety of drinks and ice creams. Véronique the waitress is seen making up their order in the kitchen. The girls talk about their favourite ice cream flavours – although Amandine doesn't like ice-cream at all, in spite of enjoying the flavours – chocolate, strawberry and vanilla.

Closing question:

Pouvez-vous écrire un menu de café?

Can you write a café menu?

2

At home they decide to set up a café selling milkshakes. Nina and Axelle dress up like waiters. Amandine is pleased that they are going to be making milkshakes, rather than ice-cream. They mix up some chocolate milkshake and then some banana milkshake and these go down so well that they end up using up most of their supplies.

Closing question:

A quelles arômes de milkshake pouvez-vous penser?

What milkshake flavours can you think of?

3

The café is ready and the family arrive. Both of the items the parents ask for are 'off'. They do, however, enjoy the coffee and strawberry milkshake that they are served. They ask for the bill – the €5 he has paid is soon claimed back by Dad, who considers it as recompense for all the ingredients the children have used in the kitchen!

Closing question:

Et maintenant c'est à vous de faire un café dans la salle de classe. Qui est le garçon? Qui sont les clients? Qu'est-ce que vous allez vendre? Qu'est-ce que vous allez manger et boire?

Now it's your turn to set up a café in the classroom. Who is going to be the waiter? Who's going to be the customers? What are you going to sell? What are you going to eat and drink?

Focus:

café conventions

drink names and flavours – *au, à la, aux*

more complex sentences using *parce que*

simple future using *aller*

Suggested follow up activities:

O6.2 Perform to an audience

- develop a café role play and present to a younger class to teach them the names of drinks

O6.4 Use spoken language confidently to initiate and sustain conversations LLS Try the language outside of the classroom

- actually open a simple café for other class members/ classes to come

L6.2 Identify different text types and read short, authentic texts for..information

LLS Pronounce/read aloud unknown words; decode and make meaning based on previous knowledge, language and other cues; use a dictionary

- translate a variety of menus or recipes, using a bilingual dictionary for support

L6.3 Match sound to sentences

LLS Pick out key words when listening

- listen to instructions for a recipe and put the cut-up written version in order

O6.3 Understand longer and more complex phrases and sentences

LLS Pick out key words when listening

- listen to instructions for a recipe and carry it out

IU6.1 Compare attitudes towards aspects of everyday life

- carry out a survey in school and in partner school about favourite meals out. Compare the findings.
- Compare a menu from a French café or restaurant with one from an English café or restaurant, including prices.

IU6.3 Present information about an aspect of culture

LLS Plan and prepare themselves for a language activity

- present via multimedia presentation the information found out from above comparison surveys [links to ICT]
- produce a leaflet/ad. card advertising the role play café [links to Literacy and ICT – persuasive writing] using authentic materials as stimulus.

Art Gallery – ref. QCA Unit 4 Portraits

Synopsis:

1

Tom and Lolita visit a small art gallery and look at the portraits, commenting on each face.

Their loud voices and laughs attract the attention of the attendant, who chases them out.

Closing question:

Maintenant tu le dessines toi-même...la bouche, le nez, les yeux, les cheveux...ce sont importants.

Now you're going to draw it yourself...the mouth, the nose, the eyes, the hair: these are important!

2

Tom and Lolita are at home in the kitchen, getting ready to do some painting. Tom sorts out the paints and squeezes some onto a plate, saying the colour names as he does so. Tom and Lolita share the portrait painting with comments about the various facial features. When finished, it reminds him of Grandma, who is asleep in the next room – they tiptoe in and leave the painting as a present on top of her!

Closing question:

Combien de couleurs connaissez-vous?

How many colours can you name?

3

???? introduces ???, ???, ??? and ??? describing their facial features. Each child describes himself or herself so that the description moves from third to first person.

Closing question:

A quoi ressemblez-vous?

What do you look like?

Focus:

ou/eu sounds

colours

facial features

construction of *il a; elle a* [3rd person] and *j'ai* [1st person]

Suggested follow up activities:

L3.1 recognise some familiar words in written form

L3.3. Experiment with the writing of simple words

LLS Write new words

- sort simple text cards for features and label a well known character correctly
- paint a self-portrait and label each part, either with writing frame or independently

O3.3 Perform simple communicative tasks

KAL Recognise question forms and negatives

LLS Practise new language with a friend

- play guessing game, using vocabulary learnt, to identify a person
[“Guess Who?”]
- play ‘back to back’ – one of a pair draws a person [or monster*!] and describes it, feature by feature. The other child draws what she hears, then they compare.

*useful for unusual numbers and colours!

- display some pictures of well known people or characters. The children take it in turns to try to identify a person through describing the features – others can ask questions, but the answer is only *oui* or *non*.

IU3.4 Make direct contact with the country

- exchange a class book of photos or portraits, with self-description and adding information about favourite games and activities

LLS Compare the language with English [or other languages]

- investigate colour names and identify words which have the same root;
eg *vert* [Fr], *verde* [Sp], *verdant* [En]
jaune [Fr], *jaundice* [En]
rouge [Fr], *rojo* [Sp],

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