

Unit K — Eating Out (Unité K — Sortir dîner)

Overview

This unit includes vocabulary and conversations linked with eating out and buying food. Pupils will learn how to order food and drinks in cafés and restaurants, as well as how to ask for a table. They will also have the opportunity to practise some of the numbers covered in the Core Units by asking how much things cost and talking about different weights of fruit and veg.

Useful Prior Knowledge	New Language Content
- Numbers - Pronouns “il” and “elle” “S’il vous plaît” and “merci” - Familiarity with the euro symbol (€) - Familiarity with money in English	- Asking for items in a shop or restaurant - Asking how much things cost - Some basic weights - How to order for others in a restaurant 

Target Learning Outcomes: Listening: L3a, L3h

Speaking: S3c, S3d, S3k(i), S3o(i), S4o(i)

Reading: R2o(i), R3g

Writing: W3j(i), W3k(i), W3o

Expectations

By the end of this unit:

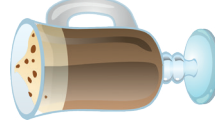
All children will:	Most children will progress further and will:	Some children will progress even further and will:
- Understand, with help, the main points in the spoken and written versions of the story, and some unfamiliar vocabulary. - Recognise subject pronouns and begin using “il” and “elle” to form a few sentences about what someone is having to eat/drink, with help. - Take part in a simple role-play using prompts. - Know that formal language, e.g. the “vous” form, is used for talking to customers in restaurants etc.	- Understand some unfamiliar vocabulary and the main points of a story, including opinions, in its spoken and written versions. - Recognise subject pronouns, and use “il” and “elle” with verbs in speech and writing to form sentences about what someone is having to eat/drink, from memory. - Perform a short role-play, using and adapting sentence structures from the unit. - Use formal language, e.g. the “vous” form, in appropriate situations, e.g. to a restaurant customer.	- Understand the main points in the spoken and written versions of the story, and most of the unfamiliar vocabulary. - Recognise subject pronouns and confidently use “il” and “elle” with verbs in speech and writing, to form a few sentences about what someone is having to eat/drink from memory. - Confidently perform a role-play based on structures from the Lesson Packs, incorporating words or phrases studied previously. - Use formal language, e.g. the “vous” form, with accurate pronunciation.

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Weekly Plan

- The first column lists the **language content** of the lesson.
- The second column identifies '**Key Activities**' for your main lesson — these activities focus on developing the key skills needed to fulfil the unit's target learning outcomes.
- They include teaching activities and games from the Lesson Packs, activities based on printable resources and physical classroom activities.
- The '**Lesson Notes**' column contains useful notes on any tricky grammar issues in the lesson.
- The last column suggests '**Additional Activities**' that you might want to try — either in your main lesson or at other times during the week. These activities may take children beyond the target learning outcomes for the unit.
- In the Lesson Pack, you'll also find **printable word lists** for each lesson and transcripts of the **song lyrics** and **story texts**.

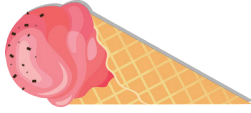
WEEK 1			
Lesson Pack 1: I'm ordering a drink Leçon 1: Je commande une boisson			
Language Content	Key Activities	Lesson Notes	Additional Activities
<u>Vocabulary:</u> <i>un café</i> a coffee <i>un thé</i> a tea <i>un chocolat chaud</i> a hot chocolate <i>un jus d'orange</i> an orange juice <i>une limonade</i> a lemonade <i>un coca</i> a cola <i>une eau minérale</i> a mineral water	<u>Lesson:</u> Vocab <u>Lesson:</u> Spell It! <u>Lesson:</u> Question and Answer <u>Lesson:</u> Song: 'Le pire serveur de Paris' <u>Classroom Activity:</u> Ask the pupils to have a conversation in pairs, taking it in turns to be the waiter and the customer. The waiter asks, "Qu'est-ce que vous désirez?" ("What would you like?") and the customer replies with "Je voudrais X." ("I would like X."). This game can be extended to cover any items that can be bought. <u>Printable:</u> Worksheet	There are a few cognates in this song lesson — point these out to the class to help pupils remember them. "Le pire serveur de Paris" ("The worst waiter in Paris") — "le pire" means "the worst". It's used when you're talking about something that's masculine and singular. If you're talking about something that's feminine singular, you'd say "la pire", and for a plural noun you'd say "les pires". "Un serveur" means "a waiter" — "a waitress" is "une serveuse". - In the song, the waiter asks "Qui voudrait...?" ("Who wanted...?") — "voudrait" is the third person singular imperfect past tense version of "vouloir" ("to want"). Pupils don't need to worry about the imperfect past tense at this stage.	<u>Classroom Activity:</u> Get pupils to make a café's drinks menu in French. <u>Classroom Activity:</u> Encourage the pupils to make up their own actions to go with the song. <u>Classroom Activity:</u> Ask the pupils to draw a scene from the song and to label it with the appropriate lyrics. <u>Printable:</u> Flashcards



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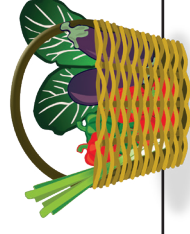
WEEK 1	Lesson Pack 1: I'm ordering a drink Leçon 1: Je commande une boisson		
Language Content	Key Activities	Lesson Notes	Additional Activities
		- The waiter also says "<i>il n'est plus chaud</i>" ("it's no longer hot") — "<i>ne</i>" and "<i>plus</i>" can be sandwiched around a verb to mean "no longer" or "not anymore". "<i>C'est le pire serveur</i>" ("He's the worst waiter") — "<i>c'est</i>" ("it's") is used here rather than "<i>il est</i>" ("he is") because the noun, "<i>le serveur</i>" ("the waiter"), has been modified by "<i>le pire</i>" ("the worst"). "<i>Je voudrais</i>" means "I would like" — it's a useful and polite way to ask for something. - The Question and Answer lesson uses "<i>vous</i>" ("you" plural or formal singular). "<i>Vous</i>" is used instead of "<i>tu</i>" in formal situations to be polite. To be even more polite, add "<i>s'il vous plaît</i>" ("please") to the end of the sentence.	

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WEEK 2	Lesson Pack 2: At the ice cream shop Leçon 2: Chez le glacier	Key Activities	Lesson Notes	Additional Activities
<u>Vocabulary:</u> <i>une boule</i> one scoop <i>deux boules</i> two scoops <i>une glace au chocolat</i> a chocolate ice cream <i>une glace au caramel</i> a caramel ice cream <i>une glace à la fraise</i> a strawberry ice cream <i>une glace à la vanille</i> a vanilla ice cream <i>une glace à la framboise</i> a raspberry ice cream <i>une glace à la menthe</i> a mint ice cream <i>une glace à la banane</i> a banana ice cream <u>Question and Answer 1:</u> <i>Qu'est-ce que vous désirez?</i> What would you like? <i>Je voudrais...</i> I would like... <u>Question and Answer 2:</u> <i>Combien coûte une glace...?</i> How much does a ... ice cream cost? <i>Ça coûte...</i> It costs...	Lesson Pack 2: At the ice cream shop Leçon 2: Chez le glacier <u>Key Activities</u> <u>Lesson:</u> Vocab <u>Lesson:</u> True or False? <u>Lesson:</u> Question and Answer 1 <u>Classroom Activity:</u> Ask pupils what their favourite flavour of ice cream is — "<i>Quelle est ta glace préférée?</i>". They should reply "<i>Ma glace préférée est la glace X.</i>" ("My favourite ice cream is X ice cream.") using "<i>au</i>" or "<i>à la</i>" as appropriate. <u>Printable:</u> Worksheet		- To use "<i>une boule</i>" ("one scoop") or "<i>deux boules</i>" ("two scoops") with a given flavour of ice cream, say "<i>une boule de glace à la fraise</i>" ("one scoop of strawberry ice cream") or "<i>deux boules de glace à la fraise</i>" ("two scoops of strawberry ice cream"). A selection of flavours have been used with "<i>une boule</i>" and "<i>deux boules</i>" in Question and Answer 1, but encourage more confident pupils to use the same structure to make sentences with the extra flavours that we've included. - Here "<i>à</i>" literally means "with", it combines with a definite article to become "<i>au</i>" or "<i>à la</i>". - When teaching Question and Answer 2, encourage pupils to practise French numbers by using different prices with this sentence structure.	<u>Lesson:</u> Question and Answer 2 <u>Classroom Activity:</u> Get pupils to draw a picture of an ice cream sundae with lots of different flavours in it. Ask them to label it using the vocabulary from the Vocab lesson. <u>Classroom Activity:</u> Get pupils to work in small groups to act out a role-play ("jeu de rôle") using what they've learned in both Question and Answer lessons. Encourage them to use toy money to pay for their ice cream and get the shopkeeper to give them the correct change. <u>Printable:</u> Flashcards

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WEEK 3	Lesson Pack 3: At the market Leçon 3: Au marché	Key Activities	Lesson Notes	Additional Activities
Language Content <u>Vocabulary:</u> <i>des tomates (f)</i> tomatoes <i>des champignons (m)</i> mushrooms <i>des fraises (f)</i> strawberries <i>un kilo</i> a kilo <i>un demi-kilo</i> half a kilo <i>cent grammes</i> one hundred grams <i>deux cents grammes</i> two hundred grams <i>une barquette</i> a punnet <i>un sac</i> a bag <u>Question and Answer 1:</u> <i>Qu'est-ce que vous désirez?</i> What would you like? <i>Je voudrais...</i> I would like... <u>Question and Answer 2:</u> <i>De quoi avez-vous besoin?</i> What do you need? <i>J'ai besoin de... / J'ai besoin d'...</i> I need...	• <u>Lesson:</u> Vocab • <u>Lesson:</u> True or False? • <u>Lesson:</u> Question and Answer 1 • <u>Classroom Activity:</u> Set up a market in your classroom. Collect punnets and bags for pupils to use. Write out the weights from the Vocab lesson and some fruits and vegetables on small pieces of paper. Pupils take it in turns to be the shopkeeper and the customer. The 'shopkeeper' asks "<i>Qu'est-ce que vous désirez?</i>" ("What would you like?") and the 'customer' replies with "<i>Je voudrais X de X s'il vous plaît.</i>" ("I would like X of X please."). The 'shopkeeper' hands the 'customer' the pieces of paper showing the correct fruit or vegetable and the correct weight. The 'customer' could also ask for a punnet or bag. • <u>Printable:</u> Worksheet	• These questions are in the "vous" form. Use "vous" ("you") when you're talking to more than one person, or to be more polite. • "<i>Deux cents grammes</i>" ("two hundred grams") — "<i>cents</i>" ("hundreds") is plural here, so an "s" is added to the end. • "<i>De</i>" is used here to mean "of". When "<i>de</i>" is used with a specific quantity of something, it replaces the article completely, without combining to form "<i>du</i>", "<i>de la</i>" or "<i>des</i>", e.g. "<i>cent grammes de tomates</i>" ("one hundred grams of tomatoes") or "<i>un sac de champignons</i>" ("a bag of mushrooms"). • The question from Question and Answer 2 has been formed using inversion — the verb "<i>avez</i>" comes before the pronoun "<i>vous</i>". • "<i>J'ai besoin de X</i>" is literally translated as "I have the need of X". If the word that follows "<i>de</i>" starts with a vowel, you need to link them with an apostrophe, e.g. "<i>J'ai besoin d'un kilo de fraises.</i>" ("I need a kilo of strawberries.").	• <u>Lesson:</u> Question and Answer 2 • <u>Classroom Activity:</u> Get pupils to practise their maths and measuring skills by splitting them into groups and giving each group a selection of items and a weighing scale. They must then weigh the items and note the correct weights in their books, translating them into French using the numbers that they learnt in Units Core 1-3. You'll need to teach the pupils how to say some larger numbers if any of the items weigh more than 31 grams. If you want to include the units, use "<i>grammes</i>", e.g. "<i>dix grammes</i>" ("ten grams"). • <u>Printable:</u> Flashcards	



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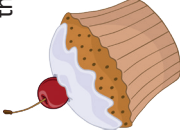
Lesson Pack 4: At the restaurant Leçon 4: Au restaurant			
WEEK 4	Language Content	Key Activities	Lesson Notes
	<u>Vocabulary:</u> <i>un restaurant</i> a restaurant <i>un café</i> a café <i>une table pour deux personnes</i> a table for two people <i>une table pour quatre personnes</i> a table for four people <i>une carte</i> a menu <i>un serveur</i> a waiter <i>une serveuse</i> a waitress <i>l'addition (f)</i> the bill <i>Bon appétit!</i> Enjoy your meal! <u>Question and Answer 1:</u> <i>Qu'est-ce que c'est?</i> What is it? <i>C'est...</i> It's... <u>Question and Answer 2:</u> <i>Vous désirez une table pour ...</i> <i>personne(s)?</i> Would you like a table for...? <i>Oui, merci beaucoup.</i> Yes, thank you very much. <i>Non, je voudrais une table pour ...</i> <i>personne(s) s'il vous plaît.</i> No, I'd like a table for ... please.	<u>Lesson:</u> Vocab <u>Lesson:</u> Find It! <u>Lesson:</u> Question and Answer 1 <u>Lesson:</u> Question and Answer 2 <u>Classroom Activity:</u> Ask pupils to write a conversation between a waiter and a customer using sentences from both Question and Answer lessons. They can then present their work to the class. <u>Printable:</u> Worksheet	Lesson Notes "L'addition" ("the bill") is feminine. Nouns ending in "-ion" are usually feminine. - Get pupils to recap numbers by substituting any numbers that they know into Question and Answer 2. "Merci beaucoup" means "thank you very much" — encourage the pupils to practise using it with each other in the classroom. Additional Activities <u>Classroom Activity:</u> Get pupils to play a game of Broken Telephone ("<i>le téléphone sans fils</i>") in teams. One member from each team is given the same picture of a French restaurant scene. They describe the scene to the next person in their team using a few French sentences. For example, "<i>C'est un restaurant. C'est une table pour deux personnes. C'est un serveur.</i>" ("It's a restaurant. It's a table for two people. It's a waiter."). The message gets passed along to each team member, and the last player draws a picture of the scene. At the end of the game, the pupils can present their pictures to the rest of the class — the team with the most accurate drawing wins. <u>Printable:</u> Flashcards



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WEEK 5	Lesson Pack 5: I'll have... Leçon 5: Je prends...		
Language Content	Key Activities	Lesson Notes	Additional Activities
<u>Vocabulary:</u> <i>une entrée</i> a starter <i>un plat principal</i> a main course <i>un dessert</i> a dessert <i>une boisson</i> a drink <i>la soupe</i> the soup <i>la pizza</i> the pizza <i>le gâteau</i> the cake <i>un jus d'orange</i> an orange juice <u>Question and Answer 1:</u> <i>Qu'est-ce que vous prenez comme...?</i> What are you having for your ...? <i>Je prends...</i> I'll have... <u>Question and Answer 2:</u> <i>Qu'est-ce qu'il prend comme...?</i> What is he having for his...? <i>Qu'est-ce qu'elle prend comme...?</i> What is she having for her...? <i>Il prend...</i> He'll have... <i>Elle prend...</i> She'll have...	<u>Lesson:</u> Vocab <u>Lesson:</u> Find It! <u>Lesson:</u> Question and Answer 1 <u>Lesson:</u> Question and Answer 2 Choose some of the answers from this conversation and write them on the board, e.g. "<i>Il prend la pizza.</i>" ("<i>He'll have the pizza.</i>") and "<i>Elle prend la soupe.</i>" ("<i>She'll have the soup.</i>") Get pupils to identify whether you're talking about a man or a woman based on the subject pronoun you use. <u>Classroom Activity:</u> Ask pupils to write a few sentences from memory about what their friend is going to have from a menu, using the sentence structures from Question and Answer 2. They can then read their sentences to each other to practise using "<i>il</i>" and "<i>elle</i>". <u>Printable:</u> Worksheet	- There's a mixture of definite and indefinite articles used here to fit in with the formats needed for the Questions and Answers that follow. Use definite articles to say "the" and indefinite articles to say "a" or "an". "<i>Qu'est-ce que</i>" means "what" — it's a very common start to a question. "<i>Je prends</i>" comes from the verb "<i>prendre</i>" ("to take"). Question and Answer 2 is almost identical to Question and Answer 1, however it refers to the third person singular, i.e. "<i>il</i>" ("he") or "<i>elle</i>" ("she"). The correct conjugation of "<i>prendre</i>" ("to take") for the third person singular is "<i>prend</i>" ("takes").	<u>Classroom Activity:</u> Give pairs of children a menu from a French café and ask them to write a list of the words that they know. Then see if they can guess what any of the other words mean. Ask them to think of strategies to work out their meanings, e.g. comparing them with English or other languages they know, or using knowledge of similar French words. Look up any other words in a bilingual dictionary. <u>Printable:</u> Flashcards

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Lesson Pack 6: A fly in the orange juice Leçon 6: Une mouche dans le jus d'orange			
WEEK 6	Language Content	Key Activities	Lesson Notes
<u>Vocabulary:</u> <i>une mouche</i> a fly <i>une chenille</i> a caterpillar <i>un ver</i> a worm <i>des petites bêtes</i> minibeasts <i>déçu</i> disappointed <i>se souvenir</i> to remember <i>expliquer</i> to explain <i>manger</i> to eat <i>le dessert du jour</i> the dessert of the day 	- Revision Activity: Use the Flashcards from all the other Lesson Packs in the unit to recap the unit's vocabulary — this will help prepare pupils for reading or listening to the story. - Lesson: Vocab - Lesson: Story: '<i>Une mouche dans le jus d'orange</i>' Get pupils to read along with the French printable Story Text as they listen to the audio of the story. See how much of the plot they've understood at the end. - Printable: Worksheet and Story Quiz	- Before starting the story, read the title on-screen. Ask pupils what they think the story might be about. "<i>Se souvenir</i>" ("to remember") is a reflexive verb, and "<i>souviens-toi</i>" ("remember") is a conjugated version of it. "<i>Expliquer</i>" ("to explain") and "<i>manger</i>" ("to eat") are verbs in their infinitive form — this is the "to..." form of the verb. "<i>Dis-je</i>" means "I say" — it is used after direct speech in a story.	Additional Activities - Classroom Activity: Get pupils to act the story out in small groups. Encourage them to use as much of the French from this unit as possible. - Printable: Flashcards
WHOLE UNIT ACTIVITIES	Divide the class into small groups. Give each group a selection of flashcards of the vocabulary from the unit. Ask pupils to split their cards into two categories of their choice (e.g. "masculine words" and "feminine words" or "things you eat" and "things you don't eat"). Ask the pupils to share their groups of cards with the rest of the class, and see if the other pupils can guess their categories.		