

Unit 8 Qu'est-ce que tu veux?

ABOUT THE UNIT

In this unit children learn to ask for drinks and snacks and begin to learn about French money. They revise vocabulary associated with festivals to help them to understand seasonal stories and to recite and perform poems and songs.

WHERE THE UNIT FITS IN

In this unit children have the opportunity to revise numbers and revise and extend previously learnt language associated with festivals. Children will learn the names of some drinks and snacks, and will be able to participate in café role plays. Throughout this unit, there are opportunities to revise and consolidate greetings, dates and birthdays, analogue times, colours and numbers.

PRIOR LEARNING

It is helpful if children already know:

- that nouns in French have a gender, and can be singular or plural
- *C'est combien?* and numbers 0 to 50
- how to express likes and dislikes
- *C'est* (+ adjective)
- *Qui est-ce?* and *C'est* (+ person)

OUT-OF-SCHOOL LEARNING

Children could:

- use the internet to find material about food and drink in France, and about festivities and traditions in France
- be encouraged to read storybooks or use CD-ROMs for independent learning

NEW LANGUAGE CONTENT

- asking for drinks and snacks
- French money
- festival vocabulary

RESOURCES

- pictorial cards of drinks and snacks
- prices on cards or adhesive notes
- text cards of opinions
- food-and-drink board game
- pictures and real objects on a seasonal theme, which could be used for a display
- musical cassettes, videotapes on related topics
- 'Big Books' on related topics

LINKS WITH OTHER SUBJECTS

Activities in this unit could be used to complement learning in ICT, English, literacy and drama.

EXPECTATIONS

At the end of this unit

most children will:

ask for certain drinks and snacks; understand sums of money; understand and use a range of vocabulary relating to Christmas; sing a song or recite a poem from memory on a related topic; listen to a story and select keywords and phrases; devise and perform a short sketch, in groups of two or three, using structures learnt in the unit

some children will not have made so much progress and will:

listen and respond to the names of foods and drinks; respond with *oui* or *non*, gestures or short answers to questions about food and drink or money; refer to text or visual clues when singing songs or reciting poems; copy or label using single words or short phrases

some children will have progressed further and will:

write a description or speak accurately about a festival; research new vocabulary using a dictionary and apply it accurately; research new ideas from internet sites or from an encyclopedia and other sources, and incorporate this into their learning

FUTURE LEARNING

The opportunity to communicate with teachers and pupils in secondary schools might be exploited in this unit. Children could visit French classes and communicate in French with pupils in years 7 or 8.

CORE VOCABULARY AND STRUCTURES

Qu'est-ce que tu veux?

je voudrais ...

... s'il vous plaît

un jus d'orange

un coca

une limonade

une eau minérale

un thé

un café

un paquet de chips

un sandwich au fromage

un sandwich au jambon

une glace

C'est combien?

un franc

deux francs

un euro

un franc cinquante

Voilà

Merci

Quel parfum?

vanille

chocolat

fraise

citron

pistache

café



LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

CHILDREN SHOULD LEARN

1

- how to ask for certain drinks and snacks

- Present the new vocabulary using picture flashcards or plastic models of food and drink. Encourage the children to echo and chorus the new words with accurate pronunciation.
- Design and perform a 'Mexican wave' game using vocabulary for different foods and drinks. Repeat frequently using different patterns.
- Deliberately stress the number of syllables in words when pronouncing them, *eg ca/fé crême, jam/bon*.
- Show the written forms of the new vocabulary. Allow the children to record the spellings in their French folders by using a matching or linking activity on a worksheet.
- Play 'true or false', spelling or memory games with the vocabulary and pictures, as described in previous units, or play board or card games that require children to name or to ask for items of food and drink.
- Play the 'Mystery café game'. Choose a photograph of someone in the school or a celebrity. From the pool of food and drink flashcards, choose one or more items of food and drink, but place the cards face down so that they cannot be seen. Ask the class to guess what the person wants, *eg Monsieur Smith voudrait un paquet de chips. (Oui/non). Monsieur Smith voudrait un coca. (Oui/non)*. Allow a limited number of guesses, or set a time limit.
- Play a group response game. Give each group a set of the same pictures, then make statements, *eg Je voudrais ... un coca, une eau minérale, un sandwich au fromage, une glace*. The first group to respond correctly by holding up the flashcard(s) showing the appropriate items gains a point.
- ▲ Introduce ice cream flavours, if there is time.

2

- to understand and know how to use French money and euros
- to use items of food and drink and money in dialogues

- Play a variety of games introduced in previous units to revise numbers out of sequence.
- Present flashcards of prices and use repetition games so that the children learn them, and match them to items of food and drink.
- Model *C'est combien?* and elicit answers.
- Provide a guessing game for children to practise the question *C'est combien?*
- Model conversations for asking for and buying items, *eg*
 - *Bonjour*
 - *Bonjour*
 - *Qu'est-ce que tu veux?*
 - *Je voudrais une glace, s'il vous plait*
- ▲ Or, *eg*
 - *Quel parfum?*
 - *Chocolat, s'il vous plait.*
 - *C'est combien?*
 - *10 francs*
 - *Voilà*
 - *Merci*
- Use self-adhesive notes stuck to flashcards to show prices of items.
- Discuss how much the franc and the euro are worth and do simple calculations to work out equivalent prices. Make up café menus with price lists in francs and in euros.
- Role play: in pairs or groups the children could 'buy' food, drink and other items.
- ▲ Role play: the children could exchange money at a bank or bureau de change.
- ▲ Introduce names of shops, *eg la boulangerie, l'épicerie, la pâtisserie, la pharmacie*, and match with pictures and goods. Introduce *une carte postale, un timbre*.

LEARNING OUTCOMES

CHILDREN

- recognise words for food and drink and name the items accurately, by holding up a flashcard, object or making a physical response
- pronounce the food and drink vocabulary accurately
- ask politely for items of food and drink using suitable phrases
- understand names of food and drink items when they read them in text
- label food and drink items using matching or linking activities
- devise and participate in a dialogue or role play, in groups of two or three

POINTS TO NOTE

- Handling real objects, cards and games will help children remember the names.
- Opportunity for revision and consolidation: revise the sound in *sandwich*, *jambon*, and notice how this sound can be represented in different words, eg **ans**, *soixante*, *cinquante*, **vendredi**, **ensemble**, *absent*, **anglais**, **français**, **janvier**, **enfant**, **temps**, **contient**, **blanc**; revise the sound in *paquet* (*de chips*) and **coca**, and notice how this sound can be represented in different words, eg **quelle**, **cing**, **quatorze**, **quinze**, **sac**, **café**, **casserole**, **crabe**, *kilomètre*, *Monique*, *Dominique*; revise the sound in *jus d'orange* and **une**, and notice how this sound can be represented in different words, eg **tu**, *Lune*, *Saturne*, *Vénus*, *Pluton*, *fusée*, **rue**, **début**, **calcul**, **sur**, **pur**, **sûr**, *le Luxembourg*.
- Listening for keywords: children could apply listening skills developed in English. They listen to a story in French, or share in reading a 'Big Book', select key words and phrases, eg *choose an item to draw in the air whenever they hear it*, and perform an action when certain language is heard, eg *rub their tummy when someone says they are hungry*.
- Activities such as cheese tasting help to reinforce the language, eg *j'aime*, *je n'aime pas*.
- Children could express their preferences using a survey or survey opinions in other classes.
- This unit offers opportunities to compare foods from around the world.
- There is an opportunity to read stories and use 'Big Books' that use some of the themes included in this unit.
- The children could sort the pictorial flashcards by gender, eg *by placing the cards onto mats or into boxes labelled according to gender*.

- ask how much something costs
- understand prices and select money or card appropriately
- say prices correctly when asked in a dialogue
- role play buying food and drink or changing money

- Mathematics: using real or play money consolidates numeracy skills.
- Core vocabulary could be displayed in the French area of the classroom or school.
- Children could use menus, shopping catalogues or adverts to compare prices of goods from other countries.
- Healthy eating: introduce names of more foods under the headings:
 - *Mangez peu*, eg *de sucre*, *de beurre*
 - *Mangez avec modération*, eg *du fromage*, *de la viande*
 - *Mangez beaucoup*, eg *de fruits*, *de légumes*, *de pain*

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

CHILDREN SHOULD LEARN

3

- dates and names of significant festivals
- Revise the asking and giving of dates, eg *Quelle est la date de Noël? Le 24 décembre, la veille de Noël. Le 25 décembre, le jour de Noël. Le 6 décembre, la fête de Saint Nicolas.*

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- further Christmas vocabulary
- ▲ Revise the Christmas vocabulary learnt in unit 2, eg *Meilleurs Vœux, Joyeux Noël, Bonne Année.*
- ▲ Present the new vocabulary, eg *une bûche de Noël, un sapin, Marie, Joseph, Bethléhem, l'enfant Jésus, les rois, un chameau, un cadeau, les bergers, les moutons, le Père Noël, un traineau*, using either pictures or real objects to illustrate the meaning. Encourage the children to echo/chorus the new vocabulary, paying attention to pronunciation.
- ▲ Provide opportunities for the children to listen to a variety of stories, sing songs and learn poems on a Christmas theme.

END-OF-UNIT ACTIVITIES

- to apply the knowledge, skills and understanding learnt in this unit
- The children could follow instructions for a festive recipe. This might be an end-of-unit competition.
- A simple tableau in a school assembly could focus on *une boîte de cadeaux*. One child pulls out a present which has a label, eg *un livre, un sac, une trousse*, and says, eg *J'ai un cadeau pour toi. Qu'est-ce que c'est? C'est un sac.*
- Children might present a concert of words and music, in both English and French, which demonstrates their learning in this unit. This could include songs, poems, stories and sketches on a festive theme.
- Children might also like to include a French café within their concert or celebration. Items of food and drink could be labelled in French, the children could create café menus using ICT, and items could be 'ordered' or asked for in French.

LEARNING OUTCOMES

CHILDREN

POINTS TO NOTE

- ask and answer questions about dates of festivals

- There are opportunities for the children to discover the cultural background to Saint Nicholas' Day and Christmas in France and other European countries, as well as other French festivals, eg *Bastille Day, Agincourt, Joan of Arc, le 11 novembre (l'Armistice)*.
- Art and design: there are opportunities for art work, and the designing and making of greeting cards.

- pronounce the vocabulary accurately
- use spoken French to identify the Christmas items when shown real objects or pictures
- select keywords and phrases when listening to stories on a Christmas theme
- participate in singing songs or reciting poems on a Christmas theme

- ICT: children could exchange Christmas greetings with partners abroad via post, e-mail or videoconferencing. They could e-mail a free personalised Christmas card in French from those available on the internet.
- Literacy: draw attention to how the sound *u* as in *mouton* is pronounced, and how this sound can be represented differently in words, eg *vous, joue, goût, doux, partout, où, août, houx, loup, sous*.