

Unit 3: Je prends le petit déjeuner

Objectives

To learn everyday French words and phrases for breakfast foods and drinks; to be able to role play breakfast time in French.

Introducing the vocabulary

- Using props, demonstrate what might be found on a French breakfast table. Hold up each item and say the word in French. Ask the children to repeat what they have heard. Point to individual items and ask: *Qu'est-ce que c'est ?*
- Ask the children to cut out the breakfast items on photocopiable page 36 (*Le petit déjeuner*) for use later in the lesson. While they do this they could practise saying the new words in small groups.

Vocabulary extension

- Play Kim's game to reinforce the vocabulary. Tell the children to close their eyes and remove one of the props. Ask: *Qu'est-ce qui manque ?* (What's missing?)

Core activities

- Introduce the key phrases to the class. Ask individual children what they would prefer, using the props as visual aids: *Tu préfères du café ou du chocolat chaud ?*
- Initially they will respond with the item only but can be encouraged to use *je préfère ...*
- To familiarise the children with the new words, and reinforce the learning of Unit 2, ask them to pass items to you: *Passe-moi du beurre s'il te plaît.* Remind the children of other vocabulary and phrases learned in Unit 2 (*voilà, bon appétit, merci*).
- Once the children are familiar with the phrases and breakfast items, they can role play eating breakfast in pairs or small groups, perhaps assuming the role of different family members. They should use their cut-outs from photocopiable page 36 and perhaps their completed *set de table* (photocopiable page 35) as props.
- Invite groups to perform their role plays to each other in the classroom, or as part of a French assembly or day.

Extension activities

- Introduce the following additional phrases: *je voudrais, je prends, je mange.*
- Explain some of the grammar behind the phrases you are teaching. Introduce the children to the extension phrases.
- Once they have improvised their role play, children could prepare a script for it, checking their spellings against photocopiable page 36 (this could be left on display on the interactive whiteboard).

Cross-curricular ideas

Maths/ICT: To learn how to use ICT to create a survey and bar chart or pie chart of results.

Help the children to design a survey about what the class eats for breakfast (see Extension key words and phrases). Ask: *Qu'est-ce que tu manges pour le petit déjeuner ?* Use ICT to present the data as a bar chart or pie chart.

Science/PSHE: To be able to differentiate between healthy and unhealthy foods.

Discuss what constitutes a healthy breakfast. Hold up various breakfast items and ask: *C'est bon pour la santé ?* (You could extend the range of items to include healthy options such as fruit: see Unit 5 for vocabulary.)

PSHE/IU: To learn to respect the differences between people and different mealtime traditions.

Discuss mealtime traditions in different cultures, starting with the difference between French and English breakfasts. In France, coffee and hot chocolate are often served in a bowl, and croissants or bread are dipped into these; tea is served without milk, often with lemon; croissants and brioche are very rich, and so are not eaten every day; customs vary by family or by region (for example, cheese and ham are popular in the east of France).

Resources

Interactive activity:
Le petit déjeuner

Photocopiable page 36:
Le petit déjeuner

Photocopiable page 35:
Un set de table
(completed)

Preparation

Real-life or toy versions of breakfast foods such as: croissants, brioche, butter, orange juice, cup of coffee, baguette etc.

Interactive whiteboard