



Year 4 | Package 2 – Ma journée à l'école

Activity overview	
<b>Description</b>	Students experience lunch in a French canteen through the eyes of Jean and Sylvie. The vocabulary of food introduced in resource set <b>1.2 Un petit déjeuner en famille</b> is revisited and expanded to the context of eating lunch at a school canteen in the second part of the talking book series for this package, <b>À la cantine</b> . Students will learn how to talk about the foods they are having for each course, read menus and express their opinion about the foods on offer. They will also have the opportunity to compare and contrast lunchtimes between France and Australia.
<b>Resources</b>	<p><b>2.2 À la cantine</b> talking book (mp4)  <b>2.2 Mon déjeuner</b> audio (mp3)  <b>2.2 Un menu de cantine</b> PowerPoint (.ppsx)  <b>2.2 Partitive article</b> PowerPoint (.ppsx)  <b>2.2A À la cantine</b> student task sheet  <b>2.2B À la cantine</b> student task sheet  <b>2.2C À la cantine</b> student task sheet  <b>2.2D À la cantine</b> student task sheet  <b>2.2E Un menu de cantine</b> teacher resource  <b>2.2F À la cantine</b> student task sheet  <b>2.2G À la cantine</b> student task sheet  <b>2.4B Au déjeuner – partitive articles</b> flashcards (.pptx)  <b>2.4C Au déjeuner – definite articles</b> flashcards (.pptx)  <b>1.4A Pronoms sujets</b> flashcards (.pptx)</p> <p>Additional resources:</p> <ul style="list-style-type: none"> <li>○ stationery items</li> <li>○ mini whiteboards</li> <li>○ paper</li> </ul>
<b>Key language</b>	<ul style="list-style-type: none"> <li>• Experiment with the pronunciation: <ul style="list-style-type: none"> <li>○ of vowel sounds</li> <li>○ word endings shared with English such as <i>-tion</i>, <i>-ent</i> and <i>-ant</i></li> <li>○ intonation patterns</li> </ul> </li> <li>• Personal subject pronouns: <i>je, tu, il, elle, on</i></li> <li>• Present tense verbs: <i>prendre, manger, boire, aimer, détester, adorer</i></li> <li>• Expressing negation: <i>ne/n' ... pas – Je n'aime pas ; Il n'aime pas ; Pas du tout !</i></li> <li>• Prepositions: <i>à</i> (time – <i>à huit heures</i> ; place – <i>à la cantine</i>), <i>pour</i> (<i>pour le déjeuner</i>), <i>chez</i></li> <li>• Conjunctions: <i>et, mais, puis, avec</i></li> <li>• Time – hour + 5-minute increments: <i>une heure, deux heures, trois heures quinze</i></li> <li>• Cardinal numbers 0–69</li> <li>• Understand and write high-frequency words and expressions: <ul style="list-style-type: none"> <li>○ events of the day: <i>la leçon, la récréation, la pause déjeuner</i></li> <li>○ canteen foods: <i>de la viande, des pommes de terre, des pâtes, des légumes, du poisson, de la salade, du fromage, un yaourt/du yaourt, un fruit, une glace/de la glace, du riz, du poulet, des carottes, une salade de fruits/de la salade de fruits</i></li> <li>○ parts of the meal: <i>l'entrée, le plat principal, le dessert</i></li> <li>○ days of the week</li> </ul> </li> </ul>





	<ul style="list-style-type: none"> <li>Examples of language variation and change: <i>Tu habites où ? / Où habites-tu ? ; crayon à papier / crayon de papier</i></li> </ul>	
<b>Links to the Western Australian Curriculum</b>	<b>Communicating</b> <ul style="list-style-type: none"> <li>Socialising</li> <li>Informing</li> <li>Reflecting</li> <li>Translating</li> </ul>	<b>Understanding</b> <ul style="list-style-type: none"> <li>Systems of language</li> <li>Language variation and change</li> <li>Role of language and culture</li> </ul>

### Activity 1: Talking book presentation – À la cantine

Package resource: **2.2 À la cantine** talking book

- Prepare students for their first viewing of the **2.2 À la cantine** talking book by asking them to listen and watch to get the general gist of the story. Discuss with them the techniques they may use to help them:
  - Looking at the pictures for clues.
  - Using cognates – words that are related in two languages. They may look the same and have a similar meaning. Examples: *la télévision, le piano, la table*.
  - Focusing on the words that they have already learnt to help them guess the meaning of new words.

Once students have watched the talking book once, brainstorm the information they understood, encouraging them to share the clues they used to work out new language.

- Organise students into groups of three or four students and assign each group one of three categories: time words, food words, other information. In their groups, students should assign a scribe. As they watch the talking book a second time, members of the group relay the words they hear that fit their category to the scribe, who notes them on a mini whiteboard or butcher's paper. You may need to pause the book on occasion or you can complete this activity in stations, asking groups to move to a new category between viewings two or three.

**Cultural note:** In France, lunchtime is much longer than in Australia. Traditionally, students have the option of going home for lunch or eating in the school canteen. As parents work longer hours or further away from home, more and more students are now staying at school to eat. Parents pay a fee to the canteen which then provides a three/four-course hot meal, including bread and dessert. Meals are freshly prepared each day. In France, lunch is traditionally the largest meal of the day. Students are required to sit at tables for a minimum of 30 minutes to allow them to eat their food slowly and properly. Use this information for a class discussion:

- Do you think a long lunch is a good idea?
- What would be the advantages or disadvantages of having a long lunch/staying at school to eat?
- Which is your largest meal: breakfast, lunch or dinner?

### Activity 2: Introduction to food vocabulary

Package resources: **2.4B Au déjeuner – partitive articles** flashcards  
**2.2A À la cantine** student task sheet  
**2.2 À la cantine** talking book

- Present the food vocabulary to students using the **2.4B Au déjeuner – partitive articles** flashcards. Refer to the **2.4 Flashcards** teacher notes for suggestions on how to vary this presentation.



The flashcards use the partitive article with each food item. As an extension to your vocabulary presentation, you could take the time to talk about masculine and feminine words and ask students to observe the partitive article that introduces each item. They may recognise that this is different to what they have previously seen (*le, la, les*) in which case you can explain that when we talk about eating food, we do not generally eat all of that food in existence. The partitive article *de* can be roughly translated as *some*.\*

3. Ask students to complete the **2.2A À la cantine** student task sheet. (It is suggested that they store these cards in an envelope or zip-lock bag for later use after completing the listening activity in step 4.)
4. Students use their **2.2A** cards in a simple listening activity. State what you have for lunch and ask students to locate the corresponding cards and display them on their desks. Tell students to listen only for food vocabulary items and not to worry about the other phrases. A sample listening text: « *Pour le déjeuner, je prends de la salade. Puis, pour le plat principal, je prends du poulet et après ça je prends du gâteau au dessert.* »
5. Students could then also play a guessing game in pairs. Each student chooses an entrée, main meal and dessert secretly and places the food cards face-down in front of them. They then take it in turns to guess what their partner is eating with the question and answer:
 

**Q.** « *Pour l'entrée, tu prends [des carottes] ?* »  
**A.** « *Oui, je prends [des carottes] pour l'entrée. / Non, je ne prends pas [de carottes] pour l'entrée.* »

**NB:** After the negative *ne ... pas, des, de la* and *du* change to *de*. Guide students to notice this change and take the time to teach the grammar point.
6. Allow students to watch the **2.2 À la cantine** talking book one more time once they have worked with the food vocabulary, this time listening only for food words. Ask them to find the corresponding vocabulary cards and place them face-up on their desks.

**\*NB:** Students will come across both structures: *du yaourt* and *un yaourt*. They are both correct, having slightly different meanings. *Un yaourt* would suggest a yoghurt such as in a small tub. *Du yaourt* suggest that you are having some yoghurt, for example from a larger tub of yoghurt. You may like to discuss this language variation with students as they notice it.

### Activity 3: Prendre – verb pentagon

	<b>1.4A Pronoms sujets</b> flashcards
Package	<b>2.4D Le verbe prendre</b> flashcards
resources:	<b>2.2A À la cantine</b> student task sheet (prepared cards)
	<b>2.2B À la cantine</b> student task sheet

1. Revise subject pronouns with students, using the **1.4A Pronoms sujets** flashcards for support. Students can point to themselves, another person, a boy and a girl to indicate that they understand each pronoun.
2. Revise the definition of a verb with students and how they function in a sentence:
  - a. A verb is a doing word.
  - b. Elicit verbs that students are familiar with, focusing on those used to talk about food and drink (*manger* and *boire*).
  - c. Can students recall that these verbs needed to change in spelling (conjugation) when using them in a sentence?
3. Students will have heard the verb *prendre* (to take) in previous activities. Introduce them to the verb formally, explaining that it can be used to talk about the foods and drinks people take or are having. It is also used instead of *manger* and *boire* to talk about eating a meal or a course within a meal: « *Je prends le petit déjeuner. / Il prend un dessert.* » They may observe that some subject pronouns share the same verb conjugation. Use the **2.4D** flashcards to drill the verb *prendre*.
4. Students complete the **2.2B À la cantine** student task sheet. To increase engagement, allow them to practise piecing back together their verb pentagon a couple of times before challenging them to a race.



5. Practise making sentences with students using the verb *prendre*. To do this, write a sentence on the board such as *Il prend des pâtes*. Instruct students to find the correct pronoun, verb conjugation (from their **2.2B** pentagon) plus a food item (from their **2.2A** vocabulary cards) to reconstruct the sentence on their desk.
6. Students can then be encouraged to make their own sentences using their pentagon and cards. Write their sentences on the board as they share them with the class.

#### Activity 4: Mon déjeuner d'aujourd'hui

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Package	<b>2.2A À la cantine</b> student task sheet (prepared cards)
resources:	<b>2.2 Mon déjeuner</b> audio <b>2.2C À la cantine</b> student task sheet

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1. Organise students into pairs and ask each pair to take out a set of **2.2A** vocabulary cards.
2. Play the **2.2 Mon déjeuner** audio once, pausing after each student talks about what they are having for lunch. Ask your students to work with their partner to locate the vocabulary cards that show what Maxence, Jean, Sylvie and Julie are having for lunch.
3. Elicit the responses from them by asking, for example:  
**Q.** « *Maxence prend du riz ?* »  
**A.** « *Oui, il prend du riz. / Non, il ne prend pas de riz.* »
4. Play the **2.2** audio one more time to allow students to complete their **2.2C À la cantine** student task sheet individually.

#### Activity 5: Les plats du déjeuner

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Package	<b>2.1D Mots de liaison</b> teacher resource
resources:	<b>2.2A À la cantine</b> student task sheet (prepared cards) <b>2.2D À la cantine</b> student task sheet

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1. Elicit from students what they have already learnt about mealtimes in France. How do these compare with what happens in Australia?
2. Focusing on lunch, explain that a French lunch is often a three-course meal which includes:
  - o **l'entrée** – usually something small like a salad or soup. If possible use French:  
« *D'abord pour l'entrée, on prend de la salade ou de la soupe.* »
  - o **le plat principal** – something more substantial like meat with rice or pasta.  
« *Après ça, pour le plat principal, on prend de la viande avec du riz ou des pâtes.* »
  - o **le dessert** – ask students to name which food would be appropriate for dessert, using:  
« *Et puis, pour le dessert, on prend ...* »

Students have now seen the subject pronoun *on* used for 'one', 'people' and 'we'. Elicit from them who they think the pronoun *on* refers to in this context.

3. Explain to students that they will be making their own ideal daily canteen menu. As a warm-up, describe to students your own ideal lunch menu, eg « *D'abord, pour l'entrée, je prends des légumes. Après ça, pour le plat principal, je prends du poulet avec du riz. Puis, pour le dessert, je prends de la glace.* » Instruct students to take out the **2.2A** vocabulary cards that match your menu. As an extension, ask them to work as a class to retell you what you are eating using the subject pronoun *tu*. The cards **2.1D Mots de liaison** may support students to connect their sentences.
4. Students then complete the **2.2D À la cantine** student task sheet with their own ideal canteen menu. Depending on your cohort of students, you may like to vary this task to encourage them to include sequencing words as well as the words for the different courses. You may provide them with extra support by adding sentence starters to the board.
5. Encourage students to report back to the class and say what their partner is having, using *il prend ...* or *elle prend ...*



6. Explain that the canteen menu changes daily in a French school. Revise the days of the week with students. As an extension to this activity, you may like students to use the menus they have made to develop a new weekly menu in pairs or groups of three. They will need to develop a list of the days of the week and then cut and glue the variations of their ideal menus to place under each day of the week. They will either need a copy of the food images or perhaps they can cut out images from magazines. How varied have their menus ended up? Can they talk about their menus using the subject pronoun *on*?

### Activity 6: Menu barrier game

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Package        **2.2E Un menu de cantine** teacher resource  
resources:    **2.2 Un menu de cantine** PowerPoint

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1. Organise students into pairs and ask them to sit facing one another. Hand out the **2.2E Un menu de cantine** teacher resource, giving each student per pair either *Personne A* or *Personne B*. Ensure students keep their table a secret from their partner.
2. Before beginning the activity, study the table with students, eliciting from them:
  - a. Which part of the menu shows the days of the week. If you wish, revise what is special about days of the week in French (written with a lower-case letter).
  - b. What courses are offered each day.
3. Explain to students that each of them has a partially complete menu. Their partner has their missing information. They must ask each other what they will be having on certain days to complete their menus. Revise how they will do this, using Monday's dessert as an example:  
**Q.** « *Est-ce qu'on prend de la glace pour le dessert lundi ?* »  
**A.** « *Non, on prend du yaourt.* »
4. Students then work in pairs to complete their menus.
5. Check the accuracy of the students' menus at the end of the activity by asking them as a class to respond to your questions. Click on the missing items on the **2.2 Un menu de cantine** PowerPoint to display the corrected version of the menu.

### Activity 7: Canteen worker conversation

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Package        **2.2F À la cantine** student task sheet  
resource:

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1. Ask students to imagine that they are in a French canteen. The supervisors there emphasise how important manners are while having lunch. Elicit some polite words that students may need to use when visiting a French canteen (eg using *s'il vous plaît* and *merci* and addressing canteen staff as either *madame*, *monsieur* or *mademoiselle*).
2. Hand out the **2.2F À la cantine** student task sheet. Read through the conversation out loud, asking students to read along with you.
3. Give them a chance to skim the conversation with a partner. Help them with the meaning of any words they do not understand.
4. Re-read the conversation out loud, using the same choices as you made in step 2. This time, ask students to underline the words or phrases they hear you use when there is a choice. They should do this in pencil.
5. Ask students for the words they underlined. If possible, do this in French:  
« *Je prends du poisson ? / Est-ce que je prends du poisson ?* »
6. Once students have the correct answers, ask one student to play the role of the canteen employee (*Personne B*). Act out the conversation with the volunteer. Students should then erase the markings they made on their conversation.
7. Organise students into pairs and ask them to select who will play the role of *Personne A* and *Personne B* to begin with.



8. Ask students to read through their dialogue boxes and underline their choice where they are able to make one.
9. They then role-play the conversation before swapping roles.

## Ideas for expansion/differentiation

- You may like to discuss the types of food that students like and dislike. It will depend on your cohort of students as to whether or not you complete this activity and at what stage. The reason being that when you discuss your opinions in French, you require the definite article and this activity set has focused on using the partitive article. You will need to explain this or introduce the food vocabulary with the definite article. A PowerPoint and student task sheet have been provided: **2.4C Au déjeuner – definite articles** flashcards (in the **2.4 Flashcards** set of resources) and the **2.2F À la cantine** student task sheet in this set. The animated **2.2 Partitive article** PowerPoint, based on Jerome Bruner's theory of concept attainment, has been included in this set to assist with teaching how the definite article combines with *de* to make the partitive article. Click on the slide to reveal a type of food using the definite article. On a second click, the article will change to *de la*, *du* or *des* and the food will move to a space in the table. Use the think, pair, share process to see if students can summarise what is happening. The last type of food presented is *la salade*. Clicking on the slide after this game will reveal the rules for using *de + la*. This combines with the definite article to become *de la*.

## Available resources for further development

- Song « *J'ai faim, j'ai soif* » from *Singing French*, Helen MacGregor and Stephen Chadwick, A & C Black, 2004
- Song « *J'aime les fruits* » Alain Le Lait, tialela99, 14 April 2013 [youtu.be/nJ03KjwilVM](https://youtu.be/nJ03KjwilVM)
- Song « *Bananes, Bananes, Bananes* » from *French is Fun with Serge, the Cheeky Monkey (Salut Serge)*, Sue Finnie 2006, BBC Active

## Audio transcript

### 2.2 Mon déjeuner audio

Maxence	Salut, je m'appelle Maxence. Aujourd'hui, pour le déjeuner, je prends de la viande, des pâtes et des frites. Je prends de la glace pour le dessert. Mmm, j'adore la glace à la vanille !	
Jean	Salut, c'est moi, Jean. D'abord, je prends des pommes de terre, de la salade et du poisson. Après ça, pour le dessert, je prends de la glace. La glace au chocolat, c'est délicieux !	
Sylvie	Bonjour, je m'appelle Sylvie. Regarde, aujourd'hui je prends de la salade avec du poulet et pour le dessert, de la salade de fruits. Miam miam, j'adore les bananes.	
Julie	Alors, moi, je m'appelle Julie. Aujourd'hui je prends du riz avec de la viande. Après ça, je prends un yaourt pour le dessert.	