

# Contents

Introduction .....	6
Unit thirteen – <i>Bon appétit!</i> (Enjoy your meal!).....	7
Unit fourteen – <i>Je suis le musicien</i> ('I am the music man').....	14
Unit fifteen – <i>En route pour l'école</i> (On the way to school) .....	20
Unit sixteen – <i>Scène de plage</i> (Beach scene).....	26
Unit seventeen – <i>Les quatre saisons</i> (The four seasons).....	32
Unit eighteen – <i>Les planètes</i> (The planets).....	39
Unit nineteen – <i>Notre école</i> (Our school).....	46
Unit twenty – <i>Notre Monde</i> (Our world).....	53
Unit twenty one – <i>Monter un café</i> (Creating a café).....	59
Unit twenty two – <i>Le passé et le présent</i> (Then and now).....	65
Unit twenty three – <i>Au parc d'attractions</i> (At the theme park)....	71
Unit twenty four – <i>Quoi de neuf passé?</i> (What's in the news?).....	78

# Introduction

## About the book

*Un, deux, trois!* aims to make French practical and achievable. Its exciting and appropriate material will ensure that children of all levels of ability have the opportunities to both enjoy and achieve in their language learning. And it will support you, whatever your level of linguistic confidence or competence.

This book builds on the teaching of Book 1. It continues to address three fundamental strands of language teaching: oracy, literacy and intercultural understanding. It responds to the recommendations of the QCA Framework for Languages by providing opportunities for children to:

- become increasingly familiar with the sounds and written form of French;
- make comparisons between French and other languages;
- expand their cultural awareness;
- grow in confidence as they understand what they hear and read;
- learn to communicate;
- develop linguistic competence.

## Using the book

Reflecting the structure of the Framework for Languages, the book is divided into twelve Units.

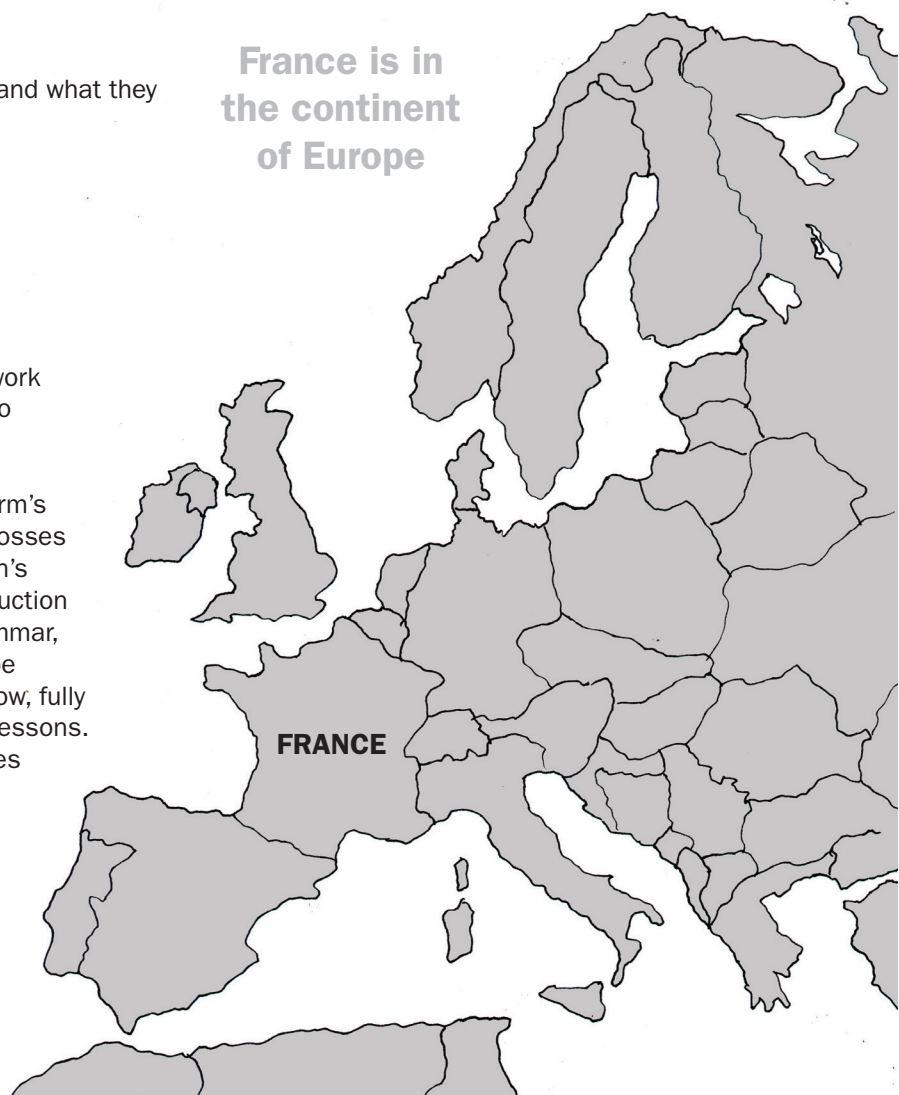
Each Unit forms the basis of half a term's work and covers a theme that both crosses cultures and is relevant to the children's lives. For each Unit, there is an introduction stating the main teaching points, grammar, language sounds, and vocabulary to be addressed. There are four easy-to-follow, fully planned and resourced, ready-to-use lessons. These are supported by photocopiables and follow-up ideas. Each lesson plan explains what you will need, how to prepare, what to say to the children and what to encourage them to say.

Make one lesson the core of a week's teaching. Keep returning to the contents of a lesson during the week, playing, repeating and adapting games, so you give all

the children the confidence to contribute. Use the Follow-up activity as a tool for differentiation, as only more able children will be able to complete the full task. Teach the lessons in chronological order, so learning in one lesson is a foundation for the next. Finally, draw the Unit together with the 'More ideas' section of school and home activities, using the section to revise and consolidate the lessons' main teaching points and extend opportunities to learn about French culture.

The main aim of language teaching is to develop linguistic competence, so be ready to adapt material to suit your opportunities. A game used in one Unit may be easily adapted to consolidate learning in another Unit. Similarly, grasp opportunities to take French beyond timetabled lessons and into other areas of classroom life. Most of all, generate enthusiasm, as children gain pleasure from their language-learning skills.

France is in  
the continent  
of Europe



# Unit 13 Bon appétit!

(Enjoy your meal!)

## Unit theme

- Food and drink

## Teaching points

- Talking about what has been eaten and drunk
- Making simple statements about food and drink
- Expressing likes, dislikes and preferences about food and drink
- Understanding and giving instructions
- Following and writing recipes

## Grammar

- Perfect tense: *manger (j'ai mangé, tu as mangé); boire (j'ai bu)*
- *les* and *des* with plural nouns
- compound sentences containing *et* and *mais*
- Agreement of adjectives: masculine and feminine plural
- Imperatives: *vous* form of regular and irregular verbs
- Using *du, de la, de l', des*

## Language sounds

- *on/onne*
- *an/en*
- *au/eau*

## Vocabulary

*Dans le sac il y a...*

*J'ai mangé*

*J'ai bu*

*Tu as mangé (une banane)?*

*et*

*mais*

*Il est bon/mauvais*

In the bag there is ...

I ate

I drank

Did you eat (a banana)?

and

but

It is good/bad

*(pour la santé)*

*Elle est bonne/mauvaise  
(pour la santé)*

*Ils sont bons/mauvais  
(pour la santé)*

*Elles sont bonnes/  
mauvaises (pour la santé)*

*Il te faut...*

*un sandwich au fromage/  
jambon/chocolat/thon*

*un gâteau*

*une banane*

*une pomme*

*une orange*

*des chips*

*du fromage*

*de l'eau*

*Comme casse-croûte j'ai ...*

*le caramel*

*le chocolat*

*le chocolat chaud*

*la soupe*

*les pommes de terre au four*

*les saucisses*

*du pain pita*

*de la sauce tomate*

*des tomates*

*des champignons*

*du fromage râpé*

*de la sauce caramel*

*des bonbons*

(for your health)  
(masculine singular)

is good/bad (for your health) (feminine singular)

They are good/bad (for your health) (masculine plural)

They are good/bad (for your health) (feminine plural)

You need...

a cheese/ ham/ chocolate/ tuna sandwich

a cake

a banana

an apple

an orange

some crisps

some cheese

some water

In my packed lunch, I have...

toffee

chocolate

hot chocolate

soup

baked potatoes

sausages

some pitta bread

some tomato sauce

some tomatoes

some mushrooms

some grated cheese

toffee sauce

some sweets

Instructions are given in the polite (plural) form

*Mettez*

Put

*Mettez ... sur*

Put ... on

*Faites*

Make

*Coupez en tranches*

Slice

*Ajoutez*

Add

<i>Mélangez</i>	Mix	<i>Qu'est-ce que tu as comme goûter?</i>	What have you got as a snack?
<i>Mélangez avec ...</i>	Mix with...	<i>Tu as (une banane)?</i>	Have you got (a banana)?
<i>Versez</i>	Pour	<i>Tu aimes (les bananes)?</i>	Do you like (bananas)?
<i>Laissez cuire</i>	Leave to cook	<i>Tu as bu (de l'eau)?</i>	Did you drink (water)?
<i>Faites sauter</i>	Flip	<i>Combien d'enfants préfèrent les sandwiches au...?</i>	How many children prefer ... sandwiches?
<i>Chauffez la pizza au four</i>	Heat the pizza in the oven	<i>Qu'est-ce qu'il y a dans le sac?</i>	What's in the bag ?
<i>Prêt(e)</i>	Ready		

## Additional vocabulary for teachers

*Qu'est-ce que tu as comme casse-croûte?* What have you got as a packed lunch?

### Resources

Food and food pictures

## Lesson 1 Mon casse-croûte (My packed lunch)

### Resources

Food pictures or props; six lunch boxes; a feely bag of plastic (or real) fruit and vegetables; one copy of photocopiable 6A, Book 1

- Display the food pictures from photocopiable 6A, Unit 6, Book 1. How many names can partners tell each other? Share results, turning over the pictures to check.
- Say and write new foods: *une banane, un sandwich, du fromage, de l'eau, des chips, une orange, un gâteau, le jus d'orange*, the children repeating them after you.
- Select a list of 8-10 appropriate packed lunch foods to leave on the whiteboard. Give everyone a piece of card to choose and write one of them for their lunch.
- Arrange the children in a large circle and play **La salade mixte** (mixed salad):
  - Call out a food name: those children change places.
  - Call out two food names: those children can change places.
  - Call out *La salade mixte*: anyone can change places with someone.
  - After two or three minutes of playing, check how mixed your salad is!
- Put the children into groups of four to six to share food information as they question one another:
  - *Qu'est-ce que tu as comme casse-croûte? (J'ai...)*
- Ask everyone to mime eating a food. Ask *Qu'est-ce que tu manges ?* (What are you eating?) In reply, a child should say *Je mange un sandwich.* (I am eating a sandwich).
- Ask the children to draw something they ate yesterday. Ask *Qu'est-ce que tu mangé hier? (What did you eat yesterday?)* In reply, a child should say *J'ai mangé... un sandwich.* (I ate a... sandwich.)
- Explain that *J'ai mangé* and *J'ai bu* (I drank) are past tense forms of verbs, used when talking about things that have already happened. Practise them as a whole class.
- Give each group a lunch-box and explain **Carry-on!**
  - One group member puts his food in the lunch box and says *Comme casse-croûte j'ai* (+ the name of his food). The box passes to the next person who, having added her food to the box, repeats what the first person said and the name of her food. So the box gets fuller and the chant gets longer. (Children may find it easier to speak as a group, individuals only saying alone their food name.)
  - Listen to every group's packed-lunch box. Vote on which sounds tastiest.
- Finish by playing **Feel around**. Give partners a 10 second feel of your prepared feely bag of plastic fruit and vegetables. Ask *Qu'est-ce qu'il y a dans le sac?* The class replies *Dans le sac il y a...* and partners say one food they think they have identified. After every pair has had a turn, how many of your secret foods have the children discovered?

### Follow-up

Suggest making a packed-lunch timetable, the children drawing and labelling their planned packed-lunches for the school week.

## Lesson 2

### C'est bon pour la santé?

#### Resources

Food pictures or props from Lesson 1;  
photocopiable 13A

- Revise and introduce food vocabulary by showing pictures or props.
- Bring out a container labelled *Bon pour la santé*. Confirm the meaning.
- Ask the children to help you identify healthy foods. Agree on a healthy sign (for example, a thumbs up). Say only singular masculine foods, for example: *le gâteau, le fromage, le caramel, un sandwich au jambon, le cresson* (cress). When the children make the agreed sign, help them say their verdict in a sentence, for example: *Un sandwich au jambon est bon pour la santé. Le gâteau n'est pas bon pour la santé.*
- Use a singular feminine noun in the same sentence construction. For example: *Une pomme est bonne pour la santé*. Display the written sentences. Can the children spot an important spelling difference? (*bon* has become *bonne*) Confirm the feminine agreement between the noun and the adjective.
- Announce a hearing test! Give everyone two hearing cards, *bon* and *bonne*. (Some children may prefer to work with a partner, one card each). Read out assorted masculine and feminine sentences, for example: *Le chocolat n'est pas bon pour la santé. Une banana est bonne pour la santé*. Stop after each for the children to hold up a card. Confirm if they are correct. After 10 sentences, how many hearing points did they get? Does their hearing need a re-test?
- Give further practice in adjective agreement by repeating the previous teaching activities for the adjective forms *mauvais* and *mauvaise*.
- Remind the children about the conjunctions *et* and *mais*. Demonstrate their use to form a longer, compound sentence from two short sentences: *J'aime le fromage et le fromage est bon pour la santé. J'aime le caramel mais le caramel n'est pas bon pour la santé. J'aime les tomates mais je préfère les bananes.*
- Divide the class into three groups **A**, **B** and **C**. Set these tasks:
  - **Group A:** children write a short sentence beginning *J'aime...* and complete it with a food.
  - **Group B:** children write a short food sentence beginning *Il est...* or *Elle est...* and complete it with a comment about whether it is healthy.

– **Group C:** children work with a partner, making and writing two conjunction cards, *et* and *mais*.

- Ask **A** children to find a **B** sentence that matches their noun, the new partners then searching for the **C** conjunction they think will suit them. (Have a supply of spare **B** sentences and **C** conjunctions.)
- Challenge each new **A B C** group to join up into a compound sentence, standing in order as they say their sentence to the class. Does the class agree with the choice of conjunction?

#### Follow-up

Give the children photocopiable 13A to complete, reminding them of the use of the pronouns *il/elle/ils/elles* to replace nouns and the need for adjectives and nouns or pronouns to agree.

## Lesson 3 14 juillet (July 14)

#### Resources

Access to the Internet

- Make sure the days of the week and months of the year are on prominent display.
- Put the children into teams of three to play **Make a date**. Allocate roles: one person the day, one the date, the third person the month.
- Call out a date, for example *lundi 7 octobre*, for team members to write their part on their individual whiteboard and quickly stand in the correct order. Award team points to the correct human dates made in the time allowed.
- As the children improve, reduce the time allowed or award points to only the first three correct teams.
- Warn the children that for your final date they need only two roles. Call out *14 juillet*.
- Write the last date on the whiteboard. Do the children know its significance in France? Explain:
  - it marks an event in history;
  - it is Bastille Day;
  - Bastille Day is an annual celebration in France;
  - it is a national holiday;
  - there are big celebrations everywhere: parades, holiday food, bonfires and fireworks.
- Ask the children which English celebration sounds similar? Why? Point out that Bonfire Night also marks an event in history and has bonfires and fireworks to celebrate the occasion.
- Emphasise the importance of food in celebrations. Let the children work with a partner to list in French six fun foods that will suit an evening bonfire and



fireworks party for either Bonfire Night or Bastille Day.

## Follow-up

Ask the children to make a poster advertising a bonfire celebration, drawing and labelling (in French) the food that will be available. Suggest putting an English flag on one half of the poster and a French flag on the other to emphasise the link between the two countries' celebrations.

## Lesson 4

# Le Croque Monsieur

## Resources

Food pictures or props; individual copies of photocopiable 13B

- Remind the children about Bastille Day (Lesson 3), its celebrations and the importance of food. It is in July and a French national holiday, so picnics are popular.
- Have the children heard of a *Croque Monsieur*? (A popular French toasted cheese and ham sandwich).
- Display pictures and say:  
*Ingrédients: du pain, du fromage râpé, du jambon.* (The ingredients: bread, grated cheese, ham). Read out your recipe, using action and mime to clarify meanings:  
*Méthode*
  - **Coupez** deux tranches du pain.
  - **Mettez** le fromage sur le pain.
  - **Ajoutez** du jambon.
  - **Faites** un sandwich.
  - **Chauffez** le sandwich au four.
  - **Voilà** un Croque Monsieur!

- Repeat the instructions, this time the children miming the actions. Write the ingredients, recipe and two headings (*Ingrédients, Méthode*) on the whiteboard. Can the children identify the verbs highlighted in the recipe? Point out their position at the start of sentences and their role of giving commands. Guide the children to identifying them as imperatives.
- Pretend it is Bastille Day! Give the children permission to create their own *Croque Monsieur*. With sweet or savoury ingredients, the sandwich does not have to be healthy!
- Let the children plan their ideas, using bilingual dictionaries to list their ingredients.

## Follow-up

Give the children photocopiable 13B to complete, suggesting they first write their recipe in rough. Encourage helpful illustrations and inventive sandwich names. Afterwards, use the recipes to compile a class cookery book.



**Celebrations for Bastille Day begin the night before, all over the country, but the best firework displays are in Paris.**

# Bon appétit!

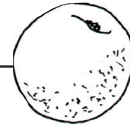
adjectives	adjectives	conjunctions
bon	mauvais	et
bonne	mauvaise	mais
bons	mauvaises	
bonnes		

## Part 1

For sentences labelled **a**, fill the gap with the correct food noun.

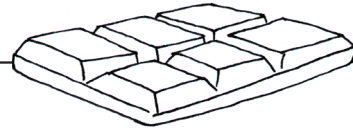
For sentences labelled **b**, choose the adjective to agree with the noun.

1 a J'aime une – \_\_\_\_\_



b Elle est... pour la santé.

2 a J'aime le – \_\_\_\_\_



b Il est... pour la santé.

3 a J'aime le – \_\_\_\_\_



b Il est... pour la santé.



4 a Je n'aime pas le – \_\_\_\_\_

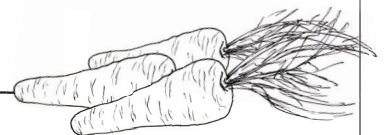
b Il est... pour la santé.

5 a J'aime les – \_\_\_\_\_



b Ils sont... pour la santé.

6 a Je n'aime pas les – \_\_\_\_\_



b Elles sont... pour la santé.

## Part 2

Make one sentence from each pair of sentences, using the conjunction **et** or **mais**.

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## **Ingrédients**

## **Méthode**



## More ideas for...

### Work at school

- Make **Carry-on!** (Lesson 1) into a regular favourite by organising quick games. This will extend the children's food vocabulary and improve their confidence as speakers.
- Suggest the children make a bilingual food dictionary. Encourage them to think carefully about how to organise it for easy reference. Will illustrations help? Will computer presentation make it easier to add new words? What about alphabetical order?
- Use the data collected in the **Follow-up** activity to Lesson 1 for the children, with the help of a partner, to award between one and five 'Bonne santé' (Healthy eating) stars to each of their lunches. Suggest the children total their stars. Use an ICT lesson for the children to present the data in graphical representation (they could combine information with a partner.) Afterwards ask them to interpret the graphs. What facts are shown about their eating habits? Is one day particularly likely to be unhealthy?
- Let the children make and taste a classic *Croque Monsieur* by following the recipe in Lesson 4. Put the children into small groups and provide the ingredients to make a sandwich. Use a sandwich-maker to toast each sandwich. Afterwards ask

the children to write about their reactions. Provide sentence ideas, for example:

*J'aime /Je n'aime pas le Croque Monsieur. Il est... délicieux/horrible. Il est facile/difficile à faire.*

### Work at home

- Set a history research task for the children to discover the factual origins of Bastille Day.
- Explain that *le Croque Madame* is a variation of the classic *le Croque Monsieur* sandwich. Challenge the children to find out how it differs. (It has a fried egg on top.)
- Ask the children to make an illustrated menu showing the two sandwiches in the previous activity. Underneath they should write which they prefer. (*Je préfère ...*) Can they persuade their parents to let them help make it?
- Give the children photocopiable 13B, a list of useful imperative verbs and food vocabulary (perhaps their food dictionaries from **Work at school**) to take home. Ask them to create a recipe for a salad (fruit or vegetable), try it out, and write a rough draft before they complete photocopiable 13B.

The Bastille, a prison in Paris, was the scene of the beginning of the French Revolution in 1789.

