*The following lesson plans are guidelines and may be adapted based on learners’ (individual) needs. Content may also be modified, further developed or disregarded based on the learning context.*

*Tasks may be used for individual, paired or small group activities, as appropriate.*

**Thème 2: "Dis-moi ce que tu manges, je te dirai ce que tu es."**

|  |  |  |
| --- | --- | --- |
| **Slides** | **Content** | **Suggested Teaching & Learning** |
| 1 | Title | * Ask learners about previous lessons in terms of language and cultural knowledge as well as tasks |
| 2 | Title & Learning Intentions | * Ask learners to work out the title in English |
| 3 | Food revision table | * Ask learners to write down the foods they remember * Learners compare vocab with neighbour * Teacher asks learners for summary of vocab |
| 4 | Food group pyramid | * Ask learners to match up the food group with the images from each level * Describe the images in pairs or as a class, see if learners can recognise all of the food vocabulary |
| 5 | Amounts revision | * Ask learners if they remember how to describe amounts * Try and remember which articles are masculine/feminine/plural * Place the correct article next to each food group * Give hint about ‘s’ means plural like ‘des’, if need be * Feminine and Masculine is 50/50 chance! * Learners must understand that they can experiment with the language and get it wrong |
| 6 | Food list | * Ask learners to go through vocabulary in pairs and see if they know everything * Tell them to underline the ones they don’t know * Teacher then goes through the vocabulary with learners, asking learners for answers * Learners should write down the English if they have underlined it * Based on level, learners in groups could be asked to find the translation for specific words in the grid (possible race) and the group with the fastest/most accurate translations gets points awarded |
| 7 | Food categories | * Learners then place each food item in the right category in pairs or individually (can check a dictionary if they do not remember a word they did not write down, or ask peers about what the word means); this enables the learning responsibility to be shared by the learner as well * Highlight in different colours if feminine, masculine or plural |
| 8 | Food gap fill | * Learners try and work out where each food category from the pyramid should be placed, based on the additional information * Learners are confronted with the language in context * Learners may disagree with the corrections and this could lead to a discussion on eating habits. * e.g. “je suis d’accord” vs “je ne suis pas d’accord” * Teacher can read out the sentence and learners vote if they agree or disagree orally |
| 9 | Pyramid with all the information | * Ask learners about any missing food words from the pyramid – groups get extra points (previous knowledge or through dictionary skills) * Oral description for more points: “Dans la rangée jaune, il y a du/des/de la...” * The teacher can also say a sentence and learners have to translate it into English (based on class level) |
| 10 | Quantity revision | * Ask learners to match up each based with the correct image as revision (if learners are unfamiliar with amounts, go through the vocabulary) * Explain the different types of cheese & names (ask if learners know them) * Camembert in France and Gruyere in Switzerland (francophone aspect + cheese names can be town names as well as drinks, e.g. evian / champagne) |
| 11 | Amount consolidation | * Teacher double checks learners’ talking skills and pronunciation |
| 12 | Talking practice | * Learners practise talking using prompts in pairs, making up sentences about what they should/shouldn't eat * Learners then respond saying “oui, je suis d’accord” vs “non je ne suis pas d’accord” * Teacher can also encourage learners to say the comical statements and see if the class as a whole can translate the sentence into English or respond in French using the responses mentioned above |
| 13 | Scott’s diet | * Listen to the video as a whole without questions * Try and guess the questions asked by interviewer * Then show questions and go through them, looking at possible options for answers * Listen to the video again, focusing on answers * Scaffold the learning through chunks of listening |
| 14 | Scott’s advice | * See slide 13 |
| 15 | Scott’s other hobbies | * See slide 13 |
| 16 | Food idiomatic expressions | * Teacher goes through the sentences in French and learners highlight and identify food items * Learners discuss the meaning of the food items and teacher then goes through it as a class * Based on the literal understanding, learners then match up French idiomatic sentences with the English |
| 17 | Match up correction | * Teacher goes through correction as a class and learners can then be asked to think about the English equivalent or any other food expressions they may know |
| 18 | Imagery association | * To ensure learners have understood the expressions, teacher asks the learners to match up each expression with the correct image (all football related!) |
| 19 | Image Correction | * Teacher goes through answers and images and explains specific ones (e.g. Thuram as an intellectual, Maradona’s hand of God, Mbappé showing off) * Learners may disagree and that is fine... as long as it is in French!! |
| 20 | Reading | * Learners read through Scott’s sport diet * Teacher breaks down the text in chunks, going through the different content based on each paragraph based on level |
| 21 | Questions & Answers | * Learners complete the various question types * Learners should be encouraged to highlight answers * Learners should then highlight, in a different colour, words they do not understand * Teacher then goes through answers and words that learners may not understand * Teacher should emphasise that context is key, as is making the skill of “educated guesses” when struggling with meaning |
| 22 | Dietary tips from Scott | * Learners read through his tips and answer the questions on a more independent level based on the previous task * Highlighting should once again be encouraged for both answers and words they do not understand |
| 23 | The ideal menu | * Learners pick a player (perhaps the one they used in theme 1) and write in French the best diet for a football training day * Learners should include amounts that have been taught * Teacher could ask/encourage learners to share their menus with the class or individually * Note the image (café gourmand – cultural element) |
| 24 | Expressing opinions | * Based on level and previous knowledge, the teacher can ask learners to play the talking game outlined on slide 24 |