

Lesson 2: Parler des aliments et des repas

Talking About Foods and Meals

Grade: 6	Duration: 1.5-2h	
Specific Learner Outcomes:	Learning Objectives:	Assessments:
<p>-Demonstrate an understanding of vocabulary associated with:</p> <ul style="list-style-type: none"> • basic food items • the food groups • nutritious foods <p>-Use the following linguistic elements, mainly orally and sometimes in written form, in modelled situations, to communicate a simple message:</p> <ul style="list-style-type: none"> • the names of basic food items • the names of the food groups • the names of nutritious foods <p>-Recognize that the words du, de la, de l' or des are used to express "some" in English.</p> <p>-Expressions of personal preference (e.g., j'aime, je n'aime pas, je déteste, je préfère...)</p>	<p>Using their knowledge of food-related vocabulary and expressions of personal preference, students will create a balanced plate and an associated list of liked and disliked foods for a partner. They will then present their work to another group.</p>	<p><u>Formative</u></p> <p>The drawing portion of B-35 can be used to formatively assess students' comprehension of the text and knowledge of food item vocabulary.</p> <p><u>Summative</u></p> <p>The task (B-37) can be taken in as summative or formative assessment</p>

Preparation required:

1. Print, cut, and laminate copies of the B-34 **Dobble cards** for students to use. Print one page of the PDF to see how your printer prints the cards, since all printers are different. You may need to change the printer settings to "actual size" to have cards print correctly. There are also JPG files of each slide (B-34-1) that can be individually printed or copied and pasted into a Word document if you are having trouble printing the PDF. Print enough copies of the deck for groups of 4-6 students to each have a deck. Laminating the cards is recommended as Dobble is a fast-paced game and the cards might rip during play.
2. Print one copy per student of **Mon dîner à l'école** (B-35) and **TASK-create a plate** (B-37).
3. Have the **Préférences alimentaires** (B-36) presentation ready on your computer.

Introduction (5 min):

Qui peut nommer quelques aliments? (Who can name some foods?) Ask this question to prompt students to remember some vocabulary from the last lesson. Tell students that today they will test their

knowledge of food vocabulary and learn how to discuss foods they like and foods they dislike.

Pre-task (40-50 min):

1. Explain Dobble to students. There are 31 cards, and every set of 2 cards only has one image in common (e.g. cards 1 and 2 only have “une poire” in common). The first person to call the name of the food item (in French) that is common to both cards gets to keep that card. The person with the most cards at the end wins the round. Show an example of identifying the matching symbol and calling its name in French. Model game play with a group of students if necessary.
2. Time to play Dobble! In groups of 4-6, students will shuffle the Dobble deck and turn the cards face down in a pile. One card is passed to each student and placed in front of them, face down. Then, a card is turned face up and placed on top of the center pile. Students can then flip the card in front of them face up. Each student will scan their card and the card on top of the pile until one student identifies the common image between the two cards and calls the name of the image in French. The first student to do so gets to keep the card from the center pile. This card from the center pile becomes that student’s new card and is placed face up on that student’s pile. That student then flips over a new card from the center pile. Play continues until all cards from the pile are gone. Ensure center card pile is visible to all students and that the student flipping the center pile card does so quickly and without taking time to look at it before other students can. See <https://gamerules.com/rules/dobble/> for other variations on how to play Dobble!
3. Hand out “Mon dîner à l’école” (B-35) to students. Read the instructions in French and ask students what words they understand in the title and the instructions. (*English translation: Underline the words **du, de la, de l’** and **des**. What do you notice?*). Read the text out loud twice. During both readings, students underline the words specified in the instructions. Once students are done underlining, ask them what they noticed about these underlined words. Where do they occur in the text? What words come after them? What do students notice about the words that come after them? Then, take some time to discuss the meaning of the text. What words did the students know? What words are new to them? (*English translation of text: My name is Sophie and I like to eat my lunch at school! I eat soup with some bread and butter. I also eat a salad. In my salad there is some lettuce, carrots, broccoli, tomatoes, onion and cheese. I drink some water or orange juice. For dessert, I eat some chocolate or cookies! What do you eat for lunch?*) Students can then draw Sophie’s lunch.
4. Pull up the “préférences alimentaires” (B-36) presentation on the interactive whiteboard. On slide 1, present the question and the two responses. (*English translation: What do you like to eat? I like to eat... I don’t like to eat...*). In pairs, students can tell each other a food they like and one they don’t like. On slide 2, students use their newly learned sentence starters “*J’aime manger...*” and “*Je n’aime pas manger...*” to discuss with their partner whether they like or

dislike various foods in the picture. Slide 3 talks about allergies and dietary restrictions using the sentence starter “*Je ne peux pas manger...*” (I can’t eat...). A few common allergies are included, but students can add their own as needed. Allergies and dietary restrictions can be a sensitive topic for some students, so encourage them to **make the choice if they want to disclose this information or not**. Students can always make up foods they cannot eat for the sake of practicing this phrase. In pairs, students will use the foods on slide 4 to identify real or pretend allergies/dietary restrictions using the phrase “*Je ne peux pas manger...*”. Slide 5 provides sentences to discuss how healthy foods are. (*English translation: This is healthy. _____ is healthy. This is not healthy. _____ is not healthy.*) In pairs, students use slide 6 to discuss with a partner which foods they think are healthy and which foods are not, using the sentence starters provided on slide 5. Words students may not know from this photo set are:

donut (un beignet)	cake (du gâteau)
pie (une tarte)	cupcake (un petit gâteau)
popsicle (une glace à l’eau)	cookies (des biscuits)
ice cream (de la crème glacée)	

Slides 7-10 contain images of different meals. In pairs, students will make comments about each meal using any of the sentence starters learned in the previous slides. They can comment on the meal as a whole or elements of the meal. You may want to write the sentence starters and/or unknown words on the board so students can reference them if needed. You can also encourage students to look up unknown words in a bilingual dictionary or using an online translator.

Task (40-50 min)

1. Hand out one copy of B-37 “TASK Create a Plate” to each student. The first section of this task involves students taking an inventory of the food their partner likes and dislikes/cannot eat. The student will write their partner’s preferences down in the appropriate box while their partner lists their preferences in French. Then, the students will switch roles.
2. In section 2, students will draw a healthy plate full of foods (and a drink) that their partner will like. (*English translation of instructions: Draw a healthy plate for your partner. Think about what your partner likes to eat and drink!*) Each section of the plate template is labeled with a food group, so students can apply their knowledge of how different foods fit into food groups by drawing the different foods in the correct section of the template.
3. Pair groups of students together (i.e. 2 groups paired together with 2 students in each group). Have one pair of students present their plates to the other group, and then the other pair of students can present.

Post-task (10 min):

During the post-task, it is up to you as the teacher to determine what elements students struggled with or were brought up in the task. Examples include vocabulary, pronunciation, or grammatical elements.

The post-task is also a great time to have students share their accomplishments from the task.

The post-task for this lesson might address the following:

- Review of food vocabulary students struggled with or forgot
- Explain that “du, de la, de l’ and des” (called partitive articles) mean “some” in English, and that the form of the partitive article changes based on the gender and number of the noun that follows it (*du* is masculine singular, *de la* is feminine singular, *de l’* is feminine or masculine in front of a noun that begins with a vowel, and *des* is plural for both masculine and feminine nouns). Students may have picked up on this in the consciousness-raising activity (B-35).
 - Examples from B-35:
 - *de la soupe* (*soupe* is a feminine singular noun)
 - *du pain* (*pain* is a masculine singular noun)
 - *des carottes* (*carottes* is a plural noun)
 - *de l’eau* (*eau* is a noun that begins with a vowel)
- Review sentence starters from B-36, especially the negative forms with *ne...pas*.
- Draw students’ attention to slide 5 of B-36 and how the adjective “*bon(ne)*” changes based on the gender of the noun that follows it (“*bon*” goes with a masculine noun and “*bonne*” goes with a feminine noun).

Differentiation/Accommodation:

- To accommodate this lesson for a lower level, allow students to keep a Dobble card if they say the name of the matching image in English and then say the word in French with assistance from a peer or the teacher. Write the sentence starters for B-36 on the board for students to reference. Write unknown vocabulary words on the board. Go into less detail in the post-task about the partitive articles. Provide more practice with the sentence starters in B-36 using cards from the memory game from lesson 1.
- To accommodate this lesson for a higher level, play some of the variations of Dobble included on the website provided in step 2 of the pre-task. Get students to write their own “Mon dîner à l’école” text, using the text from B-35 as a model. Encourage students to look up unknown words and see if they can remember some of the sentence starters from B-36 without looking at the board. Explain the partitive articles in the post task and use the cards from the memory game from lesson 1 to provide more examples and help students begin to see the pattern.