

IGCSE Foreign Language French 0520

Unit 2: Eating and Drinking. Health and Fitness, Eating Out, Leisure and Entertainments

Recommended Prior Knowledge

A preparatory course in French which corresponds to the requirements of the UK Key Stage 3 National Curriculum Modern Foreign Language requirements.

Context

It would be useful to teach this unit after Unit 1. This is a full unit and it would take half a term or so to teach the first 3 sub topics and another half term to teach the remaining topics. In terms of grammar this is an important unit. It offers possibilities to revise the present tense and the passé composé (both of which have been met at Key Stage 3). It also offers the possibility to use future time frames (previously, future actions have been expressed using aller + infinitive).

Outline

Eating and Drinking/Eating out.

Vocabulary groups: Food and Drink, Meals, places to eat, opinions about food (likes/dislikes) and food/drink vocabulary, snacks/meals, drinks in café/restaurant dealing with payment.

Grammar: Present tense (irregular verbs e.g. prendre boire) Perfect Tense – revision/presentation (avoir) regular/irregular forms aller + infinitive - revision/presentation of Je voudrais + infinitives. Use of il manque... asking questions, negatives.

Health and Fitness

Vocabulary groups: Health and fitness (daily eating routine) + opinions about eating habits and healthy life style. Parts of the body. Doctor's, chemist's (pains, symptoms etc.).

Grammar: Partitive article, en, modal verbs (devoir, pouvoir), il faut + infinitive, use of present tense with depuis, perfect, negatives, comparison of adjectives and adverbs.

Leisure and entertainments

Vocabulary groups: Places, cinema/theatre, buying tickets, describing leisure time activities (sport, TV, films, music, hobbies). Arranging to go out/meet.

Grammar: Past, present and future tenses, Depuis + tenses: Use of conditional tense: Negatives (continuation). Depuis. Demonstratives (ce, cette, ces) and direct object pronouns. Interrogative forms. Expressions of time and frequency (e.g. 2 fois par semaine) Conditional tense.

AO	Learning Outcomes	Suggested Teaching Activities		Online Resources	Other resources
1	Eating and Drinking/Eating out <ul style="list-style-type: none"> Give and seek information about dislikes, likes and preferences for food and drinks. 	Core	<p>Revise food and drink items as appropriate (OHT, flashcards etc). Using the question sheet students work on likes/dislikes and what they routinely eat (Present tense and revision of partitive). This can lead into describing 'le plat typique' of their country.</p> <p>Students identify food / drink items and likes / dislikes according to speakers.</p>	<p>www.vokabel.com/french.html</p> <p>la cuisine (vocab. Revision)</p> <p>www.bien-cuisiner.com</p>	<p>Métro 4 Rouge Module 6 Teacher provides Question sheet based on what students eat at certain meals, and what are their likes and dislikes.</p> <p>Coursebook materials – all coursebooks usually feature exercises based on identifying food/drink, likes/dislikes.</p>
	<ul style="list-style-type: none"> In a café / restaurant explain preferences / requirements to staff. 	<p>Speaking</p> <p>Listening</p>	<p>Students complete role play exercises in which they order food and drink, and explain their requirements. There are many opportunities here to set up role play situations in class with students working in groups and acting out sequences.</p> <p>Students should complete coursebook exercises</p>	<p>www.bbc.co.uk/schools/gcsebitesize/french</p> <p>Speaking - higher roleplay (at a restaurant)</p> <p>www.atantot.com</p> <p>Roleplays – la nourriture</p>	<p>0520/3 June 2005 Role Play 4 A</p> <p>Nov 2004 Role play 1A Teacher to provide summary sheet of key phrases / questions as learning / support.</p>

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		Reading	<p>which enable them to practice different methods of response such as matching items to pictures, short answers in French, taking orders etc. If coursebook materials are not available the teacher could read out orders and ask students to match them to illustrations on OHT or flashcards.</p> <p>Students match people's requirements to a menu.</p>		Teacher to produce menus
		Writing	<p>As an extension to the above, one group can act out a scenario and others can write out the order.</p>		
	<ul style="list-style-type: none"> In a café / restaurant modify requirements according to what is not available. Point out problems or errors and deal with payment. 	Core			
		Speaking	<p>Teach: il manque, il n'y a pas de, il n'y a plus de and then ask students to insert these structures into role play activities, so as to make problems for their role play partner.</p>		
		Listening	<p>Students construct a scenario called Café</p>		

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		Writing	<p>catastrophe in which items are exhausted and each group acts it out. Other class members note down what is/is not available and what the final order is.</p> <p>Students follow up this work by producing a transcript of their own.</p>		
	<ul style="list-style-type: none"> Give an account of a typical or special meal in the past (or being planned) – see also Special Occasions. 	<p>Students first need to revise the perfect tense. The teacher needs, in the next lesson, to provide a list of things that went well and were enjoyable or went badly. (For example, late arrival, no table, poor food, atrocious service.)</p>			<p>Teacher to provide a list of key phrases. More able students will need phrases which include the imperfect tense and reasons why things went badly. Allow the groups time to formulate their ideas, and monitor carefully.</p>
		Reading	<p>As a reading exercise, students could be encouraged to use IT and a French search engine to access restaurants in a particular French town. They could then be asked to list these restaurants' contact numbers, their specialities, facilities etc. Students could then choose one of these restaurants and imagine a visit there.</p>		<p>Teacher provides preliminary phrases / revision and then enables the group to feed ideas via the board / OHT back to the group. The final draft can be produced as a homework / IT task.</p>

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		Core / Extended			
		Writing	Students are encouraged in small groups to work on a paragraph each of an account of a special meal (e.g. arrival, the first problem / good point etc.). The group presents the work to the class and a best draft is produced. The best bits are highlighted and then students produce a final draft incorporating the group's best ideas / items.		
2	Health and Fitness <ul style="list-style-type: none"> • Give and seek information about symptoms, including for how long symptoms have been felt. • Give and seek information about injuries (broken bones etc.). 	Speaking	Revise parts of the body and avoir mal à, se casser etc. In pairs, students practice role plays set at a doctor's, in a chemist's.	www.vokabel.com/french.html le corps(vocab. revision)	Teacher provides an unlabelled diagram of the body, students can label and revise. Other medical symptoms should be included on this sheet for revision / learning. 0520/3 Role Play 7A June 2003 – At a pharmacy. 0520/3 Role Play 4 B June 2005 – At the doctor's. 0520/3 Role Play 4A Nov 2004 – At the doctor's

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	<ul style="list-style-type: none"> Give and seek information about what people eat and do to keep healthy 	Core			
		Reading	Students read article about the eating habits of young people and complete the accompanying exercise.		Métro 4 Rouge Module 9 0520/2 June 2002 Section 2 Ex.1
		Speaking	Students work in pairs asking and answering questions on the topic of their own daily eating habits and preferences. This could first be treated as a whole class activity with model answers being supplied.	www.atantot.com Roleplays- la santé	Teacher provides question sheet as cue for pair work.
		Listening	Students listen to an account of a young person describing eating habits and attitudes to fast foods. Follow up work could be to study a transcript of the text and identify useful phrases which back up opinions / give reason as to why certain eating habits are good / bad for health.		Teacher to choose appropriate texts from coursebook materials.
		Speaking	In a group, students discuss what they do to stay healthy (e.g. exercise and frequency of exercise).	www.bbc.co.uk/schools/gcsebitesize/french Higher Writing – More Health!	
		Writing	Students prepare, in		

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			groups, posters to encourage healthy life styles. Such posters could include 10 top points using structures such as il faut, on doit, on devrait and infinitives and negatives.		
	<ul style="list-style-type: none"> Students suggest changes in diet and lifestyle and the effects these could produce. 	Core / Extended			0520/2 Nov 2004 Section 2 Ex.2
		Speaking	Teacher revises pouvoir in present and conditional tenses then asks students to suggest changes to lifestyle e.g. on pourrait faire plus d'activités sportives.		
		Writing	Class works through exam question together in groups and then individuals prepare a draft. Ideas are pooled and then individual students produce their own written version. This activity could be extended from the core level (description of the things done to keep fit and eating habits) by encouraging students to add in longer phrases and using a variety of conjunctions to introduce reasons, justifications and explanations.		

AO	Learning Outcomes	Suggested Teaching Activities		Online Resources	Other resources
		Extended		http://news.tf1.fr/news/sciences	
		Reading / Writing	Students consult the Internet and seek out articles on smoking, drinking etc. They then prepare an article (destined for a French school magazine) based on the dangers of such a lifestyle.		
		Core / Extended			
	Speaking	Students work on individual presentations of 1-2 minutes based on all the topics covered in the above unit. They should be encouraged to include a variety of tenses, opinions and justifications. Students can record these on cassette as a homework activity.			
	<ul style="list-style-type: none">Give an account of an injury treated by the health services, discussing the consequences.	Speaking	Revise injury vocabulary. Students first need to be taught relevant accident phrases (e.g. l'ambulance est arrivée). Students work in pairs on the cue sheet and recount events in past tenses. This can then be followed up as a group /		Teacher provides 10 / 12 simple pictures using drawing of events in a story such as a skiing accident, bike accident, ambulance arriving, simple hospital treatment etc.

AO	Learning Outcomes	Suggested Teaching Activities		Online Resources	Other resources
			individual writing exercise.		
3	Leisure and Entertainments (see also unit 3 Holidays)	Core			<ul style="list-style-type: none"> • • • Listening 0520/1 June 2002 Section 2 EX2 • Listening 0520/1 Nov 2003 section 2 ex. 1
		Listening	Students listen to a variety of texts which focus on the pastimes of young people. They then complete a variety of exercises e.g. box ticking, true / false.		
		Speaking	Practice leisure dialogues	www.atantot.com Roleplays – les loisirs	Métro 4 rouge Module 3 Free time
		Speaking/ Reading/Writing	After revising sports and typical young people's activities also practice frequency of activities performed by the group go on to produce a "sondage" – students then read the results and produce sentences as to least favourite and most popular activities.		
		Speaking/ Writing	Revise places in town and discuss with students		

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			associated activities e.g. cinema / theatre / park / shops. Students can then write about their town / area and talk about what they like to do there.		
	<ul style="list-style-type: none"> Discuss the good / bad points of leisure time, activities, performances and free time facilities. 	Speaking	In pairs, students ask and answer questions based on what they do in the evenings and at weekends, what they did last weekend and what they will do. Revision of tenses will first be necessary together with opinions.	www.bbc.co.uk/schools/gcsebitesize/french Speaking higher conversation – Free time (test)	Teacher to provide questions.
		Reading	Students read a variety of exercises based on tourist / leisure activities and complete short objective questions (box ticking, letter writing)		0520/2 Section 1 Ex2 - June ,2004 - June 2006, Section 1 ex. 2 and 3 - Nov 2002,2003,2004, 0520/2 Section 1 Ex3 - Nov 2002, 2003
		Writing	Students describe their free time activities in a short article		0520/2 June 2004 Section 2 Ex2
	<ul style="list-style-type: none"> Give and seek information about habits for listening, viewing and IT use. 		Core		
		Speaking	In pairs / groups, students give their preferences and		

AO	Learning Outcomes	Suggested Teaching Activities		Online Resources	Other resources
			dislikes in terms of viewing habits.		
			Extended		
		Speaking	Students go on to discuss the advantages / disadvantages of TV viewing.	www.atantot.com Roleplays - les médias	
			Core		
		Listening	Students listen to four people talking about living without TV and indicate six true statements.	Websites of newspapers such as www.lemonde.fr feature TV listings	Teacher to provide text
		Reading	Students use internet to research TV listings in a pays francophone and indicate what they would watch and at what time. Similar exercises can be done on film listings.		Internet, French magazines, papers and their associated websites. Textbooks.
			Extended		
		Writing	After revising comparisons of adjectives / adverbs students research and produce a 150 word article based on similarities between the media in their own country and a pays francophone.		
	<ul style="list-style-type: none"> Make arrangements to go to cinema, theatre (accept / decline invitations) 	Speaking	After revising places, times, film types. Students		<ul style="list-style-type: none"> 0520/3 June 2003 Role Play 3 B (Phoning a friend) 0520/3 June 2004 Role

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			practice role plays which include giving details of activities (e.g. on pourrait aller au cinéma / au théâtre / au concert) and of times and places to meet.		Play 7A (Booking tickets for an excursion) • 0520/3 June 2005 Role Play 6B (You are late to meet a friend) • Teacher provides sheet with role play phrases for learning / revision purposes.
	<ul style="list-style-type: none"> Reserve tickets for cinema, theatre etc. 	Core Speaking	Using phones as props students practice booking seats in phone conversations in pairs. Alternatively, give students a list of film titles, types and ask them to complete booking tasks (on a cue sheet) for different groups on different days. Partner B – (the employee) writes down details of the requirements of Partner A. Introduce a competitive element by making the pairs compete against the clock. Partner B has to read back the details correctly for a couple to win!		Teacher provides cue sheet e.g. 4 people – reservation – cinema – adventure film. 7pm. Price? Finishing time? Such cues can be prepared in French or the candidate's mother tongue if so desired.
	<ul style="list-style-type: none"> Describe what activities could be done if time and money were no object. 	Core			
			At the core level je voudrais +		

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		Writing	<p>infinitive needs to be used. At extended practice using Si + imperfect + conditional</p> <p>Students write an account of an imaginary day, what they would do and where (no financial limits). Encourage them to be as inventive as possible and to include reasons for their choices and descriptions of how they would react to these events!</p>		
	<ul style="list-style-type: none"> Express, seek and explain views and opinions 		Extended		
		Reading	Students read longer articles about performers in different free time activities (e.g. sports, music). Exercises to be completed include responses via multiple choice and short answers in French.		0520/2 June 2004 Section 3 Ex1 0520/2 Nov 2003 Section 3 Ex1
		Listening	Students listen to a variety of texts and complete exercises. (Multiple choice and short answers in French.)		0520/1 Nov 2001 Section 2 Ex2 (gymnast) 0520/1 June 2002 Section 2 Ex2 (rap singer) 0520/1 June 2003 Section 3 Ex1 (snowboarder)

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					0520/1 June 2004 Section 3 Ex1 (young pilot) 0520/1 June 2005 Section 3 Ex1 (young surfer)
	<ul style="list-style-type: none">Give and seek opinions about the media (film, TV, press) and use of IT	Speaking/ Writing	Students choose their favourite sportsperson, singer, musician, film star. They mention why they like / dislike the person and what this person has done / performed – a concert or film they have seen. They then write a CV based on this person		Teacher may need to provide a cue sheet of relevant phrases and give an initial presentation on a famous person it is also useful to provide a template for the CV.
		Writing	Students use the CV as a basis for their work but write an extended and connected piece of work based on their chosen favourite performer and why they admire him / her.		
		Core			
			Revise types of TV programmes and different types of film using OHT / flashcards and build in preferences for viewing choices.		
		www.yahoo.fr TV			