

## Lesson Plan

le 14 octobre 1999

### I. Objectives

The student will be able to:

- a. Recognize the partitive in meaning and forms
- b. Recognize and recall food vocabulary
- c. Recognize the pronoun "en" in a food context with the verbs "prendre" and "avoir"

### II. Materials

Worksheets, pictures of food, flashcards, paper sacs, "des points"

### III. Procedures

#### A. Bell ringer review (10 minutes max.)

1. I will provide an activity on a transparency for the students to complete individually. This activity will be a review of the vocabulary that we covered the last class. The students who were out on the field trip yesterday will complete this activity during this time.
2. Students who were present in class yesterday will meet with me during this time. These students will be teaching or reviewing the partitive with the students who were absent. I will provide the students with an activity sheet that will serve as a guide for their "lesson". I will explain to the students how I want them to go through this sheet with their partner. There is also an activity that each pair will complete to practice using the partitive. I will explain my expectations to my group of students at this time. (These students are already aware that they will be teaching what was taught to them the day before.)
3. We will review the bell ringer activity as a class.

#### B. Partitive pair activity (10-15 min)

1. Students will break down into pairs and my group of "teachers" will begin to guide the other students through the activity. I will circulate during this time.
2. We will come together as a class to review the activity. I will perform a few comprehension checks with pictures (*Je prends une tarte ou de la tarte?*) to summarize the activity.

#### C. Introduction to the pronoun "EN" (10-15 min)

1. Using food pictures, I will talk about the different things I eat every day. I will limit my choice of foods to 4 or 5. I will begin by using the partitive and the indefinite articles. For example: *Je prends des oeufs pour le petit déjeuner, etc...* I will write my sentence on the board beneath each picture. (They have already seen the foods for 3 days now). I will then proceed to go back through the description of foods and begin using "en". I will underline the food item (des oeufs) and demonstrate how the pronoun "en" replaces the noun (*J'en prends.*). Explanations will be in French.
2. I will then ask students questions like "*Marie, est-ce que je prends des oeufs pour le petit déjeuner? Oui ou Non? .... Oui, j'en prends*" why
3. I will also ask questions like "*Guy, est-ce que tu prends des oeufs pour le petit déjeuner, oui ou non? ..... Non, il n'en prend pas.*"



**D. Etes-vous gourmand? Activity sheet (25-30 min)**

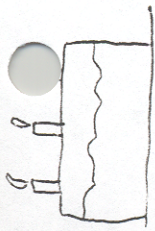
1. Students will first complete the activity sheet alone checking off the various foods that they eat. They will then ask 3 other people if they eat the foods on the list. They will ask the questions using the following form: "*Est-ce que tu prends des crevettes?*" There will be 2 possible responses "*Oui, j'en prends / Non, je n'en prends pas.*" Students will be practicing with the pronoun and also reviewing the food vocabulary. Students will keep track of their partner's response on the activity sheet. (10 min)
2. We will review the activity as a class. I will put the chart on a transparency and ask how many students eat the different foods. I will do a tally and as a class we will decide if we are "gourmand" or not. (5 min)
3. Students will then use a scale to decide where they and their partners fall in terms of trying new foods or being "gourmand". Using the scale and an example, the students will write three sentences describing how many of the foods listed above their partners had tried and where they fall on the scale. Students will be using the pronoun "en" in this construction. "*Louis en prend cinq. Il est assez timide.*" (5 min)
4. We will then share answers as a class and I will write some of the sentences on the board. (5 min)

**E. Grocery list game (20 min ?)**

1. Each student will receive a paper sac, a grocery list and 2-3 index cards of pictures of food. Students must circulate and ask others if they have any of the items that are on their grocery list. They must ask using a certain format "*Est-ce que tu as des petits pois*" and the other student must answer either with "*Oui, j'en ai* or "*Non, je n'en ai pas*". Prior to this activity, I will do some input with the verb "avoir". If the student answers "Oui" then he/she must hand over the card that the other needs. Once the student receives an item from the grocery list they place the note card in the paper sac and the item is theirs. Students will continue with this activity until they have all the items on their list. (or until time runs out!)
2. I will then summarize the activity by asking questions such as: "*Qui a des oranges? Marc, tu as combien d'oranges? Il en a deux.*" I will write these answers on the board for further reinforcement.

*will  
would  
ask*





un gâteau



du gâteau



un sandwich



du sandwich



un poulet



du poulet



une omelette



de l'omelette



une tarte



de la tarte

### Trois formes du partitive:

de + le poisson = **du** poisson

de + la soupe à l'oignon = **de** la soupe à l'oignon

de + l'omelette = **de** l'omelette

\*Il faut déterminer si le nom est masculin/feminin  
et si le nom est singulier/pluriel.

### Activité:

Répondez aux questions en employant l'article partitif approprié.  
**du, de la, de l'**

Exemple:

Q: Qu'est-ce que tu prends quand vous voulez pas dormir?

- a. eau (f)    b. café (m)    c. lait (m)    d. jus d'orange (m)

R: Je prends **du** café.

1. Qu'est-ce que tu prends quand il fait froid?

- a. coca (m)    b. lait    c. chocolat chaud (m)    d. thé (m)

2. Qu'est-ce que tu prends quand il fait chaud?

- a. eau    b. café    c. jus de fruits (m)    d. citronnade (m)

3. Qu'est-ce que tu prends pour le petit déjeuner?

- a. jus d'orange    b. café    c. coca    d. chocolat chaud

4. Qu'est-ce que tu prends pour le dîner?

- a. coca    b. vin (m)    c. lait    d. eau

5. Qu'est-ce que tu prends quand vous étudiez?

- a. café    b. jus de fruits    c. coca    d. eau



## Etes-vous gourmand?

Q: Est-ce que tu prends... ?

R: Oui, j'en prends

ou

Non, je n'en prends pas

*Mai*

*Gabrielle*

/

/

des crevettes				
de la soupe à l'oignon				
du bifteck				
des champignons				
du sushi				
de la quiche				
des croissants				
de l'ananas				
du café au lait				
des poires				
de l'eau gazeuse				
de la tarte				

Completez les plats que vous et vos amis prenez. Utilisez cette echelle pour décider si vous êtes gourmand ou timide.

très gourmand	assez gourmand	normal	assez timide	très timide
12-10	9-7	6	5-3	2-0

Maintenant, c'est à vous d'écrire des phrases pour decrire les reponses de vos partenaires. Combien de plats est-ce que ta/ton partenaire prend? Est-ce qu'il/elle est gourmand ou timide?

Exemple: Marie en prend huit. Elle est assez gourmande.

- 1.
- 2.
- 3.