

# Grammar- Upper KS2 – Healthy Eating

Healthy Eating, a popular context in Key Stage 2: A cross-curricular approach including Art and Design, linking to the work of Giuseppe Arcimboldo.

## Coverage of the Programme of Study:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Arcimboldo was a sixteenth century painter renowned for his eccentric portraits of famous people with faces made up of fruit and vegetables. He is a very popular subject for art in primary schools and there is a wealth of material on the internet, including images of his most famous works. It is possible to link work done in the foreign language to this theme as the resources described here suggest.

The second language learning experience in KS2 often includes buying food and drinks in a café. At the simple level this may be a simple request such as *'un café con leche, por favor'* ; *un sandwich au fromage, s'il vous plaît'* , or *Eine Limonade, bitte*, but as children experience more language, they will need to ask for quantities and amounts. This language is also important if they are working on a cross-curricular theme such as Healthy Eating. For example children might wish to say what they eat for breakfast, and this is often going to involve using the word "some". In English (and often in German) we may not even use the word "some". Consider, for example, this sentence: . "We eat chips, sausages, beans, bacon and burgers." In French we need to put in the word for "some" before each of the articles. As you might imagine, the words for *some* depend on the gender of the nouns and whether the word is singular or plural.

Look at the clip '*une salade de fruits*'. The teacher is checking a pupil's understanding of the dictionary from which he is selecting feminine foods to make short sentences. In this case the class is selecting words which require the indefinite article, e.g. *Je voudrais une salade de fruits*.

Note how the teacher lets the child finish writing the sentence and reading it back to her before she corrects his pronunciation.

If we assume that children have experience in using a dictionary they should now have explicit knowledge of masculine and feminine. They should know the indefinite and definite article forms, but they will need now to understand that French needs to change the words for "some".

This table illustrates how it works:

Singulier			Pluriel		
un	une		a, one	des	some
le	la	l'	the	les	the
du	de la	de l'	some	des	some

The PowerPoints "Healthy face cartoon" and "Unhealthy face cartoon" introduce the different words for some, and would need to be used over several lessons. The children will gradually learn the screens by heart and thus experience the vocabulary and the grammar. Open the PowerPoint, "Healthy face cartoon" and show the children the first slide. The caption reads "*Dis-moi ce que tu manges et je te dirai ce que tu es*", which, roughly translated, means "You are what you eat." Ask the children to tell you whether they recognise any of the fruits and vegetables and challenge them to learn the others over the lesson – many of them are cognates so children will be able to infer meanings, a very important aspect of acquiring a second language.

Play screens 1 to 12 and click on the text to hear the description. At this stage, the children can listen and repeat in their heads. Slide 13 is a cartoon version of the whole presentation which runs when you click on the head. You may choose to ignore the final slide 14 at this stage until the children have begun to recognise the repeated pattern in the sentences. When the children have experienced the presentation several times, show them the presentation "Unhealthy face cartoon", which they will probably enjoy more.

At this stage you might now tell the children that they will be turning a picture into a self portrait to show how healthily they eat. If possible, ask the children to bring in a photograph of themselves, or, if you are using an interactive whiteboard, the children can make a silhouette of their head which can be captured and saved as an image. Using the same language as in the presentation, draw "healthy" foods to cover the head, or alternatively stick pictures onto an image. Model the language with one or two parts of the face, and then invite the class to suggest the language for each stage as you build up the face. As this is meant to develop thinking and speaking in the target language, you may choose not to write the language at this

stage. Gradually get the children accustomed to the task and ask them to try it in pairs or groups.

You will notice that, as well as introducing the partitive article (words for some), the children need to grasp that the word for “my” changes as well as the table shows:

Singulier				Pluriel	
un	une		a, one	des	some
le	la	l'	the	les	the
du	de la	de l'	some	des	some
mon	ma	mon	my	mes	my

You may now wish to use slide 14 to make explicit the process you have been practising. Ask the children to work out the different ways of saying “my”. Note that, when a singular feminine noun begins with a vowel, we say *mon*, not *ma*. For example, “*Mon oreille est un choufleur*” (My ear is a cauliflower”).

To consolidate the words describing the face, the PowerPoint, “le visage”. practises the vocabulary to describe parts of the head. The children can hear the words spoken by clicking on the words. The last slide is a version of the song they may already know “Tête, épaules, jambes et pieds” (Head, shoulders, knees and toes) which you may have already used or seen used. How long does it take the children to learn the new words by singing the song?

#### German and Spanish versions.

Each language has different challenges. In German, for example, adjectives pose certain difficulties since adjectives change not just according to gender – masculine, feminine and neuter – but also depend on whether the article is definite or indefinite. This context, however, is easier to do in German than in French, because you do not need to include the words for some. It works rather like English, for example:

Meine Augen sind Oliven (My eyes are olives). For dictionary work, children will discover that, if they can work out the indefinite article (*ein, eine*), the word for my is the same: *mein, meine*. Spanish, too, presents fewer challenges than French: “Mis ojos son aceitunas” (My eyes are olives).

