



espe

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Let's Eat in an American Restaurant!

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Edward Hopper, *Nighthawks* (1942)

<u>Séquence</u>	Welcome to the American restaurant	<u>Niveau : A2</u>	<u>thème:</u>	<u>Notion : Rencontres avec d'autres cultures</u>
<u>Problématique</u>	Comment commander, se comporter et payer dans un restaurant américain ?			
<u>Tâche finale</u>	POI – Jouer une scénette de commande au restaurant (1 serveur + 3 clients)			
<u>Tâche intermédiaire</u>	Alt. – CO Scène du restaurant Alt. PE - Questionnaire de sante			
<u>Evaluation</u>	EOC : Jouer une scène au restaurant – 3 clients et 1 serveur. Possibilité d’avoir des clients satisfaits et des clients grognons.			
<u>objectifs</u>	<u>lexicaux</u>	<ul style="list-style-type: none"> ▶ fruits et légumes, nourriture en général ; ▶ champ lexical des produits alimentaires consommables au petit-dejeuner, au déjeuner et au diner (pancakes, maple syrup, sausages, waffles, jam, strawberries, scrambled eggs, mushrooms, rice ...) ▶ adjectifs de description positive liés à un repas ou une atmosphère particulière ressentie dans un restaurant : tender, yummy, delicious, friendly, authentic, traditional ▶ lexique relatif aux composantes d'une carte de menu et aux agents présents dans un restaurant : starter, main dish, dessert, side dish, order, meal, waiter, waitress 		
	<u>grammaticaux</u>	Would like		
	<u>phonologiques</u>	<ul style="list-style-type: none"> ▶ schéma intonatif des questions, prononciations aliments ▶ la réduction des mots grammaticaux ▶ l'accent de mots ▶ l'accent de phrases : lors de l'émission d'un message, seuls les mots véritablement porteurs de sens sont accentués 		
	<u>culturels</u>	<ul style="list-style-type: none"> ▶ découvrir le diner, restaurant typiquement américain ▶ Diversité culinaire aux Etats Unis ▶ Devise (\$) 		
	<u>socio-linguistiques</u>	▶ établir un contact social : saluer, demander poliment, passer commande dans un restaurant auprès d'un serveur, réagir à des propositions de repas, remercier.		
	<u>pragmatiques</u>	<ul style="list-style-type: none"> ▶ Savoir passer commande au restaurant ▶ comprendre et relier des informations ▶ rechercher des indices, dégager des hypothèses, décrire. 		

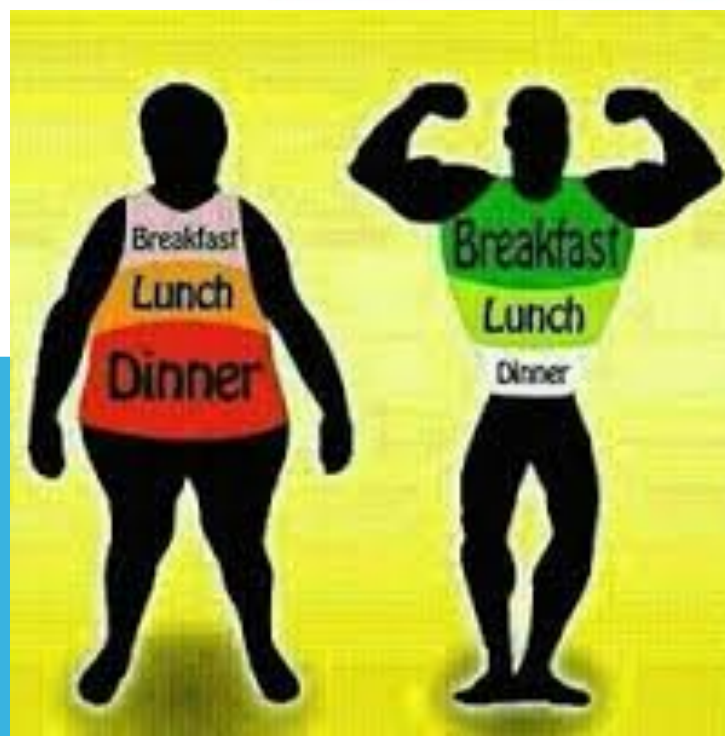
Séances	AL	support	connaissances et compétences associées	Compétence grammaticale	Compétence Lexicale	culturel	phonétique	Micro-tâche
séance 1	CO	Vidéo « How to order like a boss » (YouTube)		S + would like	Healthy food Junk food	McDonald's		Anticipation de la séquence. POI – Parent & child “Ton père ou ta mère t’a préparé un plat que tu n’aimes pas, demande lui autre chose en décrivant tes goûts. Argumente» ➔ 3 questions & 3 réponses Speed talking : mettre un sujet par îlot et les élèves tournent pour aborder tous les sujets
	POI				Like/hate Fond of/not keen on	NYC (?)		
HW								
séance 2	CO	American Breakfast (Audio de Enjoy 4e)		Exprimer sa préférence: S + would like S + will have	- Mots de quantité; - Vocabulaire du petit déjeuner.	Petit déjeuner à l’Américain.	Réduction des mots de quantité (some, a cup of...)	
HW								
séance 3	CE	6 menus (USA) Associer chaque menu à un état / une minorité			Fruit & vegetables	Différences habitudes alimentaires selon états US / les cuisines des minorités		POI – passer commande auprès d’un serveur
	POI	Support : Enjoy 4 ^e – Audio						
séance 4					Vocabulaire d’alimentation			<u>Tâche intermédiaire</u> PE – création menu restaurant (1 état différent par îlot)

Séances	AL	support	connaissances et compétences associées	Compétence grammaticale	Compétence Lexicale	culturel	phonétique	Micro-tâche
séance 5	CO	Scène FRIENDS Retrouver la commande de chacun				Payer au restaurant – habitudes américains		Peut servir de T.I. (visionner, ensuite imaginer des dialogues alternatifs et doubler la scène avec vos dialogues)
HW								
séance 6	CO	Scène LITTLE MISS SUNSHINE				Le diner américain		Peut servir de T.I. (visionner sans son-> hypothèses EE ; visionner avec son-> CO)
HW								
séance 7		Rébrassages						Jeux de dés / jeux des cartes (Happy Families)
HW								
séance 8								<u>Tâche finale</u> POI [filmée] – jouer une scénette au restaurant ➔ 1 serveur + 3 clients
FIN DE SEQUENCE								

SÉANCE 1: INTRODUCTION: ORDER MCDONALDS LIKE A BOSS!



**Eat Breakfast Like a King,
Lunch Like a Prince,
and Dinner Like a Pauper**



Here is a **Word Cloud** about Restaurants...

Would you like to **add** more words?

Go here:

<https://tagul.com/1d9ujebz29j1/restaurant>



SÉANCE 1: INTRODUCTION:



Can you guess what this sequence will be about? Try describing the picture!



Edward Hopper, *Nighthawks* (1942)



An establishing shot from "Homer vs. the Eighteenth Amendment", one of several references to Nighthawks in the animated TV series The Simpsons

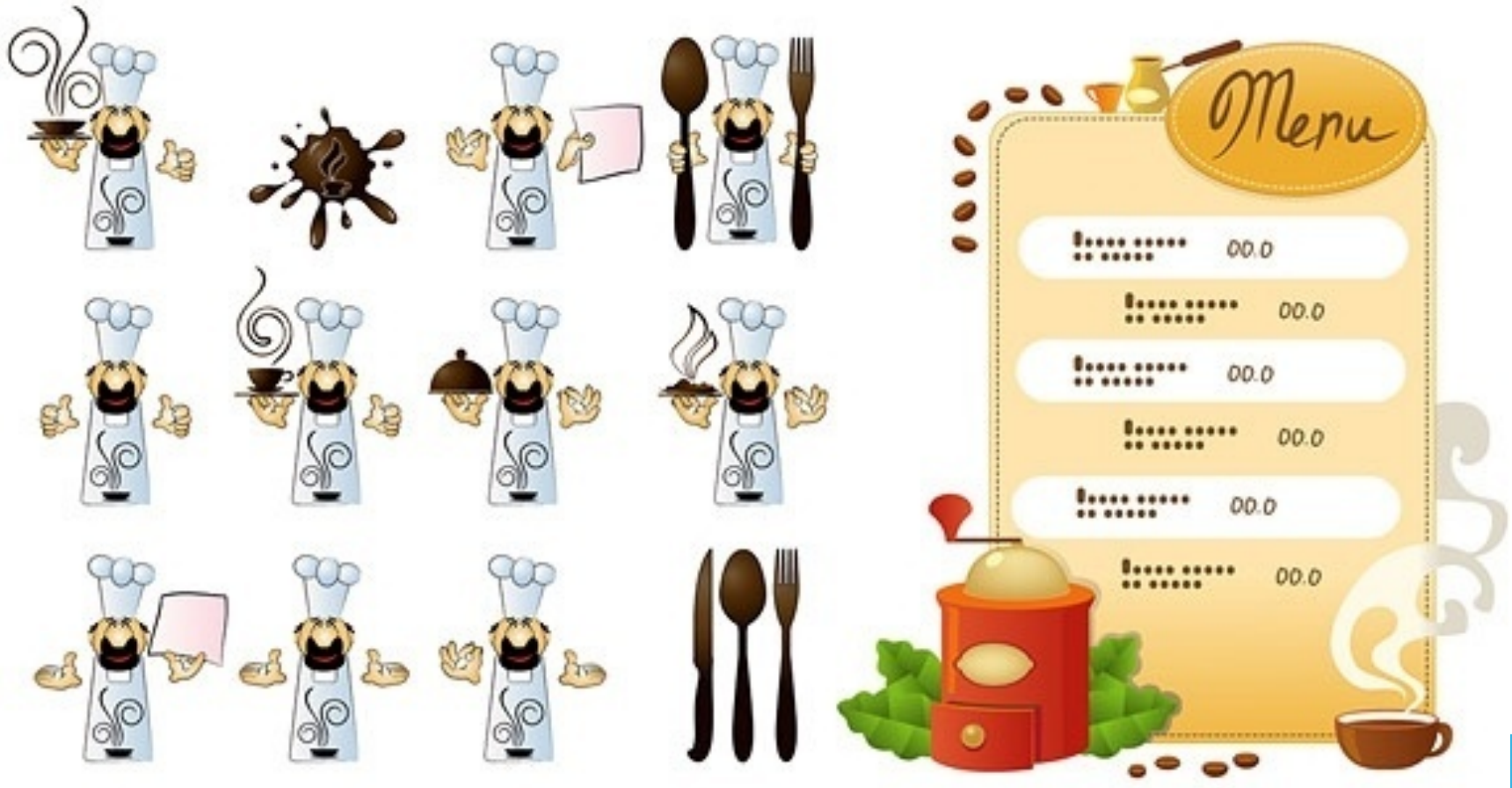
SÉANCE 2 – BREAKFAST (CO)



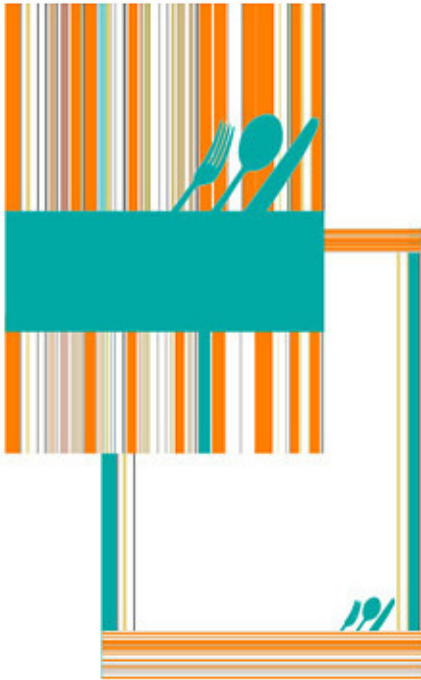
Names	...will eat...	...and drink
Jerry		
Suzy		
Ninno		
Angela		
Josh's Mum		
Josh's Dad		

Source: Enjoy 4e

SÉANCE 3 - MENUS



SÉANCE 3 - MENUS



Business card



Menu



SÉANCE 3 - MENUS



SÉANCE 3 - MENUS

BAR MENU
COCKTAILS, SHOTS, DRINKS

Breakfast Lunch Dinner

Food

Menu pour le bar	.....	€ 100
Menu pour le bar	.....	€ 110
Menu pour le bar	.....	€ 20
Menu pour le bar	.....	€ 70
Menu pour le bar	.....	€ 40
Menu pour le bar	.....	€ 100
Menu pour le bar	.....	€ 20
Menu pour le bar	.....	€ 40
Menu pour le bar	.....	€ 100

Drink

Menu pour le bar	.....	€ 100
Menu pour le bar	.....	€ 110
Menu pour le bar	.....	€ 20
Menu pour le bar	.....	€ 70
Menu pour le bar	.....	€ 40
Menu pour le bar	.....	€ 100
Menu pour le bar	.....	€ 200
Menu pour le bar	.....	€ 20
Menu pour le bar	.....	€ 40
Menu pour le bar	.....	€ 10

Dessert

Menu pour le bar	.....	€ 100
Menu pour le bar	.....	€ 110
Menu pour le bar	.....	€ 20
Menu pour le bar	.....	€ 70
Menu pour le bar	.....	€ 40
Menu pour le bar	.....	€ 100
Menu pour le bar	.....	€ 200
Menu pour le bar	.....	€ 20
Menu pour le bar	.....	€ 40
Menu pour le bar	.....	€ 10

The menu board also features various food illustrations including ice cream cones, burgers, fries, sandwiches, pizzas, and pastries, as well as a row of beverage bottles and glasses at the bottom.

SÉANCE 3 - MENUS

Menu pizza spaghetti fries potatoes burger steak bread sandwich pizza fries potatoes burger burger steak cake sandwich
chicken chop rose tea Texas ted ice-cream Maculitz toast chicken chop rose tea Texas ted ice-cream Maculitz toast fried chicken

Food

Maculitz	2.00
Maculitz	2.10
Maculitz	2.20
Maculitz	2.30
Maculitz	2.40
Maculitz	2.50
Maculitz	2.60
Maculitz	2.70
Maculitz	2.80
Maculitz	2.90
Maculitz	3.00

Food

Maculitz	2.00
Maculitz	2.10
Maculitz	2.20
Maculitz	2.30
Maculitz	2.40
Maculitz	2.50
Maculitz	2.60
Maculitz	2.70
Maculitz	2.80
Maculitz	2.90
Maculitz	3.00

Drink

Maculitz	2.00
Maculitz	2.10
Maculitz	2.20
Maculitz	2.30
Maculitz	2.40
Maculitz	2.50
Maculitz	2.60
Maculitz	2.70
Maculitz	2.80
Maculitz	2.90
Maculitz	3.00

Food

Maculitz	2.00
Maculitz	2.10
Maculitz	2.20
Maculitz	2.30
Maculitz	2.40
Maculitz	2.50
Maculitz	2.60
Maculitz	2.70
Maculitz	2.80
Maculitz	2.90
Maculitz	3.00

Drink

Maculitz	2.00
Maculitz	2.10
Maculitz	2.20
Maculitz	2.30
Maculitz	2.40
Maculitz	2.50
Maculitz	2.60
Maculitz	2.70
Maculitz	2.80
Maculitz	2.90
Maculitz	3.00

SÉANCE 3 - MENUS



SÉANCE 3 - MENUS



Waiter Questions



Friends at a diner

Source: Enjoy 4e

SÉANCE 4

Questionnaire de sante

1. Test your health habits*

<p>1. How much do you spend* on sweets, chewing gum?...</p> <p>about £1 a week ■</p> <p>more than £1 a week ■</p> <p>less than £1 a week ■</p>	<p>5. Do you often eat snacks while you are watching television?</p> <p>yes ■</p> <p>no ■</p>	<p>9. How much sleep do you get on schooldays?</p> <p>more than 8 hours ■</p> <p>less than 8 hours ■</p> <p>about 9 hours ■</p>
<p>2. Do you ever go to fast food restaurants?</p> <p>never ■</p> <p>yes: how often?</p> <p>once a month ■</p> <p>twice a month ■</p> <p>every week ■</p> <p>more often ■</p>	<p>6. How much time do you spend watching television?</p> <p>less than 10 hours a week ■</p> <p>more than 20 hours a week ■</p> <p>between 10 and 20 hours a week ■</p>	<p>10. How long does it take you to fall asleep?</p> <p>about a quarter of an hour ■</p> <p>about half an hour ■</p> <p>an hour ■</p> <p>an hour and a half ■</p>
<p>3. Do you ever come to school on an empty stomach*?</p> <p>sometimes ■</p> <p>never ■</p>	<p>7. Do you ever feel tired?</p> <p>sometimes ■</p> <p>often ■</p> <p>never ■</p>	<p>11. What time do you go to bed on weekdays?</p> <p>before 9.30 ■</p> <p>between 9.30 and 10.30 ■</p> <p>after 10.30 ■</p>
<p>4. How many times a day do you brush your teeth?</p> <p>once a day ■</p> <p>twice a day ■</p> <p>3 times a day ■</p>	<p>8. Do you ever have nightmares*?</p> <p>never ■</p> <p>hardly ever ■</p> <p>quite often ■</p>	<p>12. Do you practise any sports outside school?</p> <p>no ■</p> <p>yes : how often do you train*?</p> <p>once a week ■</p> <p>twice a week ■</p> <p>more ■</p>

Your score

Use the following key to add up your score: ■ = 0 ■ = 1 ■ = 2 ■ = 3 ■ = 4

between 6 and 16: Congratulations! You must be in tip top shape*. Keep at it!

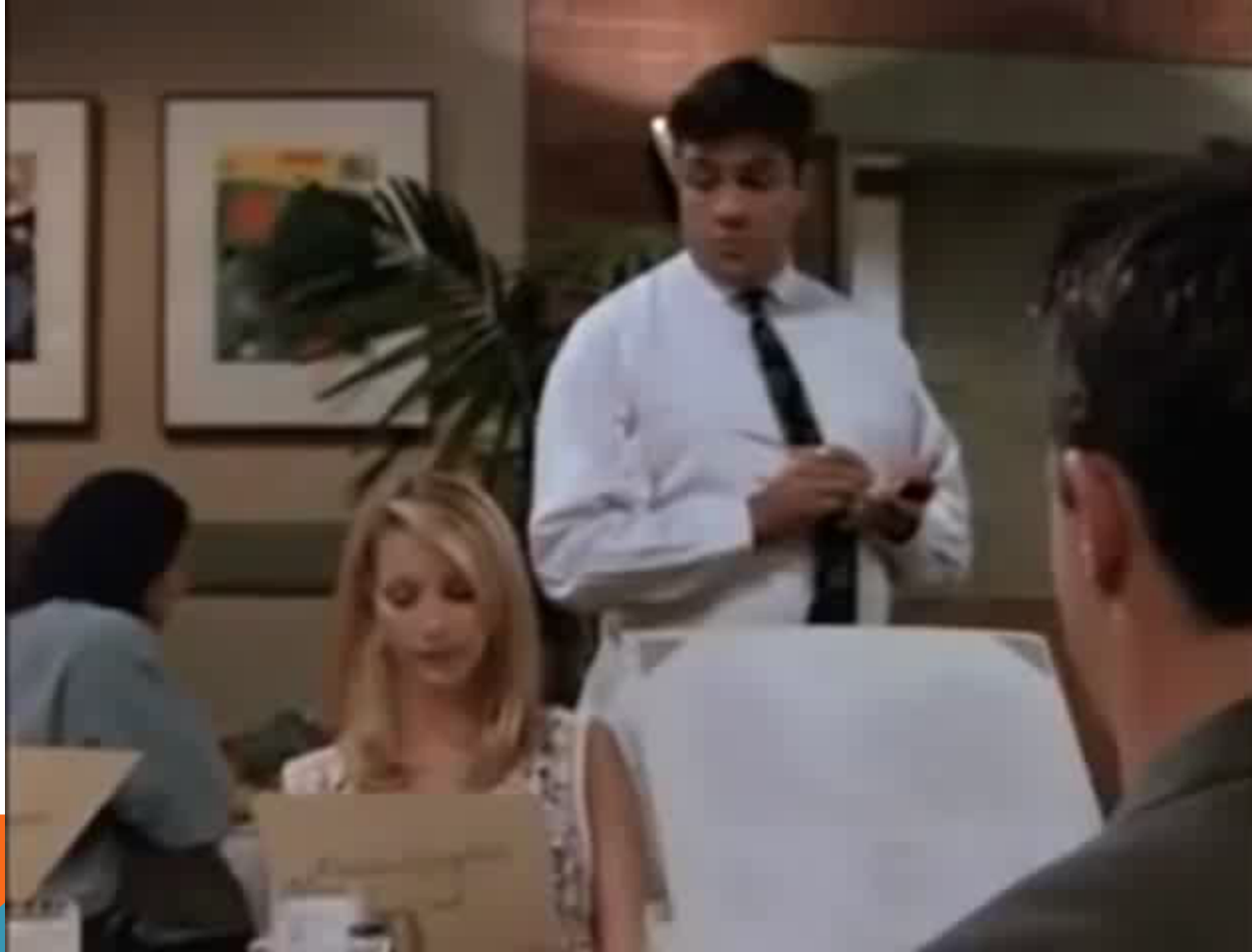
between 17 and 34: Your score is not too bad, but you can improve*. Don't give up!

between 35 and 46: Be careful! You should change your health habits: go to bed earlier, eat less sugar or get more exercise* and you'll soon feel better!

Note: les Vidéos utilisés par la suite (« Friends » et « Little Miss Sunshine ») peuvent servir de T.I.



SÉANCE 5 – CO: FRIENDS



CO: Little Miss Sunshine (Tache Intermédiaire?)



PREMIERE PARTIE/ Expression Ecrite :

a. Imaginez le lieu où cette scène se déroule (type d'endroit – pays – ce que les gens font) et justifiez votre choix avec des indices (REPONDEZ EN ANGLAIS! – 30-40 mots) :

The people are sitting in a diner/restaurant/coffee shop maybe/ probably in the USA. **They are ordering a meal.** I know this because I can see their **menus**, the **table** they are sitting at and the **waitress**.

b. Imaginez ce que les gens voudront manger. Ecrivez un dialogue, entre 8 et 10 répliques (REPONDEZ EN ANGLAIS!) :

- Oh, this looks nice!
- It does! **It has a lot of things to choose from!**
- Look, here is the waitress!
- WAITRESS: **What would you like?**
- **I would like** an Ice Cream!
- And **I would like bacon and eggs, please!**
- WAITRESS: **How about some tea or coffee?**
- **Can I have a bagel and a glass of orange juice?**
- **I would like some cereals. And can I have some coffee too?**

The sentences in green are all sentences that we have studied in class... Thus what appears to be a difficult task, should actually be quite easy.

Part 2. Watch with sound

A. Imagine you are the waiter / waitress. Fill in the order:

RICHARD: Number five. And coffee.

SHERYL: Number seven. over easy. And grapefruit juice.

FRANK: I would like a fruit plate. And you have chamomile? With honey, please.

GRANDPA: The Lumberjack. Coffee. With extra bacon.

In this exercise the pupils should not have any real problems understanding the words and reproducing them correctly.

Part 2. Watch with sound

B) Describe the feelings of the characters (choose the right answer).

- | | | | |
|-------------------------------|--------------------------------|------------------------------------|---------------------------------|
| The waitress seems: | <input type="radio"/> friendly | <input type="radio"/> sad | <input type="radio"/> impatient |
| The blond man looks: | <input type="radio"/> smiling | <input type="radio"/> enthusiastic | <input type="radio"/> grumpy |
| The bearded man looks: | <input type="radio"/> serious | <input type="radio"/> cheerful | <input type="radio"/> |
| annoyed | | | |
| The girl looks: | <input type="radio"/> excited | <input type="radio"/> hesitant | <input type="radio"/> bored |

This exercise should not be too difficult for the pupils, as care was taken to select transparent words where possible. The rest should be known to pupils of this level (sad-smiling-cheerful-annoyed-bored), although we can surreptitiously insert them to previous lessons...

Multiple choice answers were provided to economise on time and to help the pupils express concepts that (a) are not central to the séquences and (b) may prove difficult for the pupils if given free reign to find the right vocabulary.

Part 2. Watch with sound

Stage B. The “problem”.

**B) De quoi parlent les gens après avoir commandé? Quel est le problème? Que dit l’homme aux cheveux blonds par rapport à la glace? Que font les autres?
(REPONDEZ EN FRANCAIS)**

Originally I had planned to give the pupils this question in English AND ask for the answer in English. That, however, would mean that they would be tested on two (or even three) different competences: both the listening comprehension and their writing skills (and their written comprehension for the question itself). For this reason, and because this time I want to see their listening comprehension skills, I will give them the questions in French.

After the Intermediate Task

Given that this evaluation is part of the learning experience two further tasks have been added. They are not part of the evaluation itself, but will be useful for the pupils for the Final Task. **Option a.** Ask them to formulate a summary. **Option b.** Provide them with a text with gaps:

1. Recap what the video is about with the following words

diner- menu-order-stingy-excited-waitress- mute- keep fit

The scene is an extract from the film *Little Miss Sunshine* released in 2006. A family is having a meal in a typical American _____.

They are choosing what food to _____ when a **smiling** _____ arrives.

The music, the red _____ and the waitress make us think that the characters are eating out in a Mexican dinner.

The little girl is the main character. Her grandfather is **greedy** and **would like** to have a **lumber jack** with **extra bacon**.

But her uncle wants to _____ and will have just a fruit salad and a camomile.

Her brother is **mute** and writes that he wants to have on a notebook.

As the girl can order anything under four dollars, the family budget may be **tight** or her parents may be _____.

2. Phonetics: Remember!

t <u>igh</u> t	/'taɪt/
d <u>in</u> er	/'daɪnə(r)/ ≠ dinner /'dɪnə/ *
st <u>ing</u> y	/'stɪndʒi/
l <u>um</u> ber jack	/'lʌmbə(r)/ /'dʒæk/
gr <u>ee</u> dy	/'gri:di/
m <u>u</u> te	/mju:t/

The distinction between *diner* and *dinner* can be used (time permitting) to illustrate the alphabetic pronunciation of a vowel followed by an e unless separated by two consonants...

SÉANCE 7 – REBRASSAGE AVANT LA T.F.

On peut se servir des jeux
pour préparer la T.F. :



Milk and dairy food family



Milk

Milk and dairy food family



Ice cream

Milk and dairy food family



Yoghurt



Milk and dairy food Family



Cheese

Milk and dairy food Family

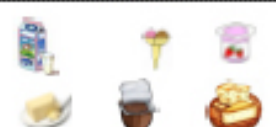
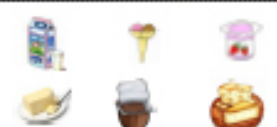


Chocolate cream

Milk and dairy food Family



Butter



Drink family



Water

Drink family



Coffee

Drink family



Apple juice



Drink family



Orange juice

Drink family



Milk chocolate

Drink family



Tea



Fruits family



Banana

Fruits family



Orange

Fruits family



Strawberry



Fruits family



Cherry

Fruits family

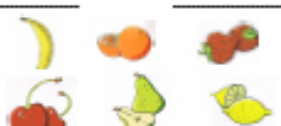


Pear

Fruits family



Lemon



ACTIVITÉ: JEU DE DÉS POUR S'APPROPRIER DU VOCABULAIRE

Rules: Each Group of 4 pupils is provided with a set of dice (1 Questions; 1 Food). Each time you roll the dice, each pupil tries to use the words that have been rolled in a sentence. For each word used in a sentence (written by the pupil and validated by the teacher), you earn the corresponding points.

Adapted from: <http://www.mes-english.com/games/dicegames.php>

The first pupil to 50 points is the winner.

TÂCHE FINALE

POI [filmée] – jouer une scénette au restaurant

→ 1 serveur + 3 clients

Supports: Assiettes, couverts, nappe... et...:



