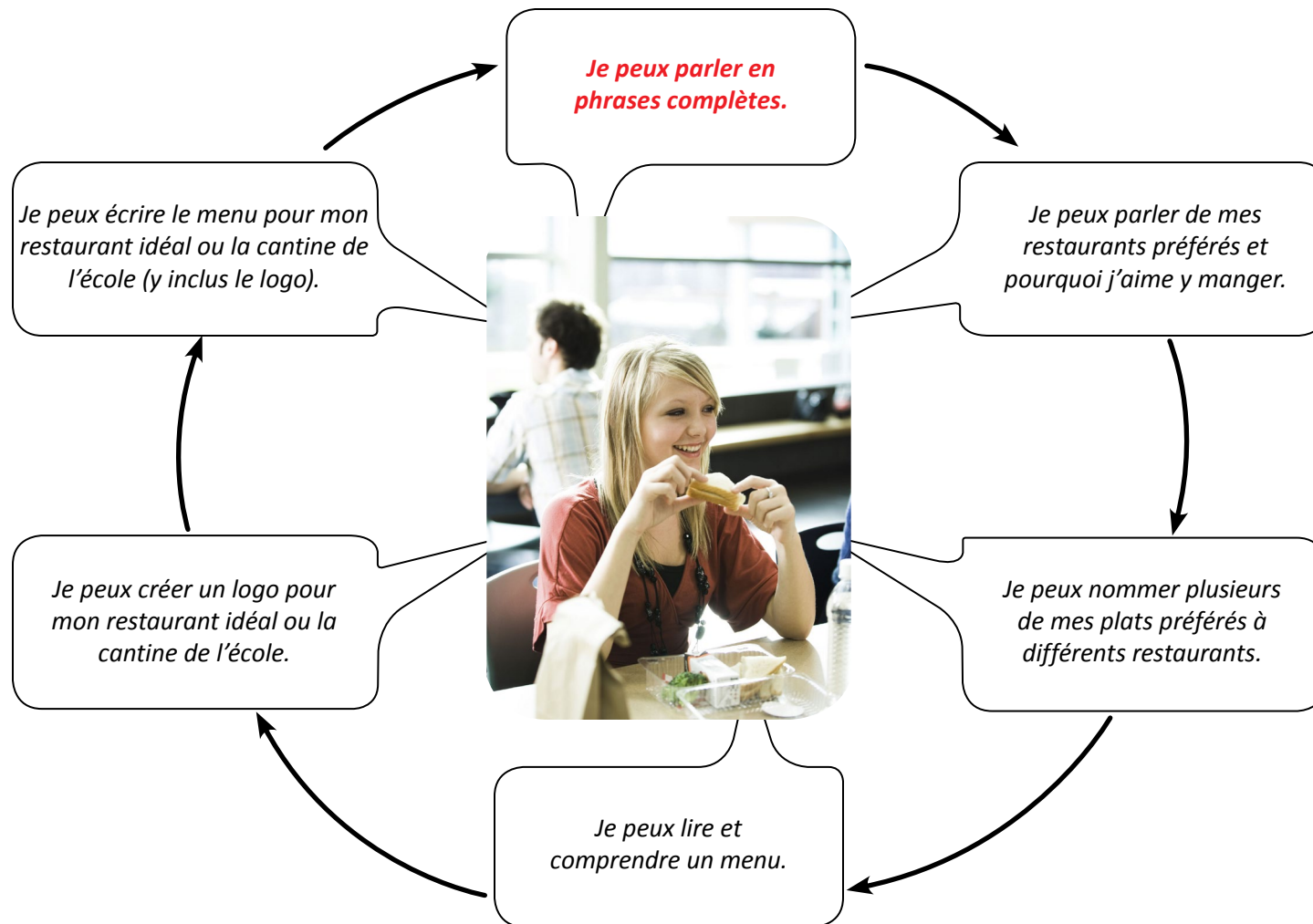


THÈME : L'ALIMENTATION - LE LOGO ET LE MENU D'UN RESTAURANT


Niveau : 8^e année



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| Achievement Indicators | Suggested Activities | Linguistic Content | |
|--|--|--|--|
| <p>Oral communication - Students:</p> <ul style="list-style-type: none"> respond to questions and demonstrate understanding (listening). listen for specific information and demonstrate understanding (listening). respond to a variety of short and familiar texts (listening). communicate clearly their message orally by describing an object (logo), their preferences and their opinions, and by explaining their reasons. establish the communicative purpose (menu). communicate their message orally with fluency and accuracy by using the appropriate pronunciation, intonation, rhythm, vocabulary and linguistic structures. <p>Reading - Students:</p> <ul style="list-style-type: none"> read and understand a variety of texts (menu). respond to text by identifying pertinent details of the text. read aloud with fluency and accuracy. <p>Writing - Students:</p> <ul style="list-style-type: none"> communicate clearly their message in writing by describing an object (logo), their preferences and their opinions, and by explaining their reasons. use correct words, expressions to clarify ideas (logo and menu). manage their writing by respecting grammar rules and by correctly using linguistic structures. correctly use writing conventions. <p>Culture - Students:</p> <ul style="list-style-type: none"> identify similarities and differences between elements of their Francophone cultures and their own culture (money, the organization of a menu). | <p>These suggested activities are a starting point for further unit development. The teacher consults the <i>Can do</i> statements and the linguistic content in order to plan the oral modelling and contextualization. This allows the teacher to stimulate authentic interactions.</p> <p>For example, <i>Mon restaurant préféré est Le Garage Café. Quel est ton restaurant préféré?</i> After, the teacher can model a second structure which allows him to add a description to his previous model. <i>Mon restaurant préféré est Le Garage Café. C'est un restaurant français. Quel est ton restaurant préféré?</i> In the second example, the teacher is beginning to scaffold the learning situation so that the students will acquire the necessary linguistic content to complete the two final performance tasks as described below.</p> <p>After the students have used and reused the modelled structure, adapting it with personal variations, the teacher presents two logos—a well-known one and a less well-known one—and asks questions (see linguistic content). Then students create logos for their ideal restaurants or the school canteen, incorporating characteristics and functions of an effective logo.</p> <p>Next, the teacher leads a discussion and guided reading of authentic menus. Example: <i>Est-ce qu'il y a des mots amis? Est-ce que le menu est divisé en...? Combien coûte...?</i> Now the students create a menu for their ideal restaurant. At the end of this unit, they present orally their logo and their menu to a small group of students.</p> | <ul style="list-style-type: none"> <i>Quel est ton restaurant préféré? Mon restaurant préféré est... Mon restaurant préféré est Le Garage Café à Saint-Boniface parce que j'aime leur hamburger et leurs frites.</i> <i>Quel restaurant préfères-tu? Je préfère... parce que... J'aime manger/commander/prendre/boire... Chez _____, j'adore...</i> <i>Quel logo attire ton attention?... attire mon attention.</i> <i>Quel logo est le plus commun? Le logo de... est le plus commun. Je préfère ce logo parce que... J'aime les couleurs. /Je n'aime pas les couleurs. C'est grand/visible. Les lettres sont grandes/petites/visibles/d'une forme intéressante. La police est « géniale ». L'image est amusante/est de couleurs vives. Le logo communique un message... Voici le logo de mon restaurant idéal. Il y a... sur le menu (le titre, des catégories, des prix écrits en français, etc.) La salade est incluse. Le déjeuner est servi...</i> <i>Qu'est-ce qu'il y a dans un menu? (Comment est-il divisé?) Dans ce menu, il y a des entrées.</i> <p>The vocabulary always relates to the subject and activities. In Grade 8, students are able to use <i>le présent</i>, <i>le passé composé</i>, <i>l'impératif</i> and <i>le futur proche</i> in context.</p> | |
| | Suggestions on Integrating Culture | | |
| | | <p>The class can look at menus from other Francophone countries and compare dishes and currencies using a Venn diagram. The teacher can also show students how to write prices in dollars in French (1,75 \$). The class can also compare how the menus are organized. <i>Est-ce qu'ils sont organisés de la même manière que les nôtres? Quelles sont les différences?</i></p> <p>The class can watch the video <i>Chez Mimi, À table</i> and complete a reflection sheet (see appendix, p. 133). The teacher models the reflexion orally and in writing. Afterwards, students share their reflexions.</p> | |

 **NOTE:** When learning and using new structures and expressions (linguistic content), learning situations are highly structured with ample modeling by the teacher. As students progress, they are able to use familiar structures and expressions with more and more autonomy, thus allowing for the gradual release of responsibility.

Resources

Niveau : 8^e année**Livres**

- [Voyages francophones](#), Cultur-osité, Nelson
- [Mangeons des mets](#), À la ronde 3, Nelson
- [En route vers le succès langagier](#), L'alimentation 7^e-10^e, DREF

Vidéo

- [À table](#), Chez Mimi, Cinéfête
<https://www.youtube.com/watch?v=7XjYT0wlvbY>

Document

- *Tout le monde à table, une recette pour l'enseignement du Français de base dans les classes à niveaux multiples*, p. A55
http://www.edu.gov.mb.ca/m12/frpub/ped/fdb/table/docs/document_complet.pdf

Modules

- [Chez Gigi](#), (unité 3), Express Intro, RK Publishing
- [À toi le choix](#), Ça marche 1, Pearson Education

Chanson

- [À la Nouvelle-Orléans](#), Encore, Gregg LeROCK!

Autres

- [Bistro Beau Soleil Menus](#), Teacher's Discovery
- Travailler avec des menus authentiques qui se trouvent sur Internet

Click on the active link to see the details for each resource within DREF's OPAC.