



L'ALIMENTATION - GUIDE D'UN RESTAURANT, DÉMONSTRATION CULINAIRE

 Niveau : 9^e année

Achievement Indicators	Suggested Activities	Linguistic Content
<p>Oral communication - Students:</p> <ul style="list-style-type: none"> respond to a variety of types of oral messages and demonstrate understanding by answering questions, asking questions, and making personal connections (listening). communicate clearly pertinent information orally by describing the main features of a thing (restaurant guide, menu, recipes), by expressing an opinion, by justifying their viewpoint and by giving advice. 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 by identifying details related to the reading intention and by creating a representation using diverse media. read aloud with fluency and accuracy. <p>Writing - Students:</p> <ul style="list-style-type: none"> communicate clearly pertinent information in writing by describing the main features of a thing (restaurant guide, menu, recipes), by expressing an opinion, by justifying their viewpoint, and by giving advice. respect the format and conventions of the kind of text. manage their writing by respecting grammar rules and by correctly using the linguistic structures. Students correctly use writing conventions. <p>Culture - Students:</p> <ul style="list-style-type: none"> compare elements of own culture to elements of Francophone cultures (similarities and differences between advertising and food at home and in a Francophone region). are aware of and express opinions about Francophone cultures (video reflection). 	<p>Prior to any lesson, the teacher consults the <i>Can do</i> statements and the linguistic content in order to plan the oral modeling and contextualization. This allows the teacher to stimulate authentic interactions. For example, in this learning situation, the teacher begins by reviewing linguistic structures from the previous year. <i>Mon restaurant préféré est Le Garage Café à St-Boniface. Je préfère ce restaurant parce que j'aime leur hamburger et leurs frites. Et toi?</i></p> <p>Next, the teacher scaffolds further oral activities that allow the students to talk about various types of restaurants in their neighbourhood, menu options, differences and similarities between these options, and why students like certain dishes. Once students have had many occasions to use and reuse all the new linguistic structures, they consolidate their learning by preparing a guide to restaurants in their region. The teacher models orally his own personal guide which may include the location, the type of restaurant, type of cuisine and its house specials. The students and the teacher choose the criteria and the format options for the guide (printed copy, on line, video, radio program, etc).</p> <p>Extension project: students do a simple cooking demonstration of their favourite dish.</p>	<ul style="list-style-type: none"> <i>Quel genre de restaurant préfères-tu et pourquoi?</i> <i>Je préfère... (un café, un casse-croûte, un snack-bar, une pâtisserie), ... parce que...</i> <i>Je préfère un café parce que je peux rester longtemps avec mes amis.</i> <i>Je préfère un casse-croûte parce que c'est vite.</i> <i>Quels sont les plats que tu préfères et pourquoi?</i> <i>Je préfère les desserts parce qu'ils sont délicieux et sucrés.</i> <i>Quels sont les meilleurs restaurants dans ta région/ton quartier et pourquoi?</i> <i>Les meilleurs restaurants dans mon quartier sont italiens et ils ont un grand choix de plats (des prix raisonnables, une excellente réputation, de la bonne nourriture).</i> <i>Quelles sont leurs spécialités?</i> <i>Leurs spécialités sont les pâtes.</i> <i>Quels sont les éléments essentiels d'une description pour un guide?</i> <i>Les éléments essentiels sont... (le nom du restaurant, l'adresse, le numéro de téléphone, les heures d'ouverture, le genre, la cuisine, les spécialités, l'adresse électronique, les prix, etc.).</i> <i>Quelles informations faut-il inclure dans le guide?</i> <i>Il faut inclure... (le nom du restaurant, l'adresse, le numéro de téléphone, les heures d'ouverture, le genre, la cuisine, les spécialités, l'adresse électronique, les prix, etc.).</i> <p>The vocabulary always relates to the subject and activities. In Grade 9, 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>
	<p>Suggestions on Integrating Culture</p>	
	<p>Students compare Web sites of restaurants in the Francophonie or advertisements from those restaurants. They can also create a list of the top ten dishes preferred by the French.</p> <p>Students can watch one of the suggested videos and compare what they eat at home with what young people eat in a Francophone country. Students can also complete the video reflexion sheet (see appendix, p. 133). Students can discover Quebec specialities by reading pages 13 and 14 of the book, <i>Bon appétit</i>.</p> <p>Please note that prior to any reading or writing activity, the teacher contextualizes the learning situation orally.</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 : 9^e année**Manuels scolaires**

- [Bon appétit!](#), Unité 3, Discovering French 1a, Nelson
- [Les repas](#), Unité 8, Discovering French 1b, Nelson
- [La recette de croque-monsieur](#), Discovering French 2, Nelson, p. 192-193
- [La bonne bouffe](#), Unité 2, Quoi de neuf? Pearson Education Canada
- [À table](#), Unité 1, Voyages 1, Éditions Addison-Wesley
- [Connexions](#), Pearson Canada

Livres

- [Bon appétit!](#), Boomerang 4, CEC
- [En route vers le succès langagier](#), L'alimentation 7^e-10^e, DREF
- [La planète dans l'assiette](#), 49 recettes du monde entier, Nathalie Rogues, Agathe Hennig, Mango Jeunesse
- [Une cuisine grande comme le monde](#), 60 recettes pour voyager tout autour de la terre, Alain Serres, Rue du monde

Sites Web (les recettes)

- [Cuisine à la française](#)
<http://www.cuisinealafrancaise.com/fr/recettes>
- [Cuisine AZ](#)
www.cuisineaz.com

Vidéos

- [Bon appétit! A French family dining experience: une famille à table](#), Tralco-Lingo Fun
- [Paris teens, épisode 4 : le repas](#), Teacher's Discovery

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