

L'ALIMENTATION

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An Experiential Unit for a Multilevel Classroom
Step-by-Step Activities
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Introduction

This unit is based on the communicative/experiential approach and the multilevel teaching philosophy. The unit on food (“*L'alimentation*”) was selected because it is included in all of the three levels, from Grades 4 to 6. This theme provides a wide range of ideas and resources from which to choose for differentiated instruction. Students can always contribute additional activity ideas.

A MULTIDIMENSIONAL PROGRAM

Experiential/ Communicative	Culture	Language	General Language Education
<p>Experiential: Learners will be able to</p> <ul style="list-style-type: none"> - Identify their personal food preferences; - Do an interview or survey on preferences; - Sort food into the four food groups; - Play a game about food; - Sing a song about food; - Read and discuss a sample recipe; - Prepare a recipe; - Write a dialogue that takes place in a restaurant. <p>Communicative: Learners will be able to</p> <ul style="list-style-type: none"> - Ask and answer survey questions on food preferences; - Orally present their recipe to the class or in a small group (with demonstration); - Participate in a dialogue between a waiter and a restaurant customer. 	<p>Learners will be able to</p> <ul style="list-style-type: none"> - Sing a French song about food; - Identify the personal food preferences of other people in the class; - Identify the recipe of a French-Canadian dish; - Create a recipe for a favourite dish. 	<p>Learners will be able to</p> <ul style="list-style-type: none"> - Understand and produce, orally and in writing, the vocabulary and simple structures used in context; - Use -er verbs (<i>aimer, manger, détester</i>) in context; - Prepare monologues as a television cooking show host; - Prepare dialogues for ordering in a restaurant; - Introduce/use the partitive article (<i>de, du, de la, de l' and des</i>) in context; - Introduce/use verbs in the imperative, in context. 	<p>Learners will be able to</p> <ul style="list-style-type: none"> - Take risks; - Use context; - Recognize key words, new vocabulary and structures; - Identify cognates (<i>mots-amis</i>) to understand the meaning of an oral or written presentation; - Understand a simple recipe (e.g., a French-Canadian dish).



Teaching Methodology

The teaching methodology has three stages:

1. Preparation (pre-activity warm-up) – identifying the objectives and the context
2. Actualization (activity) – carrying out the activities
3. Integration (post-activity) – reflection/feedback, assessment and extension of the learning

The skills development process, lesson plan and teaching unit reflect these three stages.

1. Preparation (pre-activity warm-up)

a) Warm-up activity – setting the scene

This is what captures the interest of all the students in the unit being presented. The teacher can present an example of a menu (pizza, submarine sandwiches, hamburgers, etc.) of a restaurant popular with the students. Students can give their food preferences and the teacher can write them in a notebook or on the board. They can also brainstorm other words and expressions associated with the theme (for a pizza, submarine sandwich, hamburger, salad, or other food projects).

b) Identification of the communicative intent:

The goals of this unit are

- to familiarize students with the vocabulary and structures associated with recipes (ingredients and instructions);
- to familiarize students with the vocabulary and structures associated with personal food habits and preferences;
- to give students an opportunity to make wise food choices, such as those outlined in the *Canada's Food Guide* (French available online at: www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_f.html).

c) Explanation of the task:

The teacher describes the final project (the experiential goal) by showing students a sample recipe (for pizza, submarine sandwiches, hamburgers, salads, etc.) and by telling them that they will be writing the same sort of recipe. Tell the students that at the end of the unit, they will be presenting their recipe with an illustration and demonstration.

2. Actualization (activities)

The teacher's objectives are:

- to develop the skills the students need to accomplish the final goal of writing and presenting a recipe;
- to develop their language skills in context and provide them with activities that foster communication;
- to develop attitudes that help the students make wise food choices;
- to develop learning and communication strategies.

The formative assessment is carried out as the unit unfolds so that the teacher can verify whether the objectives are achieved and adjust his teaching accordingly. The teacher involves the students in setting the assessment criteria. In this unit, the learning outcomes will be assessed on the basis of oral, listening and written performance. (During the unit, the teacher and student can keep samples of a few activities for portfolios and the parent-teacher-student conferences).

3. Integration (post-activity)

a) Reflection (final task):

The teacher goes back to the learning process. Students reflect on their successes and weaknesses in connection with the unit while verifying whether the final task was accomplished. The teacher can also provide an assessment of the final task as well as summative assessments of the unit's vocabulary and structures. These assessment marks can be used for the students' report cards.

b) Reinvestment:

Once the experiential goal has been achieved, the teacher can put the students in a new situation similar to the first one to enable them to transfer the knowledge they have acquired to other areas. In this unit, the teacher can ask the students to create a recipe for a French dish or another dish of their choice, to create a booklet of favourite class recipes, or the students can prepare a healthy lunchbox. The possibilities abound!

Learning Outcomes (SLOs)

Based on the multidimensional approach suggested in the *National Core French Study*, this unit comprises four parts.

The SLOs are as follows:

1. Experiential

Learners will be able to:

- identify personal food preferences;
- do an interview or survey on food preferences;
- sort foods into the four food groups;
- play a game about food;
- sing a song about food;
- read and discuss a sample recipe;
- prepare the recipe of their favourite dish;
- write a dialogue between a waiter and restaurant customer.

Communicative

Learners will be able to:

- brainstorm on the topic of food;
- ask and answer survey questions on food preferences;
- orally present their recipe to the class or in a small group, with a demonstration;
- participate in a restaurant dialogue;
- introduce/use the partitive article (*de, du, de la, de l', and des*) in context;
- introduce/use verbs in the imperative, in context.

2. Language

Learners will be able to:

- understand and produce, orally and in writing, the vocabulary and simple structures used in context;
- use -er verbs (*aimer, manger, détester*) in context;
- prepare dialogues as a television cooking show host;
- prepare dialogues for ordering in a restaurant.

3. Culture

Learners will be able to:

- sing a French song about food;
- identify their own food preferences and those of their classmates;
- identify the recipe of a French-Canadian dish;
- create the recipe for a favourite dish.

4. General Language Education

Learners will be able to:

- take risks;
- use context;
- recognize key words, new vocabulary and structures;
- identify cognates (*mots-amis*) to understand the meaning of an oral or written presentation;
- understand a simple recipe.

Multiple intelligences:

The teacher in a multilevel Basic French classroom plans activities in the following levels:

- Beginner/*Débutant* (D);
- Intermediate/*Intermédiaire* (I);
- Advanced/*Avancé* (A).



a

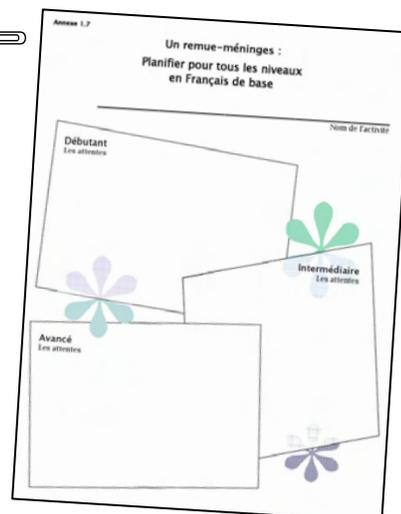
See also p. A12, *Annexe 1.7* for the blackline master (BLM) on multilevel planning.

The activities are also broken down into eight types of multiple intelligences. See the “Multiple Intelligences Chart” on p. 12 for a description of the following terms:

- 1) Verbal/Linguistic;
- 2) Logical/Mathematical;
- 3) Visual/Spatial;
- 4) Bodily/Kinesthetic;
- 5) Musical/Rhythmic;
- 6) Interpersonal;
- 7) Intrapersonal;
- 8) Naturalist.

All of these activities are suggestions that the teacher can adapt according to students’ skills and needs.

a



An Experiential Unit for a Multilevel Classroom

Field of experience: Food

Topics to be developed: Food knowledge, personal food habits, attitudes and preferences.

Experiential goal (Final project): Write the recipe of a favourite dish and present it orally.



Steps:

I PREPARATION (Pre-activity) – Warm-up and explanation of the task

- Step 1: Whole-group session
- Look at a restaurant menu (pizzas, submarine sandwiches, hamburgers, etc.) with the whole class.
 - Brainstorm on the topic of food (words and expressions).
- Step 2: Explanation of the final task or project.
- Present the experiential goals, the final task or project.
 - Identify the steps to be taken to achieve these goals.

II ACTUALIZATION (language activities and experiences)

- Step 3: Do an interview/survey to discover food preferences.
- Step 4: Sort the foods from the list (Step 1) into the four food groups.
- Step 5: Play a game about food.
- Step 6: Sing a song about food. Introduce the partitive articles (*de, du, de la, de l'* and *des*) in context.
- Step 7: Read and discuss a sample recipe. For the advanced level, the teacher can introduce the use of verbs in the imperative form in the context of food.
- Step 8: Prepare a recipe and draw an illustration of the dish for the oral presentation.

III INTEGRATION (post-activity) – Reflect on the unit, the learning outcomes and assessment

- Step 9: Reflection
- Presentation of the final project or task.
 - Assessment of the final project or task by the teacher, in pairs and in self-assessment.
 - Assessment of vocabulary, verbs, structures.
 - Reflection on the unit. (Students can complete an exit slip during the unit as well as at the end of the unit. See p. A40, *Annexe 3.15*.)
- Step 10: Reinvestment
- Transfer of the knowledge from the food unit to other areas.

Explanation of the final task or project

At the beginning of the unit, tell the students that they will be creating a recipe and an illustration of their favourite dish. Let them know that they will be presenting their recipe orally. The teacher should indicate that their oral and written performance will be assessed during the unit, at the end of the unit and for the final task. See the sample recipe “*Faisons une mini-pizza*” (p. A73, *Annexe 4.1.21*) and “*La carte de recette*” (p. A74, *Annexe 4.1.22*), as well as the evaluation grids A, B, C (p. A85-A87, *Annexe 4.2.6-4.2.8*) for examples of the criteria that the teacher can assess.

- a
- b
- c

Present the experiential goals for each level:

Beginner

A recipe that has (at least)

- five ingredients;
- four instructions that use “*Je mets*”;
- one illustration.

Intermediate

A recipe that has (at least)

- five ingredients;
- six instructions that use “*Je prépare*”, “*Je coupe*”, “*Je mets*”;
- one illustration .

Advanced

A recipe that has (at least)

- five ingredients;
- eight instructions that use the imperative: “*Mets*”, “*Coupe*”, “*Prépare*”;
- one illustration.



a) Students can create a short monologue to present their recipe as a television cooking show host.

b) The students will create “M. Frégume” by making a collage from food pictures. Explain that they will be presenting the creation to the class at the end of the unit. (See the worksheet, p. A75, *Annexe 4.1.23*, and the assessment rubric, p. A90, *Annexe 4.2.11*.) For the advanced group, this activity can be an independent task. The “M. Frégume” activity can also be used for a unit on the parts of the body.

- d
- e



a

Annexe 4.1.21

Date: _____ Je m'appelle _____

Faisons une mini-pizza!

Voici une recette pour une mini-pizza.

Une mini-pizza

Les ingrédients :

- un petit pain d'herberger coupé en deux
- de la sauce tomate
- du fromage
- des légumes
- du pain sec
- des champignons

Les directives :

1. Étale de la sauce tomate sur une moitié du pain d'herberger.
2. Place du fromage et la sauce tomate.
3. Ajoute des morceaux d'ingrédients et du pain sec.
4. Couvre des champignons en tomates et ajoute les...
5. Mets du pain sec sur les légumes, le pain sec est et les champignons.
6. Mets au four à 150 degrés Fahrenheit pendant 3 à 5 minutes.

Niveau direct

b

c

Annexe 4.2.6

Grille d'évaluation A : une recette

Nom de l'élève: _____

Dans la recette...

Annexe 4.2.7

Grille d'évaluation B : une recette

Nom de l'élève: _____

Dans la recette...

Annexe 4.2.8

Grille d'évaluation C : une recette

Nom de l'élève: _____

Dans la recette...

Annexe 4.2.9

Grille d'évaluation D : une recette

Nom de l'élève: _____

Dans la recette...

d

Annexe 4.1.23

M. Frégume

un bonhomme de nourriture

Bonjour! Je m'appelle _____

Voici ma création.

C'est un _____

Il a appelé _____

e

Annexe 4.2.11

M. Frégume

Rubric

Évaluation	1	2	3	4	5	Resultat
Présentation						
Contenu						
Langage						
Orthographe						
Grammaire						
Lexique						
Présentation						
Contenu						
Langage						
Orthographe						
Grammaire						
Lexique						

STEP 3

II Actualization

Do a survey to discover the food preferences of classmates

Ask:

- "Qu'est-ce que tu $\left\{ \begin{array}{l} \text{aimes} \\ \text{adores} \\ \text{n'aimes pas} \\ \text{détestes} \end{array} \right\}$ $\left\{ \begin{array}{l} \text{sur ta pizza?} \\ \text{dans ton sandwich sous-marin?} \\ \text{dans ta salade?} \end{array} \right\}$ "

Introduce or review the conjugation of -er verbs: *aimer, adorer, détester, préférer*, with the verb *aimer* in the negative. For example: "J'aime... Je n'aime pas ..."

Further Reading

Manitoba Education and Youth. *Les verbes en action : verbs in action*, Winnipeg, Manitoba Education and Youth, 2003.



- a **D** Hand out the "Un sondage avec un partenaire" survey (p. A56, Annexe 4.1.4). Students ask partners questions to find out their food preferences, using the following structures: *Est-ce que tu aimes...? Oui, j'aime... Oui, j'adore... Non, je n'aime pas... Non, je déteste...*
- b **I** Hand out "Nos préférences alimentaires" (p. A58, Annexe 4.1.6). In the left circle of the Venn Diagram ("J'aime"), the student writes at least five favourite foods. Next, he writes at least five of his friend's favourite foods in the right circle ("Mon ami/Mon amie aime"). In the overlapping area, the student indicates at least three foods that they both like. At the end of the activity, the student answers the following questions: *Qu'est-ce que tu aimes? Qu'est-ce que ton ami aime? Qu'est-ce que vous aimez?*
- c Do the same with "Nos préférences alimentaires" (p. A59, Annexe 4.1.7), where the student indicates what he dislikes, what his friend dislikes, and what they both dislike. In addition, the teacher may ask the student to create his own statements (p. A60, Annexe 4.1.8). For example: "Ma sœur aime... Mon frère aime..."
- d **A** Hand out the "Sondage - La pizza" survey (p. A61, Annexe 4.1.9). The student uses another way to ask the question "Est-ce que tu aimes (topping)?" using inversion ("Aimes-tu (toppings)?"). The student writes the classmate's name beside the topping. At the end of the activity, the student answers the following questions: "Qu'est-ce que tu aimes sur ta pizza?" or "Qu'aimes-tu sur ta pizza?" (inversion).

a

Annexe 4.1.4

Un sondage avec un partenaire : Les garnitures sur une pizza

Date: _____ Je m'appelle _____

Mon partenaire s'appelle _____

Pose des questions à ton partenaire pour mieux connaître ses préférences.

Par exemple: Élève A - Est-ce que tu aimes le fromage?
 Élève B - Oui, j'aime le fromage.
 - Oui, j'adore le fromage.
 - Non, je n'aime pas le fromage.
 - Non, je déteste le fromage.

Coche (✓) la réponse de ton partenaire. Ajoute trois autres garnitures à la liste.

Aliments	J'aime	J'adore	Je n'aime pas
la sauce tomate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
le fromage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
les jambons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l'ananas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
les olives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
les olives noires	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
les tomates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
les champignons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b

Nos préférences alimentaires

J'aime _____

Mon ami / Mon amie aime _____

Nous détestons _____

c

d

Annexe 4.1.9

SONDAGE LA PIZZA

Date: _____

Nom: _____

A. Trouve ton partenaire qui aime une des garnitures suivantes sur sa pizza:

Exemple: Aimes-tu la garniture sur ta pizza?
 * Oui, j'aime la garniture sur ma pizza.
 * Non, je n'aime pas la garniture sur ma pizza.

Aimes-tu _____ sur ta pizza?	Nom de la personne
1. le pepperoni	
2. le fromage	
3. les champignons	
4. les poivrons verts	
5. le poulet rouge	
6. les ananas	
7. les ans-beets	
8. la sauce	
9. les olives noires	
10. les olives vertes	
11. les sardines	
12. le brocoli	
13. les noix	
14. le jambon	
15. les oignons	

B. Qu'est-ce que tu aimes sur ta pizza? (Ouvre trois garnitures.)

Exemple: Sur ma pizza, j'aime les anchois.

1. _____

2. _____

3. _____

Assessment

- Students at each level can tally the results and put them in a graph (visual and mathematical activity).
- The teacher can have the students complete the “*Autoévaluation : Poser des questions en français*” (p. A48, *Annexe 3.23*).
- During the activities at the Beginner, Intermediate and Advanced, levels, the teacher can make a general observation about the students using the observation forms on p. A29 and A30, *Annexes 3.4 and 3.5*, “*Évaluation du travail écrit*”, p. A32, *Annexe 3.7*, and “*Évaluation en paires : les sondages de préférences alimentaires*”, p. A81, *Annexe 4.2.2*.

a

b

c

d



Further Reading

Craker, Elizabeth, Sue Brown and Bill Gaynor. *Un sondage sur les bagels*, Montréal, Chenelière Éducation, 2007.



STEP 4

Sort the foods from the list into the four food groups

Look at the four food groups in Health Canada's Food Guide: *Bien manger avec le Guide alimentaire canadien* (French available online at: www.santecanada.gc.ca/guidealimentaire).

Use the word bank created by the students in Step 1 for the following activities.



Hand out “*Les quatre groupes alimentaires*” (p. A63, *Annexe 4.1.11*) and ask:
 - “*Combien de groupes alimentaires est-ce qu'il y a?*”
 - “*Nommez au moins deux aliments pour chaque groupe alimentaire.*”
 Write the answers in the appropriate square.

D

Hand out “*Les quatre groupes alimentaires*” (p. A63, *Annexe 4.1.11*) and have the students put the vocabulary into the appropriate food group. Write at least five examples for each group.

I

Distribute copies of the “*Qu'est-ce qui est nutritif?*” sheet (p. A64, *Annexe 4.1.12*). Students pick out the food items from the list that are not nutritious and add other “junk” or non-nutritious foods. They may use a dictionary.

A

Sing a song about food

Present the song “*Je suis une pizza*” (p. A69, *Annexe 4.1.17*) by Charlotte Diamond. The teacher can add actions for each line. For example:
 “*Je suis une pizza.*” – make a big circle with your hands
 “*Avec du fromage*” – pretend to sprinkle cheese with your fingers
 “*Beaucoup de sauce*” – pretend to pour sauce over the pizza

- a) See p. A72, *Annexe 4.1.20*, for other action suggestions.
- b) Students can also give ideas for actions.
- c) The teacher can talk about the partitive article (*de, du, de la, de l’* and *des*). Use examples in the song and in the word bank from Step 1.



The students find and write a list of eight (8) foods in the song that are introduced by the indefinite article: *de, du, de la, d’* or *de*. (p. A69, *Annexe 4.1.17*).



a

Have the students listen to the song. Hand out a copy of the song with blanks (p. A70, *Annexe 4.1.18*). The students fill in the blanks with the vocabulary from the word bank.



b

Have the students listen to the song. Hand out a copy of the song with sections of the sentences missing (p. A71, *Annexe 4.1.19*). The students can listen to the song and fill in the blanks.



c

- a) These activities can be used for assessment purposes. (Students should pay close attention to spelling and accents.)
- b) Other songs are included in the resource list (p. 81).



Read and discuss a sample recipe

Look at the example “*Faisons une mini-pizza*” (p. A73, *Annexe 4.1.21*) or use the websites listed on p. 82 to find a few examples of recipes for pizza, submarine sandwiches, salads, soup, etc.

d

a

b

c

d

Ask the students:

- “*Quels sont les ingrédients?*”
- “*Quelles sont les directives?*”

Find the “instruction” words in the recipe examples. (The teacher can add these words and sentences to the vocabulary list from Step 1.)

Introduce a list of useful words and sentences for recipe instructions using verbs in the present tense. For example: *Je prépare...*, *Je coupe...*, *Je place...*, *J'ajoute...*, *J'attends...*, *Je mets...*, *Je mélange...*, etc.

(a) Make flashcards illustrating the verbs above or have the students draw pictures of them.

J'ajoute...



Je mets...



Je coupe...



(b) Teach a lesson using PowerPoint.

Further Reading

Canadian Association of Second Language Teachers. “Une recette, Une collation canadienne : la beurrée de sucre d’érable” (Trousse 6, L’alimentation), *The Assessment Toolkit: Formative Assessment Instruments for French as a Second Language, Beginner Level*, Ottawa, CASLT, 1998, p. 223-225.

Craker, Elizabeth, Sue Brown and Bill Gaynor. “Comment fait-on du yogourt?”, *Zénith Lecture partagée - Ensemble AA, textes informatifs*. Montréal, Les Éditions de la Chenelière, 2007, p.16-17.

Craker, Elizabeth, Sue Brown and Bill Gaynor. *Un sondage sur les bagels*, Montréal, Chenelière Éducation, 2007.

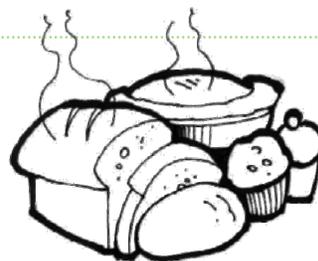
Fondation de la Chenelière. *Multichefs*, Montréal, Chenelière/McGraw-Hill, 2000.

Karmel, Annabel. *C’est moi qui cuisine*, Saint-Laurent, Québec, Éditions du Renouveau Pédagogique inc., 2006.

Hehner, Barbara. *Faisons de la crème glacée*, Markham, Ontario, Scholastic Canada Ltd., 2006.

Manitoba Education and Youth. “L’impératif”, *Les verbes en action : verbs in action*, Winnipeg, Manitoba Education and Youth, 2003, p. 123-124.

Milliea, Mildred, and Kelly Anne Dennis. *Aidons grand-maman*, Markham, Ontario, Scholastic Canada Ltd., 2006.



Make a recipe

Explain to students that the recipe will have a list of ingredients and instructions. Use “*La carte de recette*” (p. A74, *Annexe 4.1.22*). Model a sample recipe at each level.

a 

a) The teacher can present an overhead of “*Autoévaluation de l’élève : Grille d’accompagnement – une recette*”, providing a short explanation, for each level (p. A82-A84, *Annexe 4.2.3-4.2.5*).

b 

b) Important: If the students choose “*M. Frégume, un bonhomme de nourriture*” (Step 2 suggestion), they will present their creation to the class at the end of the unit. (See the explanation and assessment rubric for this activity on p. A75 and A90, *Annexes 4.1.23* and *4.2.11*.)

c) The more advanced students can do “*M. Frégume, un bonhomme de nourriture*” on their own.



Beginner

A recipe that has (at least)

- five ingredients;
- four instructions that use “*Je mets*”;
- one illustration.

Intermediate

A recipe that has (at least)

- five ingredients;
- six instructions that use verbs in the present tense;
- one illustration.

Advanced

A recipe that has (at least)

- five ingredients;
- eight instructions that use verbs in the imperative;
- one illustration.



a) The students can present their recipes as a television cooking show host.

b) Make the presentation using PowerPoint.

c) Write a dialogue for ordering a favourite dish in a restaurant. (See “*Passer une commande*”, p. A76-A79, *Annexes 4.1.24-4.1.27*.)

c 



a 



b 



c 



STEP 9

III Integration (Post-activity, final task)

Reflexion - presentation and assessment of project

- Students can present their project
 - to the whole class;
 - to a small group of three or four students;
 - to another class;
 - to the school principal;
 - to parents.



a) See “Grille d’évaluation : une recette”: Beginner (p. A85, Annexe 4.2.6), Intermediate (p. A86, Annexe 4.2.7) and Advanced (p. A87, Annexe 4.2.8).

b) See “Évaluation d’une présentation orale” (p. A35, Annexe 3.10), “Présentation orale” (p. A43, Annexe 3.18) and “Grille d’observation d’une présentation orale” (p. A80, Annexe 4.2.1).

Now reflect on everything the class did in this unit. Ask the students:

- “Qu’est-ce que vous avez appris dans cette unité?”
- “Quels mots/Quelles phrases/Quelles activités étaient les plus faciles pour vous?”
- “Quels mots/Quelles phrases/Quelles activités étaient les plus difficiles pour vous?”
- “Est-ce que vous pourriez améliorer votre travail dans quelques activités/groupes?”
- “Quelle stratégie avez-vous utilisée pour apprendre le vocabulaire et les structures?”

The teacher can write the answers on the board. The teacher can also complete summative assessments and use these marks for the students’ report cards.

Further Reading

Canadian Association of Second Language Teachers. “Doing a presentation”, *The Assessment Toolkit: Formative Assessment Instruments for French as a Second Language, Beginner Level*, Ottawa, CASLT, 1998, p. 248-251.

Canadian Association of Second Language Teachers. “Instruments d’évaluation formative vierge - Blank Assessment Instruments”, *The Assessment Toolkit: Formative Assessment Instruments for French as a Second Language, Beginner Level*, Ottawa, CASLT, 1998, p. 266-285.



a) Grille d'évaluation A : une recette

b) Evaluation d'une présentation orale

c) Grille d'évaluation C : une recette

d) Grille d'observation d'une présentation orale

Annexe 3.16

Présentation orale

Annexe 3.18

Grille d'observation d'une présentation orale

Annexe 4.2.1

Grille d'observation d'une présentation orale

Reinvestment

For a reinvestment activity, have the students prepare a French-Canadian dish or another favourite or popular food (Italian, Mexican, Chinese, Aboriginal, Caribbean, etc.). The possibilities are endless!



- submarine sandwich
- salad
- ice cream cone
- original milkshake
- *croque monsieur*
- pea soup
- bannock
- pie
- pancakes
- hamburger



For the “naturalist” multiple intelligence:

These activities can be done with all levels.

- a) In the spring, plant a vegetable garden around the school.
- b) Plan a visit to a local vegetable farm.
- c) Visit a local grocery store. The teacher can have the students find a list of a few selected products, record the prices and add up the total.
- d) Sustainable development is a major issue today. The teacher can raise the topic of composting and recycling with students.
- e) Grow plants in the classroom. See the projects on p. 18-21 of the book *Publier et présenter les travaux écrits - Idées pratiques et originales*.



Further Reading

Cameron, Susan. *Publier et présenter les travaux écrits - Idées pratiques et originales*, Montréal, Thomson Duval, 2007.

Environnement Canada, *Déchets*, “Le vermicompostage”, www.on.ec.gc.ca/community/classroom/millennium/m4-vermi-f.html.

Hughes, Susan. *Le compost : les vers racontent*, Edmonton, Éditions Duval, inc., 2003.



Step-by-Step Activities

This table presents a number of activities that follow the steps outlined in the previous pages. After identifying the needs and levels of your students, you can refer to this table to select appropriate activities. The reproducible blackline master (BLM) for each exercise is provided in the annex section (“Annexes”).

Step	Activity	Annexe	Level	Activity type					Multiple Intelligences							
				Individual	Pairs	Small group (3-4)	Group	Whole class	Verbal	Mathematical	Visual	Bodily/Kinesthetic	Musical	Interpersonal	Intrapersonal	Naturalist
1	<i>Un menu</i>	4.1.3	D I A					*	■	■	■			■	■	
3	<i>Un sondage avec un partenaire</i>	4.1.4, 4.1.5	D		*				■	■	■	■		■	■	
3	<i>Nos préférences alimentaires</i>	4.1.6-4.1.8	I		*				■					■	■	
3	<i>Sondage - La pizza</i>	4.1.9, 4.1.10	A		*				■	■		■		■	■	
4	<i>Les quatre groupes alimentaires</i>	4.1.11	D I	*		*			■		■			■	■	
4	<i>Qu'est-ce qui est nutritif?</i>	4.1.12	A	*					■					■	■	
5	Game: “ <i>Les fruits</i> ” (with words)	4.1.13	D I		*	*			■	■	■	■		■		
5	Game: “ <i>Les fruits</i> ” (without words)	4.1.14	I		*	*			■	■	■	■		■		
5	Game: “ <i>Les aliments</i> ” (template)	4.1.15	D I A		*	*			■	■	■	■		■		
5	Game, without title (template)	4.1.16	D I A		*	*			■	■	■	■		■		
5	Games: “ <i>La marelle</i> ” and “ <i>Serpents et échelles</i> ”	(p. 68, 69)	D I A		*		*		■	■	■	■		■		
6	Song: “ <i>Je suis une pizza</i> ”	4.1.17, 4.1.18	D					*	■		■	■	■			
6	Song: “ <i>Je suis une pizza</i> ” (Cloze activity A)	4.1.18	I	*					■		■	■	■		■	
6	Song “ <i>Je suis une pizza</i> ” (Cloze activity B)	4.1.19	A	*					■		■	■	■		■	
7	<i>Faisons une mini-pizza!</i>	4.1.21	D I A					*	■	■	■	■		■	■	
8	<i>La carte de recette</i>	4.1.22	D I A					*	■	■	■	■		■	■	
8	<i>M. Frégume, un bonhomme de nourriture</i>	4.1.23	A	*					■		■	■			■	
10	<i>Le vermicopostage</i>	(p. 59)	D I A			*	*	*	■	■	■	■		■		■

Activities and Games

This table shows a number of activities and games that can be played in the learning centres. There are also cooperative activities that work well with the whole class (divided into groups). Instructions for these activities are detailed on the following pages.

Activity	Number	Page	Activity type					Multiple intelligences							
			Individual	Pairs	Small group (3-4)	Group	Whole class	Verbal	Mathematical	Visual	Bodily/Kinesthetic	Musical	Interpersonal	Intrapersonal	Naturalist
<i>Bingo</i>	1	62			*	*	*	▪		▪			▪		
<i>Champs de bataille</i>	2	63		*	*	*	*	▪	▪	▪			▪		
<i>Autocorrection de casse-tête</i>	3	64	*	*				▪	▪	▪	▪		▪		
<i>Autocorrection : les phrases mélangées</i>	4	66	*	*				▪	▪	▪			▪		
<i>Jeopardy</i>	5	67		*	*	*	*	▪		▪			▪		
<i>Jeu de piège - La marelle</i>	6	68		*	*	*	*	▪	▪	▪	▪		▪		
<i>Serpents et échelles</i>	7	69		*	*	*	*	▪	▪	▪	▪		▪		
<i>Tic, Tac, Toe</i>	8	69		*	*	*	*	▪	▪	▪			▪		
<i>Panier de fruits en pâte à modeler</i>	9	70	*	*		*		▪		▪	▪		▪		
<i>Un remue-méninges</i>	10	70				*		▪	▪				▪		
<i>Les cartes éclair</i>	11	71		*	*	*		▪	▪				▪		
<i>Vrai ou faux</i>	12	71			*	*		▪					▪		
<i>Cercle intérieur et extérieur</i>	13	72					*	▪	▪	▪			▪		
<i>Mettez-vous en ligne!</i>	14	73				*	*	▪		▪	▪		▪		
<i>Dans le frigo</i>	15	74		*	*			▪		▪	▪		▪		
<i>Tous ensemble</i>	16	75			*		*	▪		▪			▪		
<i>Chasse aux gens</i>	17	75					*	▪		▪	▪		▪		
<i>La table ronde (écrit)</i>	18	76			*		*	▪		▪			▪		
<i>Qui suis-je?</i>	19	76			*	*		▪		▪			▪		
<i>L'art progressif</i>	20	77					*	▪	▪	▪	▪		▪	▪	
<i>Les fruits</i>	21	78		*	*			▪		▪			▪		



Bingo

There are many kinds of bingo games that the teacher can purchase for learning centre use.

- 1) Distribute Bingo cards to the students.
- 2) The students take turns drawing a card and reading the words out loud.
- 3) The purpose of the game is to complete the entire card, or a horizontal, vertical or diagonal row.

Variations:

- a) Students can make their own bingo cards with grids and a list of vocabulary available at the learning center. (The teacher provides labels with the words or pictures for the draw cards). The students glue their choice of pictures that match the list to their bingo card.
- b) The teacher changes the expectations depending on the group. For example, the more advanced students can be given more difficult vocabulary.

la pomme

l'orange
la pomme
le citron
la banane
la poire
les raisins
les bleuets



Champs de bataille

(Same principle as *Battleship*.) The game *Champs de bataille* can be played by two students. To model the game, the class can play the teacher. The target food vocabulary is listed at the top of the grid and the subjects and verb are in the left-hand column.

- 1) Each player receives the “*Champs de bataille*” sheet (p. A93, *Annexe 4.3.1*).
- 2) Each player marks an X in each of the five squares in the “*Moi*” grid.
- 3) The players then take turns trying to guess where the other has put his X's by asking questions. For example, “*Est-ce que Marie aime le jambon?*”
- 4) The partner answers “*Non, Marie n'aime pas le jambon*”, and the student records the answer in the “*Toi*” grid.
- 5) If the answer is “*oui*”, the player places an X in the appropriate square and gets another turn.
- 6) The game ends when one player identifies all of his partner's food items.

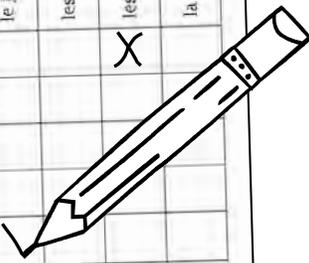
Example:

Annexe 4.3.1

CHAMPS DE BATAILLE

Moi 	le fromage.	le jambon.	les tomates.	les oignons.	la saucisse.
Il aime	X				
Luc aime		X			
Elle aime					
Marie aime		X	X		
René et Paul aiment			X		

Toi 	le fromage.	le jambon.	les tomates.	les oignons.	la saucisse.
Il aime				X	
Luc aime					
Elle aime	X				
Marie aime					
René et Paul aiment					





Autocorrection de casse-tête

- 1) Give each student two empty 3 x 4 grids.

Grid # 1:

	1	2	3	4
A				
B				
C				

Grid # 2:

	1	2	3	4
A				
B				
C				

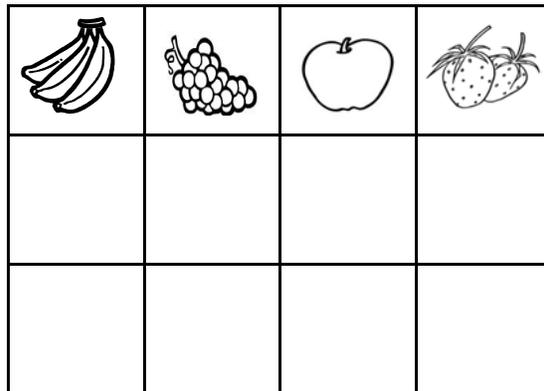
- 2) Give the students pictures of foods and their names.
- 3) Have the students cut out the **words** and paste them in the squares in Grid # 1.

des fraises	une pomme	des raisins	des bananes

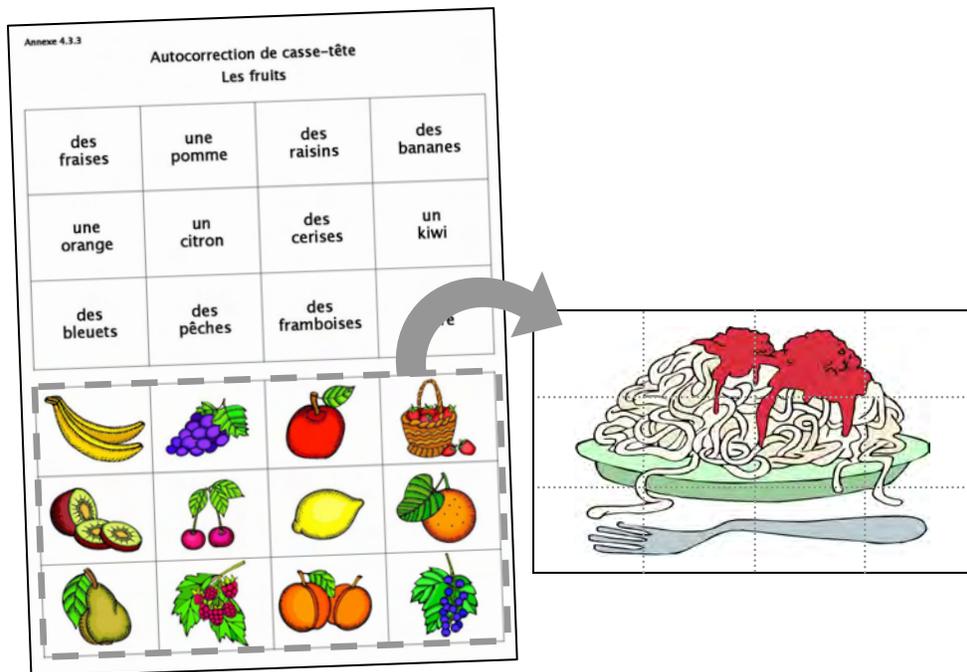
- 4) Next, have the students paste the **picture** of the food item that goes with the word in Grid #1, but in reverse order (i.e., the word in box 1A of Grid #1 goes with the picture in box 4A of Grid #2). (An example of the completed grids is shown on p. A95, *Annexe 4.3.3.*)

For example:

- “une pomme” (# 1, box 2A) goes with a picture of an apple (# 2, box 3A)
- “des raisins” (# 1, box 3A) goes with the picture of grapes (# 2, box 2A)
- “des bananes” (# 1, box 4A) goes with the picture of bananas (# 2, box 1A)



- 5) Photocopy each grid onto a piece of cardstock.
- 6) Have students draw a big picture on the back of the cardstock of Grid #2 (e.g., their favourite dish or dessert).
- 7) Cut this board into squares along the grid lines.
- 8) Place Grid #2 (cut) and Grid #1 (not cut) into an envelope for the learning centre.
- 9) At the learning centre, have students assemble the puzzle pieces (Grid #2) by consulting the words in Grid #1. For instance, a student puts the picture of the banana in box 4A. Once all of the pictures are in place, the student turns over the puzzle pieces. If he has made the right connections between the words and pictures, the completed drawing will be shown.



4

Autocorrection : les phrases mélangées

- 1) Select sentence structures that the students are to practice. For example, a sentence from a restaurant dialogue: “*Je vais vendre de la limonade.*” It is important to choose a sentence where no words are repeated.
- 2) Write a word of praise in large letters on a sheet of foam or bristol board.

Magnifique!

- 3) Count the number of words and punctuation symbols in the sentence, e.g., “*Je vais vendre de la limonade* = 7
- 4) Cut the sheet into **seven** equal pieces.
- 5) Invert each piece without changing the order.
- 6) Write one element of the sentence on each piece, including punctuation. Example:

<i>Je</i>	<i>vais</i>	<i>vendre</i>	<i>de</i>	<i>la</i>	<i>limonade</i>	<i>.</i>
-----------	-------------	---------------	-----------	-----------	-----------------	----------

- 7) And *voilà*, a self-correcting puzzle! Put all of the pieces into a plastic bag. The teacher or even the student can make several sentences.
- 8) At the learning centre, the student tries to put the sentence together. When finished, the student inverts the pieces. If they are in the right order, the word of praise (e.g., *Magnifique!*) will appear.





Jeopardy

This game is played with at least two students.

- 1) The players receive
 - Flashcards showing pictures of food, with the words on the back (p. A96, *Annexe 4.3.4*); write the card value in points in the corner of the card;
 - Chance cards (p. A100, *Annexe 4.3.4*);
 - A copy of the game vocabulary (p. A51, *Annexe 4.1.1*);
 - A sheet of paper to tally points.
- 2) The players place the pictures face up on the table in front of them.
- 3) The players take turns naming a picture out loud.
- 4) Next, each player checks the answer on the back of the flashcard. If the student has given the correct answer, he receives the number of points shown on the card and picks up a chance card. The student does whatever is indicated on the chance card.

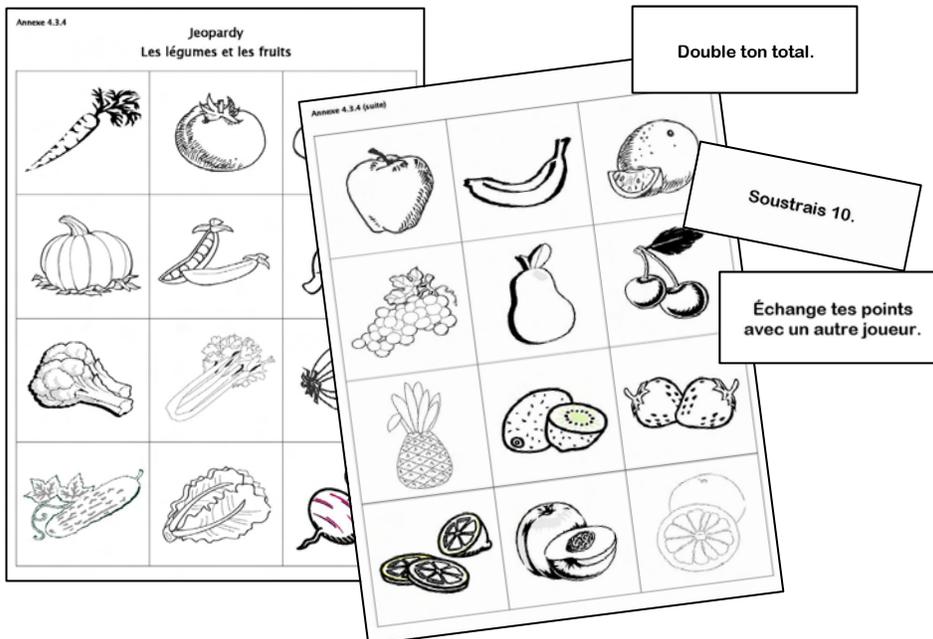
Some examples of chance cards:

- *Double ton total.*
- *Divise par 2.*
- *Soustrais 10.*
- *Multiplie par 4.*
- *Additionne 20.*
- *Tombe en faillite.*
- *Donne 20 points à un autre joueur.*
- *Échange tes points avec un autre joueur.*

- 5) The game ends once all the flashcards have been selected.

Variation:

For more advanced students, use full sentences instead of words on the back of the pictures. Example: *La banane est sur la table.*





Jeu de piège - La marelle

This game combines chess, concentration (memory game) and hopscotch. *La marelle* is played with a minimum of three (3) students. The whole class can play if students are divided into two teams. It is advisable to demonstrate the game to the class before playing it in small groups.

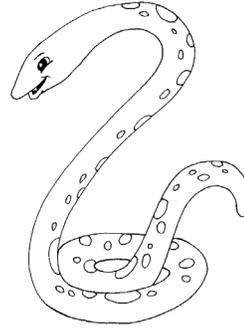
- 1) Use 40 flashcards with pictures of food (and words on the back to check correct answers). See p. A96-A99, *Annexe 4.3.4* for sample flashcards.
- 2) Prepare a large grid of five squares by eight squares (5 x 8) on a sheet of paper or on the floor using masking tape. (The game is more fun if the grid is laid out on the floor with tape as it becomes a kinesthetic activity.) *La marelle* can also be played on a piece of paper using game pieces to move up or across the grid.
- 3) Choose a player to be the game captain.
- 4) The captain marks the “traps” on a grid sheet by placing X's in the squares. (See the example of a trap sheet opposite.)
- 5) Next, the captain places a flashcard with the image facing up in each square of the large grid.
- 6) Explain the game to students by telling them that the goal is to cross the grid from bottom to top. They identify the pictures in order to advance.
- 7) The team or student that starts chooses the first square by naming the picture it contains. (All of the team members may help). If the answer is correct, the team/student advances in a straight line, vertically, horizontally or diagonally.
- 8) If the student lands on a square with an X, the captain rings the bell and the turn goes to the other team or player.
- 9) The next player can choose the same pictures, taking care to avoid the traps.
- 10) The game ends when a player manages to cross the entire grid without landing on a trap.

40 X	39	38 X	37	36 X
31	32 X	33	34 X	35
30	29	28 X	27	26
21 X	22	23 X	24	25 X
20	19 X	18	17 X	16
11	12	13 X	14	15
10 X	9	8	7 X	6
1	2 X	3 X	4	5



Serpents et échelles

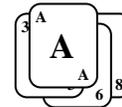
- 1) Provide a dice and a grid (such as the one on the previous page). The squares in the grid should be numbered and contain flashcards with pictures of food. Place plastic snakes and ladders (or paper ones made by the students or teacher) on the grid. (See p. A101, *Annexe 4.3.5*)
- 2) Explain the game to the group.
- 3) Players take turns throwing the dice and move the number of squares shown on the dice, from 1 to 40. The player names the image on the square. If the answer is incorrect, the player misses a turn.
- 4) If a player lands on a square at the foot of a ladder, he “climbs” the ladder. Ladders may only be used for going up.
- 5) If a player lands on a square at the tail of a snake, he “slides down” the snake. Snakes may only be used for going down.



Tic, Tac, Toe

The following is a version of *Tic Tac Toe*.

- 1) Create a grid of three squares by three squares (3 x 3) on a large sheet of paper or on the carpet (with tape). Place picture flashcards (with words on back) in the nine squares.
- 2) The teacher provides an envelope containing little papers with the numbers 1 to 9. A deck of cards may also be used (Ace = 1).
- 3) Give the **X**'s to one student/group and the **O**'s to the second student/group.
- 4) The students take turns randomly taking a number from the envelope or a card from the teacher's hand. This number identifies the square containing the picture to be named.
- 5) The student correctly naming the picture places his letter (**X** or **O**) in this square.
- 6) The winner is the student/group that completes a row of three **X**'s or **O**'s.



1	2	3
4	5	6
7	8	9

Variation:

Rather than pulling out a number, students can choose their square by saying, for example, “*Je veux la case 7, s.t.p.*”



Panier de fruits en pâte à modeler

Students create a basket of fruit using plasticine. The teacher can place a few wet paper towels on the table so that they can wipe their hands before continuing on to the next centre. All the levels do the same activity, but with different expectations for the written component and oral presentation.



Un remue-méninges : les activités coopératives*



Divide students into teams of four, giving one expression of encouragement (or others from p. 71) to each person on the team. Examples:

- Person A - *Allons-y!*
- Person B - *Soyons différents!*
- Person C - *Ajoutons quelque chose!*
- Person D - *C'est une bonne idée!*

Activity A:

“Vous avez 100 \$ pour acheter de la nourriture au supermarché. Qu'est-ce que vous allez acheter?” (The teacher can have the students bring in grocery flyers for food prices.)

- 1) Each person writes his grocery list on a sheet of paper.
- 2) Next, the team discusses the members' choices and makes a final list. During the discussion, the members use the expressions of encouragement assigned to them.
- 3) Together, the team draws a picture of what they plan to buy, but each member uses a different colour of felt pen.
- 4) Finally, *Person C* orally presents the drawing to the whole class.

Activity B:

The teams will build a list of interview questions about food in order to get to know their classmates.

- 1) Each student writes two questions.
- 2) The team brainstorms food questions to use when interviewing a member of the other group. Each member contributes at least two questions. Students are encouraged to come up with strange questions, such as: “*Est-ce que tu aimes manger de la pizza avec de la crème glacée?*” During the discussion, members use the expressions of encouragement (see above) assigned to them.
- 3) Next, two teams get together to interview each other. *Person A* asks his two questions to *Person A* from the other team, etc. The answers must be given in complete sentences (e.g., “*Non, je n'aime pas la pizza avec de la crème glacée.*”). The other members listen carefully and occasionally offer expressions of encouragement.

	<u>Team 1</u>		<u>Team 2</u>
	Person A	with	Person A
	Person B	with	Person B
	Person C	with	Person C
	Person D	with	Person D

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Les cartes éclair*

Brainstorm expressions of encouragement with the class. Create a poster with these expressions.

Examples of expressions of praise and encouragement:

<i>Bravo!</i>	<i>Intéressant!</i>	<i>Très bien!</i>	<i>Bien fait!</i>
<i>Unique!</i>	<i>Incroyable!</i>	<i>Excellent!</i>	<i>Chouette!</i>
<i>Fantastique!</i>	<i>Super!</i>	<i>Créatif!</i>	<i>Bon!</i>
<i>Super bon!</i>	<i>C'est beau!</i>	<i>Parfait!</i>	

First game: A lot of clues

- 1) Divide students into pairs. *Person A* is the tutor and *Person B* is being tutored.
- 2) *Person A* shows the picture on his flashcard.
- 3) Next, he shows the words on the back of the card and reads them out loud.
- 4) *Person A* shows the picture again.
- 5) *Person B* looks at the picture and names it.
- 6) If *Person B* gives the right answer, *Person A* gives the card to *Person B* and says something encouraging!
- 7) If the answer is incorrect, *Person A* tells *Person B* the right answer and keeps the card.
- 8) Once *Person B* has won all the cards, *Person A* and *B* switch roles.

Variations:

- Use verb flashcards with the infinitive and a pronoun on one side (e.g., *manger, je*) and the conjugated form on the other. (e.g., *Je mange.*) Make sure to always choose verbs that are in context with the theme.
- *Person A* only shows the face of the flashcard and *Person B* gives the correct answer. A bit trickier!

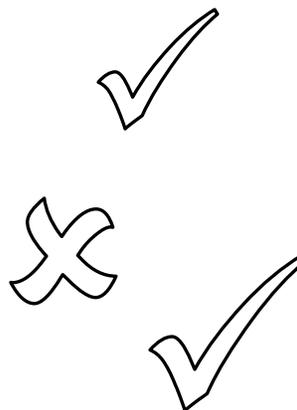


Vrai ou faux*

- 1) Place the students in teams of four.
- 2) Each participant writes three sentences: two that are true and one that is false.
- 3) Next, participants take turns reading their sentences out loud. The others identify which statement is false.

Examples:

J'aime manger du brocoli.
J'adore la pizza.
Je déteste le jus de pomme.



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13

Cercle intérieur et extérieur*

- 1) Divide the class into two groups.
- 2) One group of students forms an inner circle facing out.
- 3) The other group forms a circle around the first circle and faces in. All of the students will be facing someone else.
- 4) Following the teacher's instructions, students from the inner circle introduce themselves and ask the person facing them a question (about food). Example: "Bonjour. Je m'appelle Julie. Est-ce que tu aimes les champignons?" Their partner answers that question with a complete sentence: "Je n'aime pas les champignons."
- 5) The partners can use an expression of encouragement from p. 71.
- 6) When the teacher gives the cue, the circle moves and the process is repeated.

Variation A: Verbs

- 1) Each person creates a flashcard. One side has the infinitive of the verb and a pronoun (e.g., *adorer, je*). The other side of the card has the pronoun with the conjugated verb (e.g., *j'adore*). The grammar should always be integrated with the theme. In the context of food, the teacher uses verbs being studied by the class, such as: *manger, aimer, détester, préparer, faire*.
- 2) Partners take turns showing their card and conjugating the other's verb.
- 3) Answers can be checked.
- 4) Continue through steps 5 and 6 above.

Variation B: Food

- 1) Each person creates a flashcard. One side has a photograph or drawing of a food item, with the word on the back.
- 2) Partners take turns showing their card and naming the other's picture.
- 3) Answers can be checked.
- 4) Continue through steps 5 and 6 above.



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Mettez-vous en ligne!*

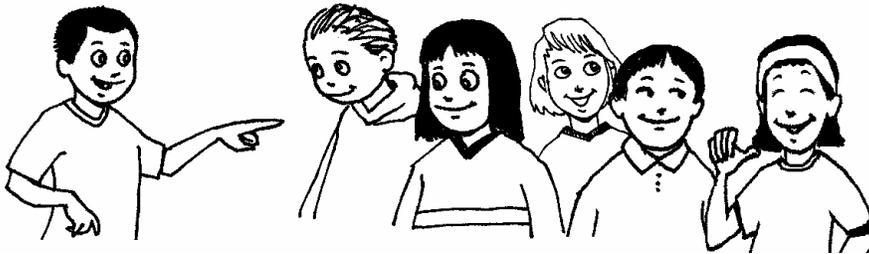
Have the students line up according to the instructions below. During these exercises, the students must speak in French or use gestures. No English allowed!

Brainstorm and write the vocabulary required to accomplish the following tasks on the board.

For example: *Excuse-moi.*
Je suis devant toi.
Tu es devant lui/elle.
Je suis derrière toi.
Tu es derrière lui/elle.
Je vais ici.
Tu vas là.

In alphabetical order

- 1) “*Mettez-vous en ligne alphabétique selon votre fruit favori (votre légume favori, votre dessert favori, etc.)*.”
- 2) Have the students ask the question: “*Quel est ton fruit favori?*” and answer in complete sentences. For example, “*Mon fruit favori est une orange.*”
- 3) Variation: The teacher can have the students line up in reverse alphabetical order (from z to a).



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15

Dans le frigo

- 1) Make copies of
 - the picture of a refrigerator with the door open (p. A102, *Annexe 4.3.6*);
 - 20 pictures of food items (e.g., apples, oranges, milk, celery, cheese, etc.);
 - a list of the food names.
- 2) Pair up the students.
- 3) Give the list of the 20 food items to *Person A* and the pictures of the refrigerator and foods to *Person B*.
- 4) Ask the partners to put up a divider (e.g., a binder) between them so that they cannot see each other's work.
- 5) *Person A* writes a list of six food items to put in the fridge. *Person A* says "*Dans le frigo chez moi, il y a **des oranges.***"
- 6) Next, *Person B* places the picture of the food named in the fridge.
- 7) Steps 5 and 6 are repeated until all the food items from *Person A's* list have been named.
- 8) To finish, the partners remove the divider to compare the food list with the pictures placed in the fridge.
- 9) For more advanced students, the teacher can ask them to describe exactly where the food items are in the fridge using prepositions. For example: *Person A* says "*Les pommes sont à la droite des oranges.*"



16

Tous ensemble

- 1) Divide the students into groups of four.
- 2) Each group member chooses the letter A, B, C or D.
- 3) The teacher reads out a letter and asks a question that generates a short answer (e.g., “*Est-ce qu’il y a des anchois sur ta pizza?*”) or a true or false answer (e.g., “*Vrai ou faux : La pizza est un plat chinois.*”)
- 4) The students whose letter is read out answer the question. They may consult with their group.
- 5) Steps 3 and 4 are repeated until all of the letters have been read.

Variations:

- Verb review in context with the theme: Instead of asking a question, the teacher gives a verb in the infinitive and a pronoun (e.g., *couper, elle*), and the student conjugates the verb.
- Vocabulary review: Instead of asking a question, the teacher shows an overhead or picture of a “daily special” and the student says what it is.
- Students answer
 - with a thumbs up or down for a true or false question;
 - by writing on the board;
 - in complete sentences;
 - using correct spelling.

17

Chasse aux gens

- 1) Each student creates a survey for this activity. He writes five phrases about people and food. For example:

Je déteste <u>la laitue</u> .	<u>Julie</u>
Je n'aime pas <u>le fromage</u> .	_____
Je prépare <u>mon sandwich</u> .	<u>Vincent</u>
J'aime <u>le chocolat chaud</u> .	<u>Gérard</u>
J'ai <u>un goûter après l'école</u> .	_____

- 2) Next, the students walk around the classroom looking for people who match the survey statements and who can sign their sheet. (Students may only sign each sheet once.) The students must speak French at all times.
- 3) In groups of four, students take turns sharing their discoveries.

18

La table ronde (écrit)

- 1) Divide the class into teams of four.
- 2) Each team has a sheet of paper and a pen.
- 3) The teacher asks a question that could have several answers. For example:
“Nommez tous les fruits que vous connaissez.”
“Nommez tous les légumes qu’on trouve au Canada.”
- 4) Team members take turns writing answers.
- 5) The students stop writing when the teacher says “Arrêtez”.
- 6) The teams read their list aloud and the teacher records the number of words that answer the question. The team with the most words wins.

Variation:

For a more advanced level, the other team members may not help the person answering the question.

19

Qui suis-je?

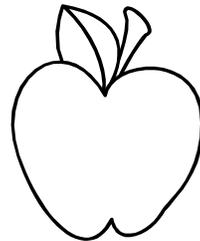
- 1) Each group is given a picture of a food item.
- 2) The members of the group take turns writing a complete sentence describing the food without actually naming it (i.e., one picture = four team members = four sentences).

Examples of sentences for the picture of an apple:

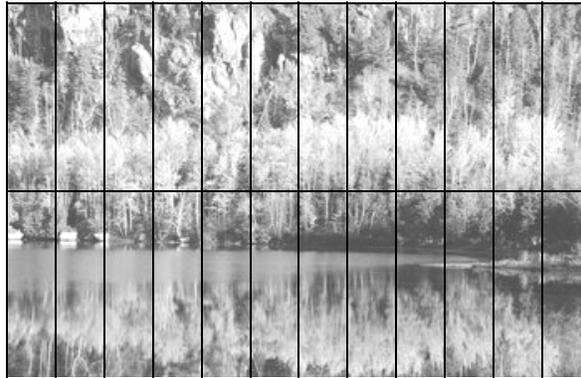
Je suis ronde. Je suis rouge ou verte.

Je suis sucrée. Je suis un fruit.

- 3) The clues (without the picture) are then passed to another group, which has to guess the food item.
- 4) The picture is revealed at the end of the exercise to confirm the answer.



- 1) Make a large photocopy (11x17) of a very detailed picture.
- 2) Divide the picture into 24 sections (depending on the number of students) and number each section on the back.
- 3) Cut out the sections and give one to each student.

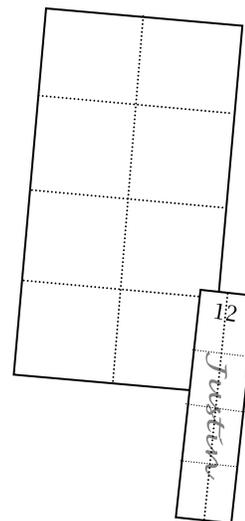
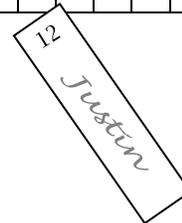


- 4) Ask the students to write their name under the number.
- 5) Give each student a sheet of paper (8½ x 14) on which he will enlarge the image of the section received.
- 6) Have the students fold the sheet and the section received in four or eight.
- 7) Discuss with the class how they will enlarge each part (how many times - a bit of math).

12	11	10	9	8	7	6	5	4	3	2	1
24	23	22	21	20	19	18	17	16	15	14	13

- 8) Place the students in chronological order according to the grid shown.
- 9) Ask students to draw the main lines and shapes very lightly using a pencil.
- 10) Ask students if their drawing fits well with those of their neighbours (they can make adjustments to their drawings as needed.)
- 11) The students colour in their drawing with pastels.
- 12) Collect the students' sheets.
- 13) Tape them together.
- 14) Discuss the picture with the class or have the students write about their drawing. For example:

Voici ma contribution.
 J'ai les couleurs bleu, vert, brun et noir
 et les lignes ondulées et épaisses.
 J'ai aussi les formes ovale et rectangle.
 Mon dessin démontre le bord d'un étang.



21

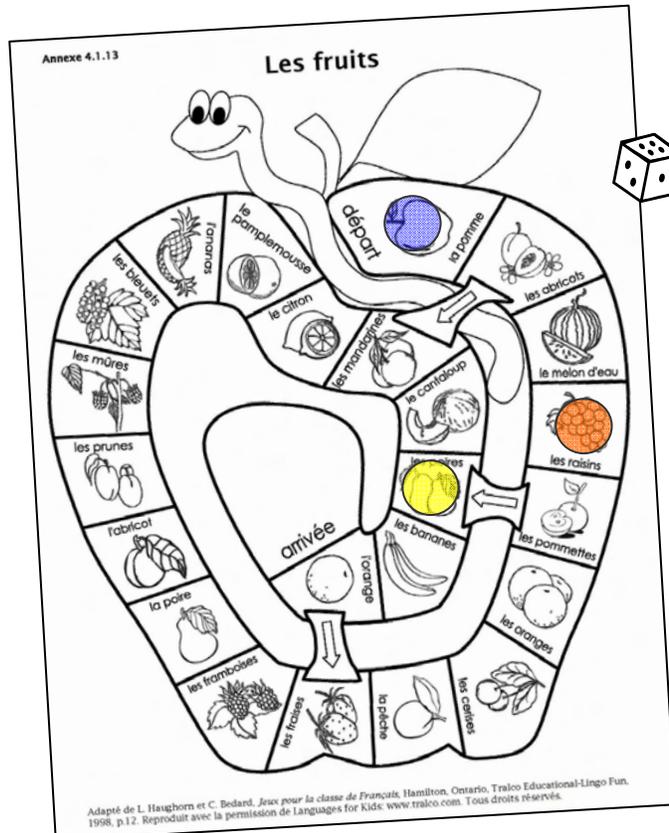
Les fruits

The game “*Les fruits*” is played with 2 to 4 players.

- 1) Provide the game sheet (p. A65, *Annexe 4.1.13*, or p. A66, *Annexe 4.1.14*), a dice and playing pieces.
- 2) The players take turns throwing the dice and moving the number of spaces indicated.
- 3) The students name the fruit shown in their square using the structure “*C’est le/la _____*” or “*Ce sont les _____*”
- 4) If the students are correct, they may stay on the space where they landed. (The other group members can check whether the answer is correct. The teacher continues to walk around and observe the players. The teacher can also provide the answer key for the game.)
- 5) If the students are incorrect, they go back two spaces or miss their next turn.
- 6) The first student to reach the finish (“*l’arrivée*”) is the winner.

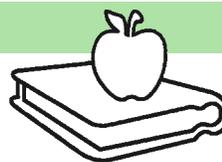
Variations:

- Students change the definite articles (*le, la, les*) to indefinite ones (*un, une, des*): “*C’est un/une _____*” or “*Ce sont des _____*”
- Students answer the question asked by another student in the group. For example: “*Est-ce que tu aimes les bleuets?*” “*Non, je n’aime pas les bleuets.*”



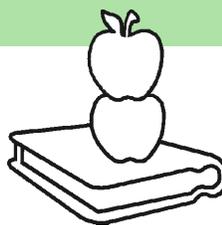
Resources

Beginner Books



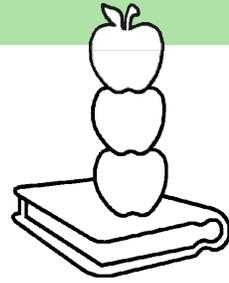
- De bons fruits*, Collection Lire tôt, Les Éditions Passe-Temps
- La crème glacée*, Collection Alpha-jeunes, Scholastic
- Les goûters de fête*, Collection Zap sciences, Groupe Beauchemin
- J'adore la pizza*, Collection Imagination, Addison Wesley/Pearson
- J'ai faim*, Collection Étincelle, Thomson Duval
- J'aime le français*, "Les fruits", Collection Avec les yeux du cœur, Les Éditions La pensée, Inc.
- J'aime le français*, "Les légumes", Collection Avec les yeux du cœur, La pensée, Inc.
- Je fais un mélange*, Collection Zap sciences, Groupe Beauchemin
- Un litre de crème glacée*, Collection Imagination, Addison Wesley/Pearson
- Le nombre sept*, Collection Chenelière Mathématiques, Les Éditions de la Chenelière
- Les pommes*, Collection Étincelle, Thomson Duval
- Qu'est-ce que je mange?*, Collection Alpha-jeunes, Scholastic
- Qu'est-ce qu'on mange?*, Collection Alpha-jeunes, Scholastic
- Qu'est-ce qu'on mange?*, Collection Étincelle, Thomson Duval
- Salade de fruits*, Collection Alpha-jeunes, Scholastic
- Mes sandwiches*, Collection Alpha-jeune, Scholastic
- Une visite au marché*, Collection Lire tôt, Les Éditions Passe-Temps

Intermediate Books



- Nos aliments préférés*, Collection Alpha-monde, Scholastic
- Le beurre*, Collection Alpha-jeunes, Scholastic
- Dans nos boîtes-repas*, Collection Colorissimo, Groupe Modulo/Thomson
- Des bons légumes*, Collection Petits Curieux, ERPI
- Mon déjeuner*, Collection Colorissimo, Groupe Modulo/Thomson
- D'où vient ton déjeuner?*, Collection Petits Curieux, ERPI
- Le hamburger*, Collection Alpha-jeunes, Scholastic
- Mon hamburger*, Collection Colorissimo, Groupe Modulo/Thomson
- J'adore la pizza*, Collection Imagination, Addison Wesley/Pearson
- Je prépare le déjeuner*, Collection Colorissimo, Groupe Modulo/Thomson
- Un litre de crème glacée*, Collection Imagination, Addison Wesley/Pearson
- La meilleure pizza du monde*, Collection Alpha-jeunes, Scholastic
- Mon lait fouetté du chocolat*, Collection Alpha-jeunes, Scholastic
- Une pizza parfaite*, Collection Galaxie French Readers, Thompson Nelson
- Qui a faim?*, Collection Colorissimo, Groupe Modulo/Thomson

Advanced Books



- *Aidons grand-maman*, Collection Envol en littérature, Scholastic
- *Une alimentation saine*, Collection En avant, Scholastic
- *Mon anniversaire*, Collection Colorissimo, Groupe Modulo/Thomson
- *Bon Appétit*, Collection Bandes Dessinées, Aquila
- *Des bons légumes*, Collection Petits Curieux, ERPI
- *Café Lorraine*, Collection Bandes Dessinées, Aquila
- *Comment fait-on du yogourt?*, Collection Zénith Lecture Partagée - Ensemble AA, Les Éditions de la Chenelière
- *Dans nos boîtes-repas*, Collection Colorissimo, Groupe Modulo/Thomson
- *D'où vient ton déjeuner?*, Collection Petits Curieux, ERPI
- *Faisons de la crème glacée*, Collection Envol en littérature, Scholastic
- *J'adore la pizza*, Collection Imagination, Addison Wesley/Pearson
- *Je prépare le déjeuner*, Collection Colorissimo, Groupe Modulo/Thomson
- *Mon déjeuner*, Collection Colorissimo, Groupe Modulo/Thomson
- *Gus et Mona font une tarte*, Collection Moka, Groupe Modulo/Thomson
- *Le lait de la vache*, Collection Colorissimo, Groupe Modulo/Thomson
- *La liste de provisions*, Collection Colorissimo, Groupe Modulo/Thomson
- *Un litre de crème glacée*, Collection Imagination, Addison Wesley/Pearson
- *On prépare un dîner*, Collection Colorissimo, Groupe Modulo/Thomson
- *Pedro au marché*, Collection Moka, Groupe Modulo/Thomson
- *Une pizza parfaite*, Collection Galaxie French Readers, Thompson Nelson
- *Les plantes qu'on mange*, Collection En avant, Scholastic
- *Quel Buffet*, Collection Bandes Dessinées, Aquila
- *Qui a faim?*, Collection Colorissimo, Groupe Modulo/Thomson
- *Un sondage sur les bagels*, Collection Zénith Lecture Partagée - Ensemble AA, Les Éditions de la Chenelière
- *La soupe aux cailloux*, Collection Galaxie French Readers, Thompson Nelson
- *Le souper*, Collection Colorissimo, Groupe Modulo/Thomson
- *La transformation des aliments*, Collection En avant, Scholastic

All of these resources are available at the
Direction des ressources éducatives françaises (DREF),
200 Avenue de la Cathédrale, Suite 0140, St. Boniface, Manitoba;
Telephone: 204-945-8594; Toll-free: 1-800-667-2950;
E-mail: dref@gov.mb.ca; Website: www.dref.mb.ca.

Songs

Artist
Album title, "Song"

Alexandre le clown

*Une salade de fruits**, "Une salade de fruits"

Carmen Champagne

Une voix pour les enfants, "Un bon chocolat chaud"

Charlotte Diamond

Qu'il y ait toujours le soleil, "Je suis une pizza",
"Les sandwichs"

Greg LeRock

Encore/Gregg LeRock, "La pizza"

Henri Dès

Cache cache Volume 2, "Au marché"

La glace au citron, "J'ai plus faim"

Henri Dès Volume 5, "Le chocolat"

Jacquot Duchesneau

*Curriculum-based songs for French, Volume 2/Jacquot**,
"Qu'est-ce qu'il y a à manger?"

Matt Maxwell

Quand tu seras grand, "Qu'est-ce que tu veux manger?"

Le loup du nord, "Le café crocodile"

Créer un monde de paix, "Je suis un chef"

Sue Fenton, C.C. Couch, Teddy Irwin

*Oh là, là! Sing your way to French Level 1, Part 2**, "Au café du coquelicot",
"Faisons les courses"

*Oh là, là! Sing your way to French Level 1, Part 1**, "Qui a volé le jambon?"

Suzanne Pinel

Camera 2, "Au marché"

L'album de Marie Soleil, "Au marché" (vidéo)

Une girafe à l'école, "Au supermarché"

Tracy Ayotte-Irwin et Sara Jordan

*Bilingual songs: English-French, Vol. 1**, "La nourriture"

CD-ROMs

Picto cuisine! Mes découvertes avec Picto le robot,
Marie-Claude Lussier, Alexandre Ayotte

La ferme de Tournicoti, Andre Vandal, Renée Leblanc,
Veronica Gill, Raymond Leblanc

Explore ta planète! Delphine Santerre, Mustapha Wafra

* This album comes with an activity book.

Websites



There is a wealth of websites available on the Internet with useful information for the Basic French teacher. Keep in mind that:

- some websites are not always appropriate for students; check them out first;
- websites change, grow, disappear...

This document provides only a sampling of links; it is the teacher's responsibility to keep current.

Government of Manitoba websites:

Basic French news	< www.edu.gov.mb.ca/k12/cur/french/index.html >
Bureau de l'éducation française (BEF)	< www.edu.gov.mb.ca/m12/index.html >
Coup d'œil sur l'année	< www.ateliers.mb.ca >
Year at a Glance (YAG)	< https://www4.edu.gov.mb.ca/workshops/ >
Direction des ressources éducatives françaises (DREF)	< www.dref.mb.ca >

Websites of other organizations and associations:

Manitoba Association of Teachers of French (MATF)	< www.matf.ca >
Canadian Association of Second Language Teachers (CASLT)	< www.caslt.org >
American Association of Teachers of French (AATF)	< www.frenchteachers.org >
American Council on the Teaching of Foreign Languages (ACTFL)	< www.actfl.org >
Canadian Parents for French (CPF)	< www.cpf.ca > (national) < www.cpfmb.com > (in Manitoba)
French for Life	< www.frenchforlife.ca >
La société franco-manitobaine (SFM)	< www.franco.manitobain.org >

Sites with teacher resources and activities for students:

A variety of activities and resources	< www.langcanada.ca >
Grand dictionnaire terminologique	< www.granddictionnaire.com >
Le dictionnaire	< www.le-dictionnaire.com >
Radio-Canada, Zone jeunesse	< www.radio-canada.ca/jeunesse/ >
On-line French-English Dictionary	< www.french-linguistics.co.uk/dictionary >
FSL Activities with M. Renaud	< www.fslactivities.sd61.bc.ca >
Creative projects	< www.teacherweb.com/TX/Cadwallader/cchavez/ >
A long list of websites	< www.sitesforteachers.com >
To make flashcards	< www.senteacher.org >
To make grids and charts	< www.eduplace.com/graphicorganizer >
Games and activities	< www.quia.com > < www.linguascope.com > < www.primaryresources.co.uk > < www.zut.org.uk > (gratuit de 16h à 9h)

Food:

English-French Picture Dictionary, *Little Explorers*
<www.enchantedlearning.com/languages/french/subjects/food.shtml>

Les signets de Diane
<www.csdm.qc.ca/petite-bourgogne/signet/themes/themes.htm>

Games
<www.csdm.qc.ca/petite-bourgogne/signet/pre-scolaire.htm>

Recipes
<www.cuisineaz.com>
<www.recettes.qc.ca>

Poems and songs about fruits, vegetables and other foods
<www.momes.net/comptines/comptines-nourritures.html>

French menu terms and phrases
<www.french-linguistics.co.uk/phrase_book/en/food_menu_terms.html>

