

French Unit Plan

Bon Appétit



Casey McKnight

This unit plan consists of six lessons for a grade 7 French unit on food. Throughout this unit, students will expand their knowledge base and explore new vocabulary concerning food and food related items through listening, speaking, reading, and writing activities. Students will have the opportunity to explore this new material through hands-on, interactive and collaborative activities.

Throughout this two week unit, the following Prescribed Learning Outcomes will be satisfied:

Communicating

- Ask for and give simple information
- Exchange information about themselves
- Participate in classroom activities
- Begin to derive meaning in new language situation

Acquiring Information

- Extract and retrieve specific information from French language resources to complete authentic tasks
- Express acquired information in oral and visual forms

Understanding Cultural Influences

- Identify elements of Francophone cultures

The materials required throughout this unit are:

- Backpack with a variety of food items
- “La tourtière” song track/audio player
- Food Trading Cards
- Scavenger Hunt images
- Skittles candy
- Pizza Building cut-outs
- Attached worksheets and materials

The goal of this unit is for students to become more knowledgeable and familiar with basic food vocabulary and common conversation concerning food. The objective is that this unit will benefit students of all learning styles by facilitating a variety of interactive and hands-on activities.

Lesson 1

1. Attendance – Word of the Day:

La nourriture (Food)

2. Devoirs:

No homework as it is the first class of the unit

3. Warm-up (5 min):

Le Sac à Dos – The teacher will bring in his/her backpack filled with various food items. The teacher will slowly take out each item one at a time and place them on a table in plain view of all students and the students will record what they see IN FRENCH on a sheet of paper. Before going over the answers, student's papers will be collected by the teacher to assess where each student is at beginning this unit (not for marks).

4. Presentation of New Material (30 min):

❖ **Listening/Speaking Activity (10 mins): La tourtière**

Students will listen to the song “La tourtière” (Track 4 – 3:48).

While listening they will write down as many words as they hear that they know and understand. Similar to “Boggle” rules, when the song is over and each student has completed their list, they will turn to the person next to them and compare words. They will cross out any words they have in common and count up the rest (1 point per word – clarify that words such as “le”, “sont”, etc. don't count – only larger words, preferably pertaining to food vocabulary). The student with the larger number of points wins.

❖ **Reading/Writing Activity (10 min) – Un peu de grammaire**

Students will be given worksheets to work on, which will be handed in for homework the following day (**Appendix – I**). This will be used to assess where each student is at.

❖ **Jeu (10 min) – “J'aime...” Chair Scramble**

Students will arrange their chairs in a circle, facing one another. All students except for one will be seated in a chair. The student who does not have a chair will stand in the middle of the circle and say something that they like in French (ex. “J'aime le chocolat.”) Every student who likes chocolate has to get out of their chair and scramble to find a new one. The student left standing without a chair

will be the next to say something that he/she likes, and the game continues.

5. Closure – Devoirs

Students will be asked to complete their worksheets if they were unable during class time. They will also be asked to fill out a self assessment (Appendix – II).

Lesson 2

1. Attendance – Word of the Day:

Les champignons (Mushrooms)

2. Devoirs:

Collect “Un peu de grammaire” worksheets from the previous day.

3. Warm-up (5 min):

Word Scramble – Teacher will write scrambled food words up on the board (Appendix – III).

4. Presentation of New Material (30 min):

❖ **Listening/Speaking Activity (10 min) – Food Trading Cards**

Students will each be given 5 cards with a random food item on its face. Students will then walk around the classroom and attempt to trade food cards with their classmates with the goal of developing a well-rounded meal (ex. toast, eggs, orange juice, bacon, etc. OR hamburger, fries, pop, etc.) Students will be given the prompt :

“Voulez-vous échanger votre ____ pour mon ____.”

❖ **Reading/Writing Activity (10 min) – Picture Scavenger Hunt (*VOCAB Activity 1*)**

Students will be shown an image on the overhead of a food market with a large number of different food items. They will be asked to write down as many items as they can and then to compare with a partner (playing “Boggle” style if they would like to). This will then be done again with a new image however it will be left up for only 20 seconds. Students will not be allowed to write anything they see while the image is up and will have to attempt to remember what they saw after it is taken down.

❖ **Jeu (10 min) – Verb Race**

In teams (approximately 4 teams) students will race to see which team is able to complete the conjugation of given verbs the fastest.

The verbs used will include manger, boire, and aimer. Students will have to alternate team members throughout the conjugation from je to ils/elles.

5. Closure – Devoirs:

Students will be asked to bring in a simple French recipe.

Lesson 3

1. Attendance – Word of the Day:

Les cornichons (Pickles)

2. Devoirs:

Going around the class, students will share the French recipe that they found for homework.

3. Warm-up (5 min):

Skittles – Teacher brings a bag of skittles to class and passes them around, telling students to take as many or as little as they want. Once they have all had the bag come their way, tell them that the amount of skittles they took is the amount of things they will have to share with the class. For example, if Joe takes 3 skittles, he has to share 3 food items that he likes or doesn't like with the class. Prompt – “J'aime... Je n'aime pas... J'adore”

4. Presentation of New Material (30 min):

❖ **Listening/Speaking Activity (10 min) – Pizza Building**

In partners, students will be given cut-outs (**Appendix – IV**) of various pizza toppings. They will take turns relaying to their partner what they like on their pizza and their partner will have to build this pizza for them using the materials provided.

❖ **Reading/Writing Activity (10 min) – Fruit and Vegetable Crossword (*VOCAB Activity 2*)**

Students will be given a fruit and vegetable crossword to complete with the English equivalents as the clues (**Appendix – V**).

❖ **Jeu (10 min) – Xs and Os**

Using subject pronouns and various verbs the students will play a variation of Xs and Os. In order to place an X or an O in the box desired, the student will first have to make the correct conjugation.

Example:	Manger	Aimer	Boire
Ils	_____	_____	_____
On	_____	_____	_____
Vous			

5. Closure – Devoirs:

Students will be asked to complete their “Fruit et Légumes” Crossword.

Lesson 4

1. Attendance – Word of the Day:

Les framboises (Rasberries)

2. Devoirs:

Collect crosswords.

3. Warm-up (5 min):

Sentence Scramble – Put the following scrambled sentences up on the board and have the students attempt to place them in the right order:

- le aime chocolat j’
- est ce long concombre très
- quelque voulez- à vous manger?
- fruits sont pommes préférés les mes
- vanille entre et est glace le la choix chocolat la glace difficile

4. Presentation of New Material (30 min):

❖ **Listening/Speaking Activity (10 min) – Sondage sur les aliments**

Students will be given an activity outline sheet (**Appendix – VI**) that explains that they will be interviewing their classmates as to whether they like or don’t like certain foods. Students will then have to put together a graph demonstrating the information that they have gathered.

❖ **Reading/Writing Activity (10 min) – Bande Dessinée**

Students will be given a comic strip template (**Appendix – VII**) and will be asked to fill in the blank speech bubbles with a partner.

❖ **Jeu (10 min) – Fruits et Légumes Bingo**

Students will play Bingo using the fruit and vegetable game boards provided (**Appendix – VIII**).

5. Closure – Devoirs:

Have students finish their comic strips for homework.

Lesson 5

1. Attendance – Word of the Day:

La viande (Meat)

2. Devoirs:

Collect comic strips.

3. Warm-up (5 min):

« Je vais au restaurant et je prends... » – Students will arrange their desks in a circle. One student will begin by saying « Je vais au restaurant et je prends... » then they will say something that they would order. The next person in the circle must repeat the first person's item and add their own. This will continue until the last person in the circle is attempting to list every item that each class member has ordered.

4. Presentation of New Material (30 min):

❖ **Listening/Speaking Activity (20 min) – Final Project Preparations**

Students will be introduced to their final project. They will be given a description of what is required, the project's grading rubric, a food vocabulary sheet, as well as a template to begin work (**Appendix – IX**). Students will be given time to find a group and to begin brainstorming and putting their project together.

❖ **Reading/Writing Activity (5 min) – Monsieur et Madame Nourriture (*VOCAB Activity 3*)**

Students will be given a food vocabulary list and an example of what they are meant to do (**Appendix – V**). Using a variety of different food items to represent different body parts, students will create either Monsieur Nourriture or Madame Nourriture, labelling each body part's food item(s).

❖ **Jeu (5 min) – Verb Race**

Round two of the Verb Race using verbs prendre, vouloir and pouvoir.

5. Closure – Devoirs:

Students will have to complete their final project skits as they will be presenting them to the class after the weekend.

Lesson 6

1. Attendance – Word of the Day:

Le gâteau (Cake)

2. **Presentation of Final Projects**

The final class will be dedicated to the presentations of the final project skits. Each student will be required to fill out a “Two Stars and a Wish” peer review sheet for each of their classmates (**Appendix – XI**).

APPENDIX

I. "Un peu de grammaire" Worksheet

03. Un peu de grammaire!

Langues Online: French, Section 34

1. To say 'some' in French, combine de with the correct definite article. Complete the table below:

	le	la	l'	les
de	du riz	___ viande	___ eau	___ gateaux
	___ pain	___ charcuterie		___ croissants
	___ fromage	___ salade		___ légumes
	___ vin			

2. To say I don't have any, use only **de** without combining it with any articles:

Je voudrais des croissants.

I would like some croissants.

Désolé, je n'ai pas de croissants.

Sorry, I don't have any croissants.

Write the following sentences in French:

a. *I would like some fish.* _____

Sorry, I don't have any fish. _____

b. *I would like some jam.* _____

Sorry, I don't have any jam. _____

c. *I would like some water.* _____

Sorry, I don't have any water. _____

d. *I would like some fruit.* _____

Sorry, I don't have any fruit. _____

3. Note the use of the verb **avoir** in the following expressions:

avoir faimto be hungry
avoir soifto be thirsty
avoir chaudto be hot
avoir froidto be cold

avoir ... ansto be ... years old
avoir besoin deto need
avoir envie deto feel like

Use these expressions to write the following sentences in French:

a. *We are hungry.* _____

b. *I feel like an ice cream.* _____

c. *He is sixteen years old.* _____

d. *Are you thirsty?* _____

e. *She is cold.* _____

f. *They need water.* _____

g. *Are you (pl) hot?* _____

4. The imperative verb form is used to give orders or instructions. It looks very similar to the present tense.

The main differences are:

- subject pronouns **je, tu, vous** are not used;
- in the **tu** form of **-er** verbs, the **s** is dropped.

If you are giving an instruction in writing, and you don't know who your audience is, use the infinitive verb form as an imperative.

	tu	vous	impersonal
-er verbs	regarde !	regardez !	regarder
-ir verbs	finis !	finissez !	finir
	dors !	dormez !	dormir
-re verbs	attends !	attendez !	attendre

The following verbs are often used in cooking instructions. Write them in the correct imperative form for each person:

	tu	vous	impersonal
battre			
ajouter			
mélanger			
râper			
couper			
mettre			
verser			
prendre			

5. To say you're going to do something, use **aller** + infinitive.
 To say you've just done something, use **venir de** + infinitive.
Je vais acheter du riz. = *I'm going to buy some rice.*
Je viens d'acheter du pain. = *I've just bought some bread.*

ALLER	VENIR
je vais	je viens
tu vas	tu viens
il va	il vient
nous allons	nous venons
vous allez	vous venez
ils vont	ils viennent

Write these sentences in French:

- a. *I'm going to buy some meat.*

- b. *She has just eaten a sandwich.*

- c. *We're going to see a film.*

- d. *I have just seen a film.*

- e. *They're going to eat an ice cream.*

- f. *They have just bought some fish.*

II. Self Assessment

Student:

I really like _____

I am really good at _____

I want to work on _____

III. Word Scramble

Name: _____

Date: _____

Unscramble the Words

1. nnaeba _____
2. ofebu _____
3. etoacrt _____
4. isecer _____
5. ngocmhnpia _____
6. rfuocniet _____
7. becar _____
8. tvteecer _____
9. oscatrsni _____
10. asfeir _____
11. iutrf _____
12. ohcstair tsevr _____
13. atli _____
14. onmle _____
15. efou _____
16. nnooig _____
17. anpi _____
18. riepo _____
19. ocpr _____
20. euptol _____
21. reatt _____
22. attoem _____
23. otyrau _____

Answer Key :

1. banane 2. boeuf 3. carotte 4. cerise
5. champignon 6. confiture 7. crabe 8. crevette
9. croissant 10. fraise 11. fruit 12. haricots verts
13. lait 14. melon 15. oeuf 16. oignon
17. pain 18. poire 19. porc 20. poulet
21. tarte 22. tomate 23. yaourt

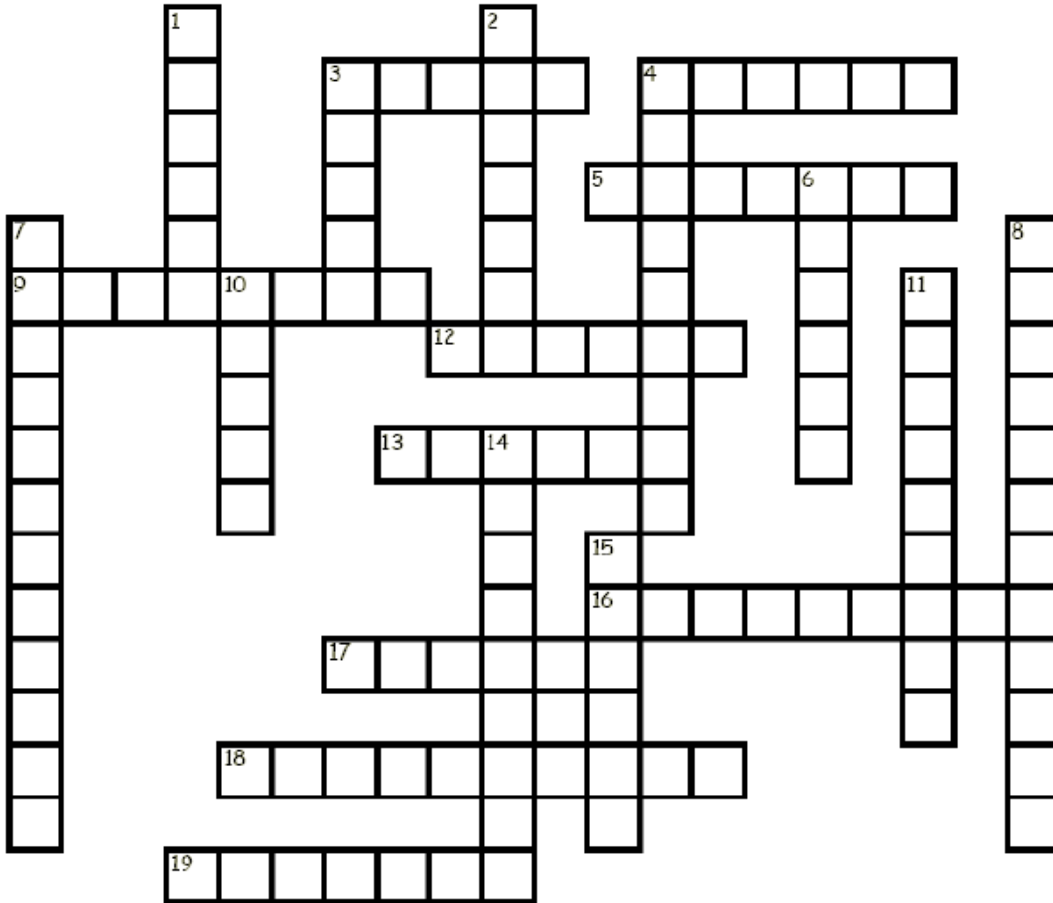
IV. Pizza Building



V. Fruits et Légumes Crossword

Nom _____ Date _____

Les fruits et les légumes



Horizontal

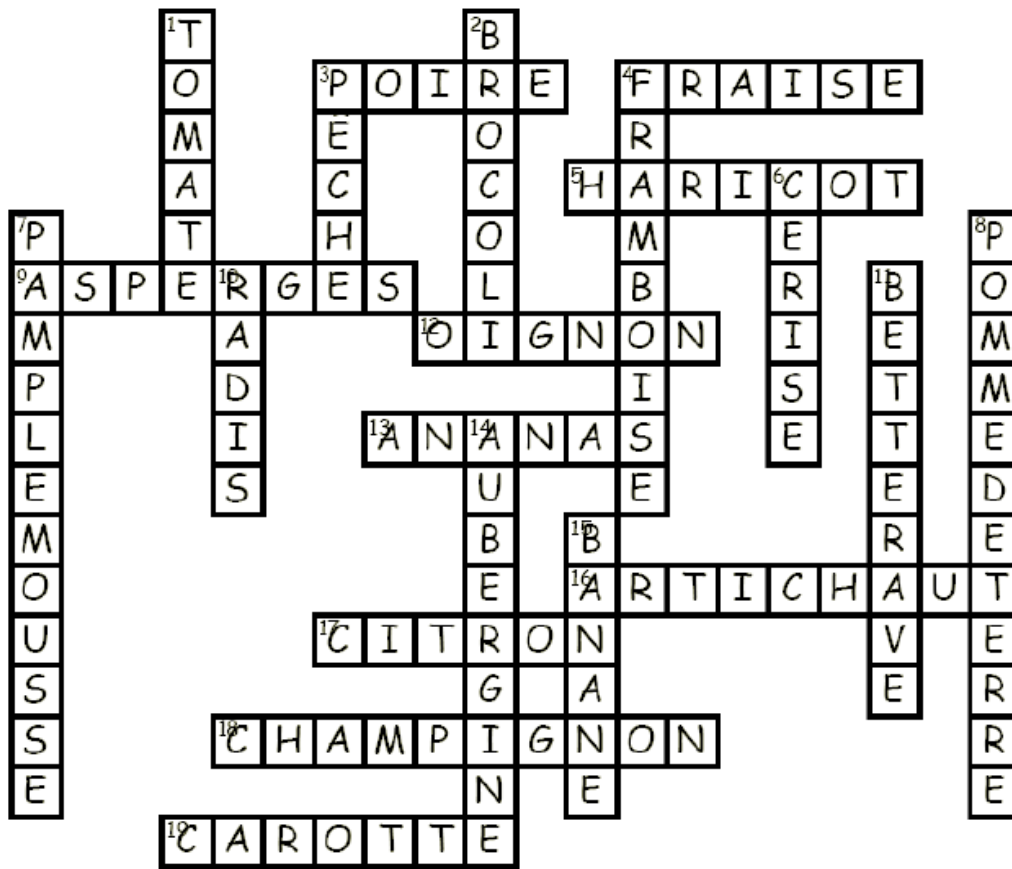
- 3. pear
- 4. strawberry
- 5. bean
- 9. asparagus
- 12. onion
- 13. pineapple
- 16. artichoke
- 17. lemon
- 18. mushroom
- 19. carrot

Vertical

- 1. tomato
- 2. broccoli
- 3. peach
- 4. raspberry
- 6. cherry
- 7. grapefruit
- 8. potato
- 10. radish
- 11. beet
- 14. eggplant
- 15. banana

Answer Key:

Les fruits et les légumes



VI. "Sondage sur les aliments" Activity Worksheet

05. Sondage sur les aliments

Languages Online: French, Section 34

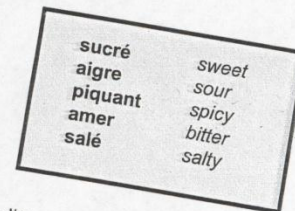
Survey your classmates about their food likes and dislikes.

1. Choose an item of food as your survey focus.
2. Draw up a record sheet with each classmate's name listed.
3. Ask each person in French if they like the food. For example:

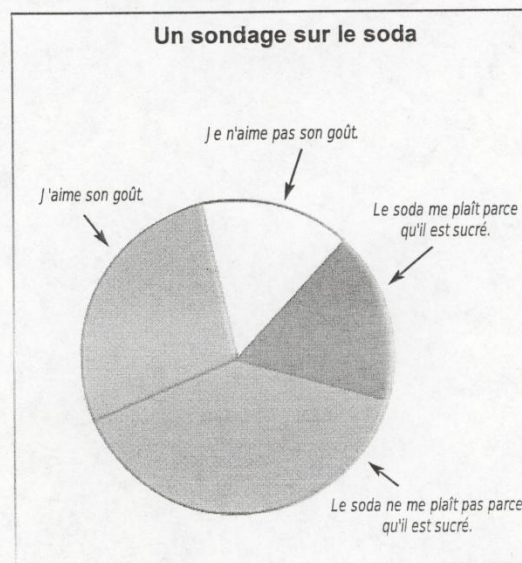


4. Record all the answers, and then make a table which shows a tally of each kind of answer. For example:

le soda				
Réponses	Aime le goût.	Aime pas le goût	Oui parce que sucré	Non parce que trop sucré
Nombre d'étudiants	12	3	4	4



5. Enter this data into an Excel spreadsheet, and make a chart showing your results.
6. Add your chart to a classroom display.



VII. Bande Dessinée

07. Bande dessinée

Languages Online: French, Section 34

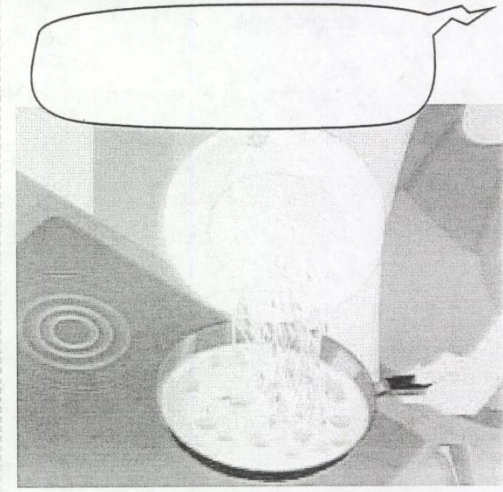
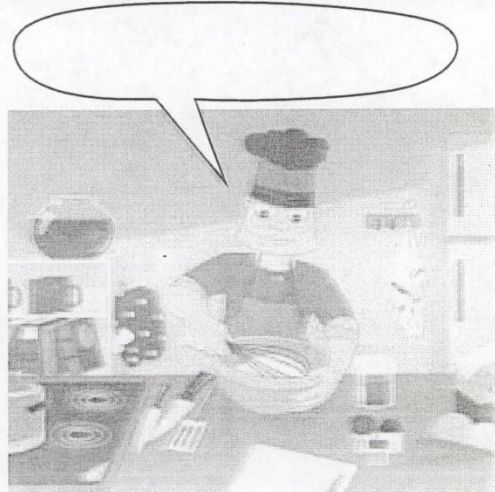
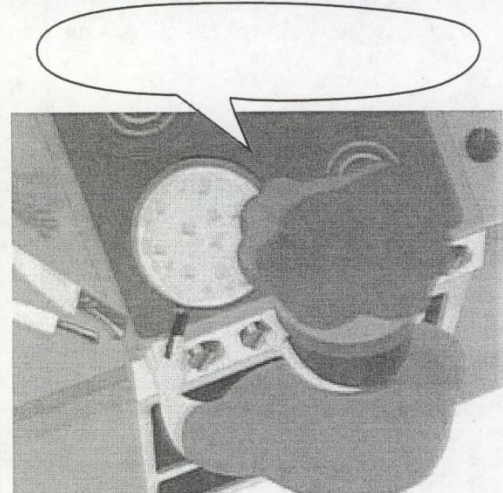
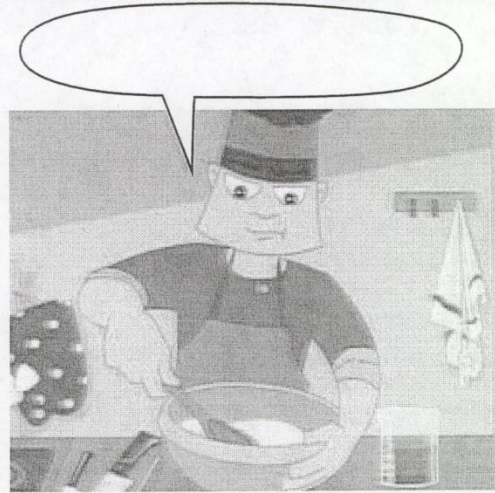
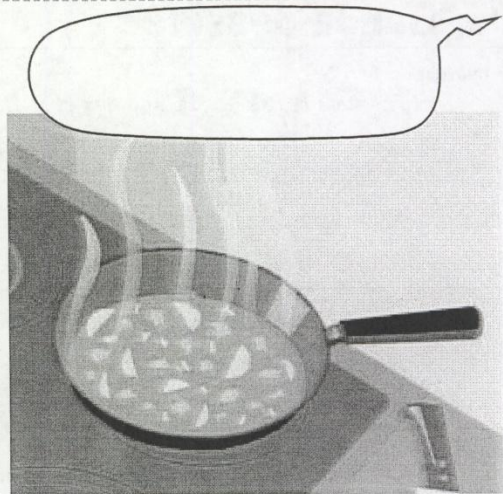
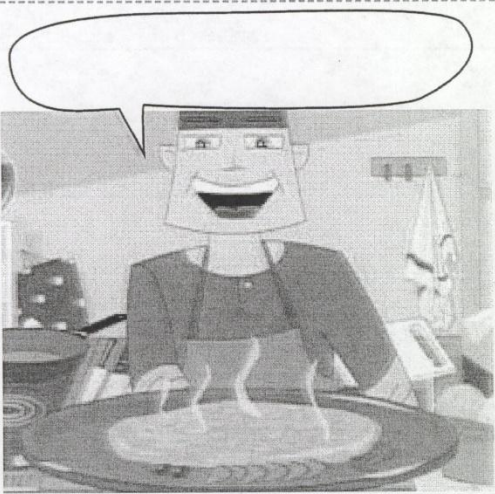
► Instructions

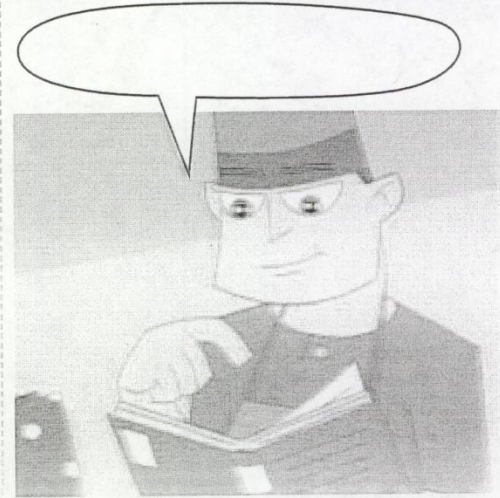
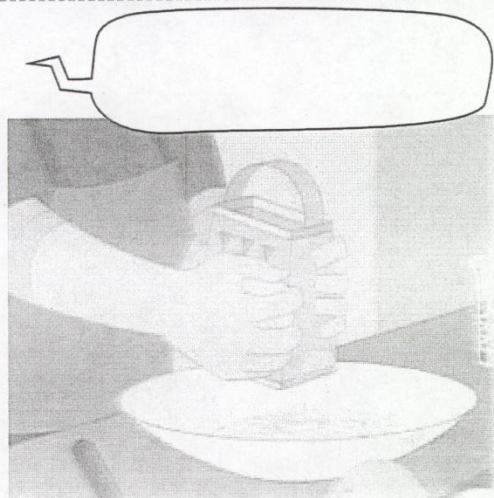
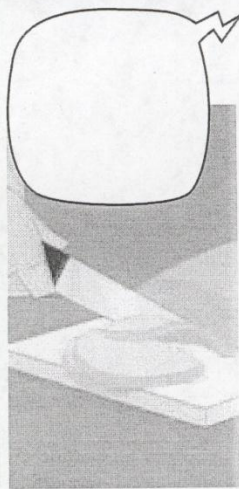
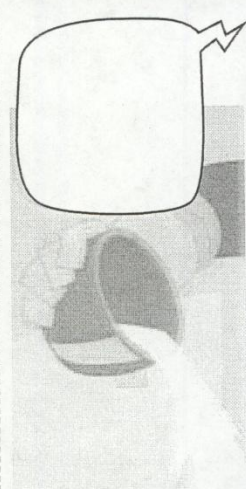
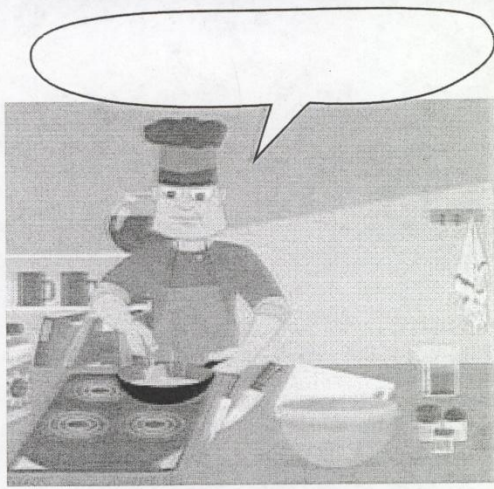
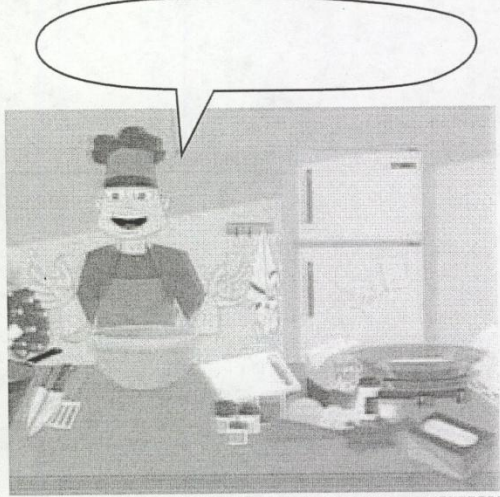
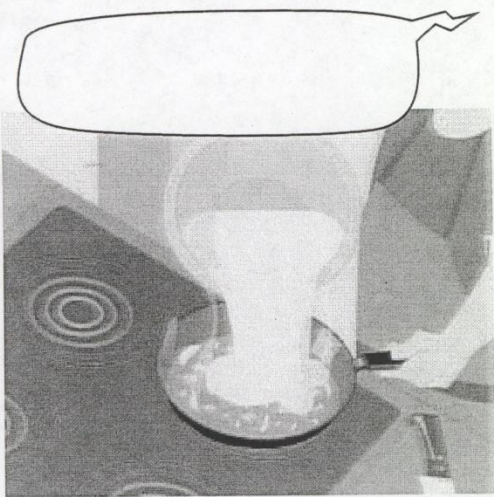
This cartoon strip shows the steps needed to make a ham and cheese omelette. However, the frames are not in order.

1. Fill the gaps in the recipe instructions below with the correct form of each verb.
2. Cut out the cartoon frames and arrange them in the correct order. Use the recipe instructions to help you.
3. Paste the cartoon frames onto a new sheet of paper.
4. Write each recipe instruction into the correct frame of the cartoon strip.

-
- **Soyez les bienvenus en cuisine! Aujourd'hui nous préparons une omelette au jambon et au fromage. C'est très facile !**
 - **Comme ingrédients vous avez besoin de six oeufs, 100 ml de lait, 250 g de jambon, un oignon, 125g de fromage et du persil.**
 - _____ les oeufs et le sel dans un grand bol.
 - _____ le lait.
 - _____ bien.
 - _____ le jambon en petits morceaux.
 - _____ le jambon et l'oignon dans une poêle.
 - _____ les oeufs dans la poêle.
 - _____ l'omelette pendant deux minutes.
 - _____ le fromage.
 - _____ le fromage et le persil à l'omelette.
 - _____ encore deux minutes.
 - **Et voilà, c'est prêt! Mmm, c'est délicieux! Bon appétit, et à la prochaine!**







































<i>ajouter</i>	<i>faire frire</i>
<i>battre</i>	<i>mélanger</i>
<i>couper</i>	<i>râper</i>
<i>faire cuire</i>	<i>verser</i>



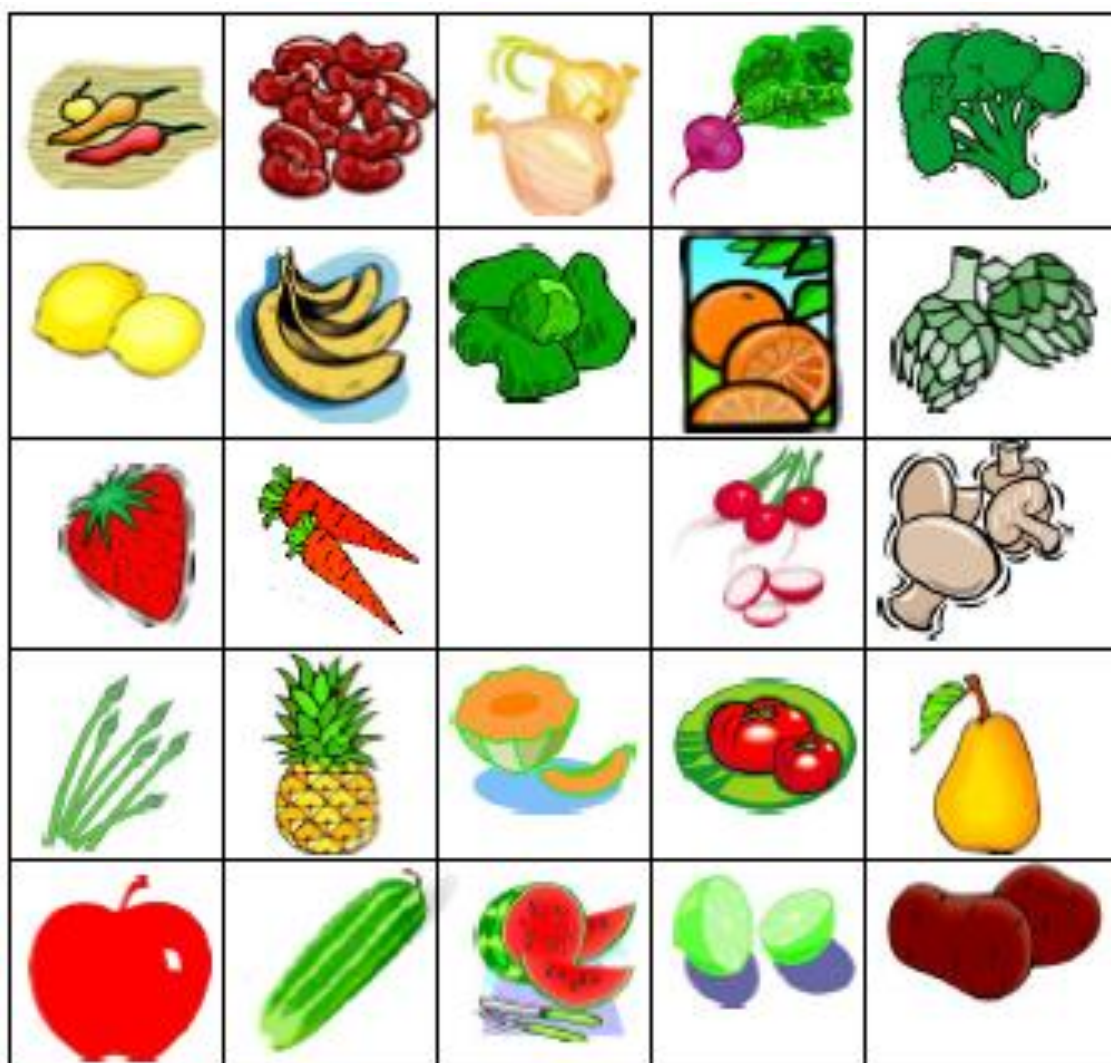


VIII. Fruits et Légumes Bingo

Carte du vocabulaire intégrale pour la personne qui annonce les mots.

				
le piment	le haricot	l'oignon (m)	la betterave	le brocoli
				
le citron	la banane	le chou	la cerise	l'artichaut (m)
				
la fraise	la carotte	le melon	le radis	le champignon
				
les asperges (f)	l'ananas (m)	la pêche	la tomate	la poire
				
la pomme	le concombre	la pastèque	le citron vert	la pomme de terre
				
le piment	le raisin	l'ail (m)	le kiwi	le petit pois
				
le pamplemousse	le maïs	la framboise	le haricot vert	la prune
				
l'aubergine(f)	l'orange (f)	la laitue		

Une des dix cartes de jeu de bingo :



IX. Final Project Outline, Rubric, Vocabulary and Template



Pour le projet final, en groupe d'à peu près quatre personnes, vous devez créer un sketch (skit) en français. Vous devez compléter un menu pour votre café (qui vous allez nommée) et vous allez écrire et présenter un dialogue entre le/les serveur(s) et les clients du café.

Vous êtes responsable pour :

- Trouver un fond (background) approprié qui représente la culture française que vous allez projeter sur l'écran du rétroprojecteur (par exemple; le tour Eiffel)
- Compléter un menu pour votre café (exemple à gauche)
- Écrire un dialogue que vous allez mémoriser et présenter à la class qui va durer à peu près 5 minutes
- Apporter et utiliser les accessoires pendant votre présentation (par exemple; un plateau (tray), les couverts (cutlery), la nourriture, etc.)
- Assurer que vous avez satisfait tous les critères sur la page suivante

Café Français: Grading Ruberic

Script /20	5	4	3	2	1	0
Number of lines per student	Each student has 11 or more lines.	Each student has 9-10 lines.	Each student has 7-8 lines.	Each student has 5-6 lines.	Each student has 3-4 lines	Each student has 1-2 lines
Has included content/sentences from previous lessons	Included 5 sentences	Included 4 sentences	Included 3 sentences	Included 2 sentences	Included 1 sentence	Has not included any sentences
Has included additional food words from vocabulary list	5 or more per student	4 per student	3 per student	2 per student	1 per student	No vocab words/phrases
Verb agreement, masc./fem/pl, grammar, de la/du/de l'/des	0 mistakes	1-2 mistakes	3-4 mistakes	5-6 mistakes	7-8 mistakes	9+ mistakes
Speaking /20	5	4	3	2	1	0
Speaks with emotion	always	usually	sometimes	rarely	never	never
Pronunciation	No problems understanding words, good accent	A few words difficult to understand fair accent	Some words difficult to understand	Many words difficult to understand	Most words difficult to understand	Not understandable in French
Speaking clearly	Speaks loudly and clearly in French	Speaks mostly loudly and clearly in French	Somewhat difficult to hear, or may have some English words	Quite difficult to hear, or has significant amount of English words	Very difficult to hear, or is mostly in English.	Impossible to hear or completely in English.
Memorization /Eye Contact	Makes frequent eye contact memorization evident	Makes good eye contact, some memorization	Makes some eye contact, a little memorization	Makes little eye contact, minimal or no memorization	Makes no eye contact, totally reads lines	Makes no eye contact and has trouble reading lines

La Nourriture

- l'abricot *m.* apricot
- l'ail *m.* garlic
- l'ananas *m.* pineapple
- l'aubergine *f.* aubergine
- la banane banana
- le beurre butter
- le bifteck (beef)steak
- le bœuf beef
- la boisson drink
- le brocoli broccoli
- le café coffee
- la carotte carrot
- le cassis blackcurrant
- le céleri (en branches) celery
- la cerise cherry
- le champignon mushroom
- le chocolat chocolate
- le chou cabbage
- le chou-fleur cauliflower
- le citron lemon
- le concombre cucumber
- la confiture jam
- la crème . cream
- les épinards *m.* spinach
- la farine flour
- la fraise strawberry
- la framboise raspberry
- le fromage cheese
- le fruit fruit
- les fruits de mer seafood(s)
- le gâteau cake
- le haricot bean
- l'huile *f.* oil
- le jambon ham
- le jus juice
- le lait milk
- le légume vegetable
- le maïs maize, sweetcorn
- le melon melon
- le melon d'eau watermelon
- le miel honey
- la moutarde mustard
- la mûre blackberry
- l'œuf *m.* egg
- l'oignon *m.* onion
- l'orange *f.* orange
- le pain bread; loaf (of bread)
- le pamplemousse grapefruit
- la pêche peach
- la poire pear
- le poireau leek
- le pois pea
- le poisson fish
- le poivre pepper (spice)
- le poivron pepper (vegetable)
- la pomme apple
- la pomme de terre potato
- le porc pork
- le poulet chicken
- la prune plum
- le raisin grape
- le raisin sec raisin
- le riz rice
- la salade salad; lettuce
- le sandwich sandwich
- la saucisse sausage
- le sel salt
- la soupe soup
- le sucre sugar
- la tarte tart
- le thé tea
- la tomate tomato
- la viande meat
- le vin wine
- le vinaigre vinegar

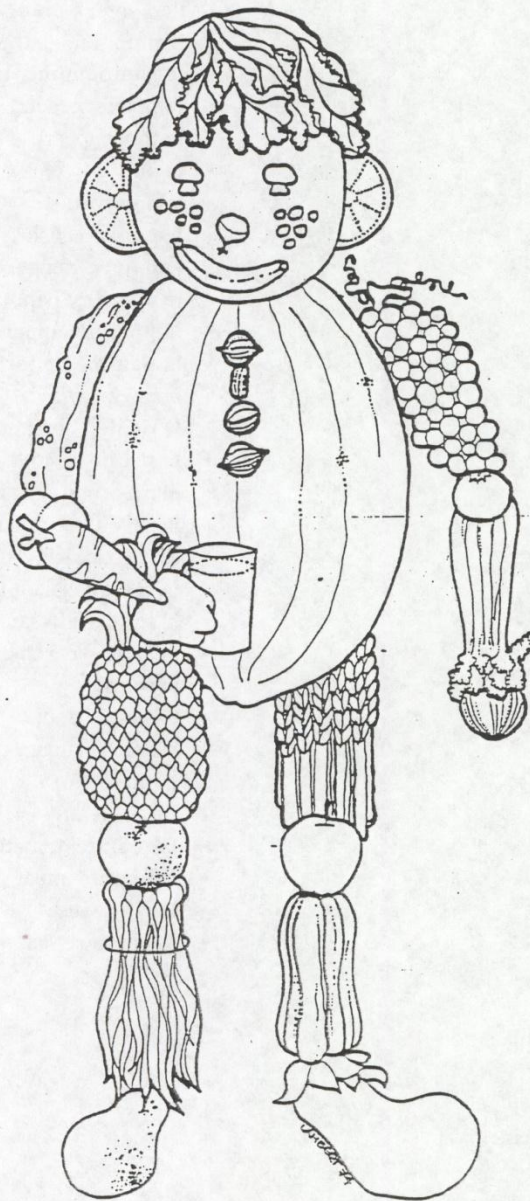
Le Café Français

La carte

X. Monsieur et Madame Nourriture













Using the food vocabulary create a **Monsiuer Nourriture** or a **Madame Nourriture**. You must use at least **20 different types of food**. If you use a food item twice (i.e for the eyes or ears), it counts as one item. Use the creation on the back to help you with ideas, but do not copy this one. **Label** all the body (food) parts and **colour** it neatly. If you wish you may give your food creature a more interesting name. Put *their* name at the top, centre of the page. Put your name at the bottom right hand side of the page.

Due: Thursday Mar. 8th



Monsieur Nourriture

XI. Two Stars and a Wish Peer Assessment

<p>Name of Presenter: _____</p> <p> _____</p> <p> _____</p> <p> _____</p>	<p>Name of Presenter: _____</p> <p> _____</p> <p> _____</p> <p> _____</p>
<p>Name of Presenter: _____</p> <p> _____</p> <p> _____</p> <p> _____</p>	<p>Name of Presenter: _____</p> <p> _____</p> <p> _____</p> <p> _____</p>