

Grade 8 Food Cluster - Bon appétit!

Lesson #1: Food - Food Preparation Vocabulary

FSL Grade 8	Duration: 60 minutes	
Specific Learning Outcomes:	Learning Objectives:	Assessments:
<p>Listening Comprehension</p> <ul style="list-style-type: none"> - understand in guided situations, by identifying key words or expressions previously taught, the main idea(s) and a few isolated details about a variety of concrete topics contained in authentic or adapted oral texts. <p>Reading Comprehension</p> <ul style="list-style-type: none"> - understand, in guided situations, by identifying key words or expressions previously taught, the main idea(s) and a few isolated details about a variety of concrete topics contained in authentic or adapted written texts. 	<ul style="list-style-type: none"> - Students will be able to use language learning strategies to decipher unknown vocabulary. - Students will be able to identify food preparation vocabulary through the matching game. 	<p>Formative:</p> <p>Vocabulary Lesson: students will be able to self-assess how well they've deciphered vocabulary during the pre-task.</p> <p>Observation: see how students are doing at matching the vocabulary during the task.</p>

Preparation Required:

- Print "Lesson 1 - Cooking Vocabulary" handouts for each student.
- Print one copy of "Lesson 1 - Cooking Vocabulary Answer Key" for your own reference
- Have the "Bon appétit! Video" ready to play for the class on the Smart board.
- Have the "How to Make Crepes in 5 minutes" Video ready to play for the class on the smart board: <https://www.youtube.com/watch?v=KIz2rXJRJWE>
- Have copies made of each of the recipes from "Lesson 1 - Recipes" for about one third of the class.
- Print on card stock and cut out sets of "Lesson 1 - Ingredients Matching Game" and "Lesson 1 - Directions Matching Game" so that groups of four students can play one of the games.

Introduction (3 minutes):

Show the “Bon appétit! Video” to introduce the new cluster. Let students know that they will be learning about food from francophone cultures around the world. They will be learning about food preparation and they will be making their own cooking show.

Pre-task (30 minutes):

Talk about language learning strategies with the class. What do students do when they don't understand a word in French (guess, look for word families, identify words that are similar between languages, use a dictionary or Google translate). *Today we are going to use some of these strategies to find the meaning of some unknown cooking terminology.* Give each student a “Lesson 1 - Cooking Vocabulary” handout. Give students some time to look over the words and apply some of the strategies identified to figure out some of the words. Watch the video of “How to Make Crepes in 5 Minutes” as a class. Go over the vocabulary words together and have students write the definitions or translations on their “Lesson 1 - Cooking Vocabulary” handouts.

Divide the class into three groups. The class will be divided into stations, each with copies of one of the recipes from “Lesson 1 - Recipes”. Each group will work at one of the stations. They will read the recipes and try to figure out the meaning of the vocabulary words.

After ten minutes working with their groups, reconvene the class together and go through the vocabulary, ensuring that students understand the word meanings and learn words that weren't on their group's recipe. Ask students what strategies they used to figure out the words. Point out that “chauffer” and “chaudron” both have the root word, “chaud.” Also, “attendrir” has the word “tendre” in it. Point out that to light or turn on a burner you would say, “allumer le feu” or “allumer le gaz.” These words are often used together in recipes. Point out different forms and uses of words as you explain word meanings, especially in the “Directives” portion of the vocabulary.

Note: For the “Directions Matching Game”, let students know that “mouiller” is typically used in Quebec. In France, they would be more likely to use “hydrater”, “humecter” or “imbiber”.

Task (25 minutes):

Students will play a matching game in groups of four, where they will match French vocabulary to its English translation. Cards will be placed facedown, French cards on one side and English on the other. They will take turns flipping one card from each side and reading the word aloud. If they get a match, they will say, “Oui, c'est un match” and keep the matching cards. If the cards they flip over don't match, they will say, “Non, ce n'est pas un match”. Whoever has the most pairs at the end of the game wins. Students can play the “Ingredients Matching Game” and then they can switch cards with another group to play the “Directions Matching Game” or vice versa.

Post-task (2 minutes):

During the post-task, it is up to you as the teacher to determine what elements students struggled with or were brought up in the task. Examples include vocabulary, pronunciation, or grammatical elements.

The post-task is also a great time to have students share their accomplishments from the task. The post-task for this lesson might be the following:

Discuss as a group how easy or hard the matching game was. Were there words that were difficult to remember? What strategies did they find most useful in determining the meaning of words they did not know?

Differentiation/Accommodation:

- To accommodate this lesson for a lower level, use only half of the pairs of cards in the “Ingredients Matching Game” or “Directions Matching Game” at a time.
- To accommodate this lesson for a higher level, students can use language strategies discussed in the pre-task to figure out the vocabulary for all three recipes in “Lesson 1 – Recipes” with a partner instead of working on only one recipe at a larger station.