

Financial Literacy Resource
French As a Second Language: Core French – Grade 6
AU RESTAURANT

Connections to Financial Literacy

Although none of the expectations in the French As a Second Language (FSL) curriculum explicitly addresses financial literacy, in each of the strands in the various courses the development of financial literacy can be fostered through both the learning context (e.g., a topic, a lesson, a thematic unit, or an issue related to financial literacy) and materials (e.g., books, websites, media). Students could address issues related to personal finances or economics from different points of view in a debate, panel discussion, role play, speech, listening, speaking, reading and/or writing activities.

The goal of this resource is to help students to understand the following financial literacy connections:

- *understanding needs and wants*
- *developing consumer awareness*

FSL Core French Grade 6

Curriculum Expectations

Learning Goals

Oral Communication

- participate in dialogues about familiar topics, and listen to and talk about short oral texts;
- ask and answer simple questions using complete sentences
- basic vocabulary (e.g., numbers from 1 to 100; words associated with meals, menus, restaurants)

After completing the learning experiences below, students will know, understand and/or be able to:

- talk about their favourite foods
- create a restaurant and its French menu
- answer and ask questions related to menus and ordering food in French
- talk about expenses that menu prices must cover

Instructional Components and Context

Readiness

Pre-assess students' prior knowledge and capabilities related to:

- how to ask and answer questions
- food vocabulary
- colours and shapes
- greeting and thanking vocabulary

Terminology

le menu

le menu à prix fixe

à la carte

un amuse gueule

les hors-d'oeuvres

une entrée

la soupe

la salade

le plat principal/le plat du jour

le dessert

la boisson

le serveur/la serveuse

l'addition

le pourboire

commander

service compris OU service non compris

bon appétit

le chef

C'est à votre goût ?

Combien coûte...?

Je vais prendre OU je prends

Je voudrais/ J'aimerais

Qu'est-ce que je vous sers ?

Que prenez-vous ?






Je vous écoute.

Que voudriez-vous ? Vous désirez ?

Vous avez choisi?

Materials

- Cue cards
- BLM Restaurant Chez André
- Play money
- Chart paper
- Paper
- Internet sites if available
- Sample menus from internet

Minds On <ul style="list-style-type: none"> Establishing a positive learning environment Connecting to prior learning and/or experiences Setting the context for learning 	Connections <p>Explicitly label:</p> <p> Assessment for learning</p> <p> Assessment as learning</p> <p> Assessment of learning</p> <p> Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning</p>
<p>MA NOURRITURE PRÉFÉRÉE</p> <p>Description Each student will write or draw their favourite food on a cue card and will not show anyone else.</p> <p>Then students will mingle to the music and when the music stops, they will form partners with the person closest to them and then they will ask each other 10 questions which need OUI or NON answers in order to try and discover each others favourite foods. For example, C'est un fruit? C'est rouge? C'est un dessert? Etc.</p> <p>Possible Extension: collect all the completed images and shuffle them. Place a piece of tape on the reverse side of each image and attach to the back of each student. Students circulate again and may ask 10 questions of someone else in the class in order to guess the food taped to his/her back.</p>	<p>- some students may need help to prescript questions that they could ask and questions that they may be asked</p>
<p>Action!</p> <ul style="list-style-type: none"> Introducing new learning or extending/reinforcing prior learning Providing opportunities for practice and application of learning (guided > independent) 	
<p>AU RESTAURANT</p> <p>Description Once students have practiced and discussed different food items, they can apply this knowledge in the context of a restaurant. If possible, bring in an actual French menu and/or one from a restaurant in the community.</p> <ol style="list-style-type: none"> Create a menu for a restaurant, with the class. Name the restaurant and include appetizers, soups, main dishes, desserts and specials (see BLM Restaurant Chez André). Brainstorm a list of dishes that might be found on a menu. Include a list of prices and remind students that written prices in French use “une virgule” and not a decimal like they are used to. Listen to an example of visit to a restaurant on YouTube http://www.youtube.com/watch?v=5K8fz8xMoW4&feature=related Compare with another YouTube video http://www.youtube.com/watch?v=7J0GRnm2B_w&feature=related Listen to the videos multiple times so that students are able to note useful expressions that are used in both examples. 	<p> Assessment for learning</p> <p>-you may want to add pictures for some students to help them understand what is on the menu</p> <p>-videos will need to be listened to more than once</p> <p>-some students may have only visited fast food restaurants so a comparison between the two might need to be made</p>

<p>8. Create an anchor chart, as a class, with “les expressions utiles” from the videos as well as any other ones they think they might need in order to get along ordering in a French restaurant. Some sample expressions are included in the terminology section above.</p> <p>9. Talk about tipping and what is generally expected. For example, in Quebec, salaries of waiters and waitress are based on the assumption that they will be getting tips so clients should be aware of this when tipping.</p> <p>10. Remind them that in the video, the man said, “le pourboire compris” and explain that this means tip was included in the price. Students will need to put on their menus either pourboire compris OU pourboire non-compris.</p> <p>11. Introduce the idea of “le menu à prix fixe” and explain that the restaurant sets a fixed price based on a selected list of dishes which is different from “le menu à la carte” where each item is ordered separately at an individual price.</p> <p>12. Explain that “le menu à prix fixe” is more common in Europe than in Canadian restaurants.</p>	
<p>Consolidation</p> <ul style="list-style-type: none"> ♦ Providing opportunities for consolidation and reflection ♦ Helping students demonstrate what they have learned 	
<p>LE MENU CHEZ MON RESTO</p> <p>Description</p> <p>With the knowledge from the previous activities, in partners or small groups, students will create their own restaurant; naming it and creating the menu including prices. Students will select either « un menu à prix fixe » or « un menu à la carte ».</p> <p>Once restaurant menus are completed, students will visit each others’ restaurants.</p> <p>Half the class will set up their restaurant and the other half will visit and they will use the anchor chart of expressions to order a meal.</p> <ul style="list-style-type: none"> ➤ remind students about appropriate greetings and thanking vocabulary. ➤ give each student a randomly selected amount of money that they can spend. ➤ remind students that the money must cover their menu selections as well as the appropriate tip. <p>Then the class will switch and the classmates who were restaurant owners would now be clients and the clients would be the restaurant owners and again, each client would have a specific amount of money to spend.</p> <p>Discuss orally as a class everything that the price on the menu has to cover at the restaurant, i.e., salaries, cost of building, cleaning, ingredients, profit, etc.</p>	<p>A^{as}L Assessment as learning</p> <p><i>-teachers may want to incorporate this activity during a time when the school is celebrating a multicultural week or other event where there may be food available from various cultures that could be served in the “restaurant”</i></p> <p><i>-this may be a good opportunity to address the idea of traditional foods according to regions, i.e., la tourtière, la tarte au sucre, les crevettes à l’ail, les escargots, etc.</i></p> <p><i>-as a class, you may want to discuss different types of menus they have seen including themed menus like kids, sports, Thanksgiving, etc.</i></p> <p><i>- some students may want to add pictures of the menu items when creating their menus so they may need access to magazines and/or flyers, computer graphics and/or the internet</i></p> <p><i>-students may want to research menus and pricing on the internet; if possible have a few sample menus available</i></p>

RESTAURANT

Chez André

AMUSE-GUEULES /HORS-D'ŒUVRES

Les nachos avec bœuf haché 12,99

Les crevettes avec la sauce 9,99

Le pain à l'aile 6,99

SOUPES ET SALADES

Soupe à l'oignon 6,99

Soupe du jour 4,99

Soupe froide de tomate et basilic 4,99

Salade aux épinards 6,99

Salade César 5,99

PLATS PRINCIPAUX

Brioche du saumon au four, sauce au citron 17,99

Première côte de bœuf saisie, jus de viande 18,99

Spaghetti bolognaise 14,99

DESSERT

Panier Florentin de fruits rouges d'été & mousse à l'orange 6,99

Vacherin glacé au chocolat & sa sauce à la framboise 5,99

Pudding pain et beurre & ses raisins secs, sauce vanille 6,49

Sans sucre : Mangue Royal & sa sauce aux fruits de la passion 6,99

Glace vanille & au beurre de noix de Pécan, sorbet fraise 6,49

BOISSONS

L'eau 1,49

Le lait 2,19

Les boissons gazeuses 2,29

Le café 1,99

Le thé 1,59

LES PLATS DU JOUR

Les cuisses du poulet avec les légumes 10,99

Le gâteau au chocolat avec des fraises 4,99