

Ma France en classe

Unité 14 : Les plats

Activities based on this unit will help your learners to:

- *Talk about cooking and ingredients*
- *Understand and give instructions for making a dish*
- *Learn something about the regional cuisine, the chefs and restaurants in Lyons*

Here are some suggestions for using the films and activities in the classroom. There are so many ways of exploiting the material; don't forget to let us know if you think of more.

Ingredients needed

- Set the scene by brainstorming ingredients that are common in French cooking. Show the start of Video A with the arrival of the chefs, and show a grid on the board with four columns headed with the names of the four dishes we are to see:

Les pieds de cochon	La queue de boeuf	Le gras double	La tarte à la praline

Watch the whole of Video A and ask the learners to listen/watch for the key ingredients in each dish. Fill in the columns with their ideas then run the video again, ticking off each item as it's mentioned.

- Talk about the expression, *il faut...* + ingredients and run once more the section where Yves explains what's needed for *le gras double*. By showing it silently, with just the English subtitles, you can pause and let the learners fill in the names of the ingredients.
- Ask learners to work in groups and compose a list of what's needed to make a well-known dish. After five minutes, each group reads out their ingredients and the others must guess the dish in question.

How long it takes

- Introduce, *il faut compter...* , to express how long a dish takes to make. Run the film one last time, asking everyone to listen out for the time taken for each of the four dishes.
- Working in small groups, give each group a copy of the quiz questions. One person reads out each question and the possible replies; the others must decide on the right answer.

Key cooking expressions

- Give out copies of the Vocabulary notes and from the website, play a selection of the new expressions, e.g. *mijoter*, *refroidir*, *d'abord*, etc. in random order, asking the group to listen carefully to each word and call out the English equivalent from their list. Repeat some expressions and get faster and faster. If it's more convenient, just read them out yourself. The aim is to encourage careful listening and quicker recognition.



- Give everyone a copy of the Video A transcript with some of these key expressions blanked out. Run the film and ask them to fill in the blanks as they hear them.
- Use the expressions from the transcript to make a booklet of classic British recipes. Encourage class members to work in groups to prepare recipes for renowned dishes from our shores: Toad in the Hole, Shepherd's Pie, Lancashire Hotpot, Welsh Rarebit, Apple Crumble etc.

C'est quoi un bouchon ?

- Invite suggestions for the two meanings of, *un bouchon*, the group might already know, i.e. a cork and a traffic jam. Explain that in Lyons, it's also a type of restaurant. The chefs explain in Video B. Start the film but pause in Nathalie's introduction where we see the room full of diners. Invite the group to describe what they see. Show the introduction again and continue through the two chefs' explanations about what a *bouchon* is and how it differs from a restaurant. Invite suggestions from the listeners about the key words to describe it: *personnel, convivial, en famille, passer la soirée*.

La cuisine lyonnaise

- Listen again to Video B with the Quiz questions. You can use the on-screen version or give printed copy to everyone and ask them to answer the questions individually. Show the film again to confirm the right answers, pausing it to show the subtitles.

Consolidation

- Use La Dictée to assess listening skills: ask learners to write down two questions: 1. *Il faut quels ingrédients ?* 2. *Il faut compter combien de temps ?* Play Stéphane's dictated passage in paragraph form as a listening activity and ask everyone to jot down the ingredients required and the cooking time needed. Debrief afterwards, perhaps by swapping papers; you could also take in the answers and use as assessment evidence.
- Try the Jeu de rôle in class live with Stéphane and invite volunteers to answer. Then give everyone the chance to copy down Stéphane's questions and set as homework the task of preparing answers. They will need to think of a dish to cook and the ingredients needed for it. Start the following session with pair work doing the role-play.
- Show a map of France and find out if anyone knows any other regional specialities. Food, cooking and eating out are subjects most people are very happy to talk about.
- Play Pétanque as a plenary to close the session. No one leaves till they have answered one question correctly!

For more support

All the activities are available online:

<http://www.bbc.co.uk/languages/french/mafrance/html/cooking/activity.shtml>

All transcripts are available online:

<http://www.bbc.co.uk/languages/french/mafrance/html/cooking/summary.shtml>