

**Financial Literacy Resource**  
**French as a Second Language: Core French**  
**Grade 9 Applied (FSF1P)**

## Ça fait combien ? : Prendre des décisions et faire des calculs dans un restaurant

<b>Ça fait combien ? : Prendre des décisions et faire des calculs dans un restaurant</b>	<b>Course code: FSF1P</b>
<b>Connections to Financial Literacy</b>	
<p>The document <i>A Sound Investment: Financial Literacy Education in Ontario Schools, 2010</i> (p. 4) sets out the vision that “Ontario students will have the skills and knowledge to take responsibility for managing their personal financial well-being with confidence, competence, and a compassionate awareness of the world around them.”</p> <p><b>The following lesson plan allows students to make informed decisions in the area of financial planning. Students will take part in interactions that involve personal financial situations that reflect their lived experiences as young Canadians.</b></p>	
<b>Curriculum Expectations</b>	<b>Learning Goals</b>
<p><b>LISTENING</b></p> <p><b>A2. Listening to Interact:</b> interpret messages accurately while interacting in French</p> <p><b>A2.2 Interacting:</b> respond with understanding to what others say while participating in a variety of structured and guided interactions</p> <p><b>SPEAKING</b></p> <p><b>B1. Speaking to Communicate:</b> communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience.</p> <p><b>B1.1 Using Oral Communication Strategies:</b> identify a range of speaking strategies and use them to express themselves clearly and coherently in French</p> <p><b>B2. Speaking to Interact:</b> participate in spoken interaction in French</p> <p><b>B2. 2 Interacting:</b> exchange information, ideas, and opinions with the teacher and their peers in structured and guided spoken interactions</p> <p><b>READING</b></p> <p><b>C1. Reading Comprehension:</b> determine meaning in a variety of authentic and adapted French texts</p> <p><b>C1.1 Using Reading Comprehension Strategies:</b> identify a variety of reading comprehension strategies and use them before, during, and after reading to understand French texts in modelled, shared, guided and independent reading contexts</p> <p><b>C31. Intercultural Awareness:</b> using information from variety of French texts, identify French-speaking communities in Africa and</p>	<p>At the end of this lesson, students will know, understand and/or be able to...</p> <ul style="list-style-type: none"> <li>• determine costs and expenses related to the financial planning of a group event or social outing</li> <li>• use terminology related to quantity and basic financial calculations</li> <li>• ask and answer specific questions to obtain needed information</li> <li>• orally interact with another person to financially plan an outing to the restaurant</li> </ul>

Asia, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities.

#### WRITING

**D1. Purpose, Audience and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level.

**D1.2 Writing in a Variety of Forms:** write a variety of French texts to convey information, ideas, and opinions about everyday matters and personally relevant topics.

#### Links to the CEFR (Common European Framework of Reference)

This lesson plan targets outcomes that meet the A2 levels.

- I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment).
- I can catch the main point in short, clear, simple messages and announcements.
- I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables.
- I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges.
- I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
- I can write short, simple notes and messages.

## Instructional Components and Context

### Readiness

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

- foods already researched from Asian and African francophone communities (ex. les crêpes bananes à la Tahitienne, le gâteau marbré africain, les clafoutis de Madagascar)
- using numbers to express expenses/costs and quantities
- using specific vocabulary/expressions related to recipes, food and basic financial planning
- expressing needs, wants, preferences
- using verbs in the present tense, such as *acheter, coûter, aimer, choisir, payer, préférer*
- asking questions using *est-ce que* and inversion, as appropriate
- using the *article partitif* (*du, de la, des, de l'*), the *futur simple*, the *impératif*, the expression *avoir besoin de*

### Terminology

aller	multiplier (par)	plus (de)
garder	diviser (par)	moins(de)
éliminer	quantité (n.f.)	assez(de)
ajouter	coût (n.m.)	faire cuire
adapter	litre (n.m.)	mélanger
coûter	millilitre (n.m.)	verser
dépenser	sac (n.m.)	couper
calculer	paquet(n.m.)	
choisir	douzaine (n.f.)	
planifier	bouteille (n.f.)	
organiser	pourboire (n.m.)	
gagner	pourcentage (n.m.)	
acheter	collecter des fonds	
payer	montant (n.m)	
dépense(n.m.)	budgétaire (adj.)	
* recette (n. f.)	fiche (n.f.) budgétaire	
budget (n.m.)		

### Materials/Tech Tools

- word wall or anchor chart of expressions related to recipes, quantities and to basic financial planning
- recipe examples (previously chosen by students)
  - <http://www.saveursdumonde.net/pays/>
  - <http://www.cuisineaz.com/categorie/1/cuisine-du-monde-705.aspx>
  - <http://www.recettesafricaine.com>
  - [http://www.ricardocuisine.com/menusalacarte/cuisine\\_asiatique](http://www.ricardocuisine.com/menusalacarte/cuisine_asiatique)
  - <http://www.cuisine-etudiant.fr/recettes/theme/42-asiatique>
- Appendices A-I
- calculators
- access to Internet
- SMARTboard (optional)

**Définitions:**

- une **recette** est l'argent reçu  
(**Définition #1**)
- une **recette** est une description de comment préparer un plat culinaire (**Définition #2**)
- un **budget** est un plan qui montre les dépenses et les recettes

**Minds On**

- ♦ Establishing a positive learning environment
- ♦ Connecting to prior learning and/or experiences
- ♦ Setting the context for learning

**Connections**Assessment **for** learningAssessment **as** learningAssessment **of** learning

DI (Differentiated Instruction):  
Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning

**1. Communicative activity - whole class****Description:**

Review vocabulary/expressions related to finances and to basic financial planning. (Refer to word wall, *Terminology* above)

Brainstorm ideas related to the concept of a budget.

Develop skills in preparing a personal budget.

Using an anchor chart based on the model in **Appendix A**, record student answers regarding what they would typically spend their money on and where their money would come from. The anchor chart will allow the teacher to record new vocabulary as well as provide a simple template showing expenses vs. income.

**Teacher prompts:**

- Connaissez-vous quelqu'un qui reçoit une allocation ?
- Connaissez-vous quelqu'un qui a reçu de l'argent comme cadeau ?
- Quand reçoit-on de l'argent comme cadeau? (le Nouvel An chinois/vietnamien, Noël, Hanoukka, Kwanza, anniversaire...)
- Qui a un emploi à temps partiel ? Qui veut en avoir un bientôt ?
- Travailler pour gagner de l'argent : pourquoi est-il quelque chose de positif ? de négatif ?
- Est-il mieux de dépenser ou d'épargner l'argent ? Pourquoi ?

**Assessment for learning**

A next step could include students personalizing their own answers (based on the simple model in Appendix A) by listing what they would like to buy and where their money might come from in order to cover these costs.

**DI:**

Students could break off into small groups to debate the last two questions or discuss it with a partner. Teacher could provide sentence starters or refer to an anchor chart of conversation strategies to assist.

Teacher may choose to record numbers/vocabulary/votes for certain questions on chalkboard/screen. New vocabulary should be readily available on a vocabulary anchor chart.

**3. Next step.** Refer to Appendix A. Tell students to look at the word wall (Terminology) to find the names of the terms that will provide answers to the next questions.

As the teacher points to the left side of the anchor chart (**Appendix A**), explain the difference between *les dépenses* and *les recettes*.

Teacher prompts to progress the activity:

- Quel est le mot pour un plan qu'on utilise pour organiser les dépenses et les recettes? (*un budget*)
- Est-ce une bonne idée d'avoir un budget ? Pourquoi ?
- Qui a jamais préparé un budget ? Avec quel but ?
- Regardons maintenant un exemple d'une fiche budgétaire. (**Appendix B**)
- À l'aide de la fiche budgétaire, remplissez vos dépenses et vos recettes pendant un mois.

Give each student a copy of the budget sheet and have them fill out their monthly budget.

To reinforce the meanings of *expenses* and *income*, teacher can give different examples of each. Students are asked whether the following examples are *une dépense* or *une recette*.

- J'ai acheté un billet de concert (*une dépense*)
- J'ai reçu dix dollars pour mon anniversaire. (*une recette*)
- J'ai dépensé six dollars sur mon dîner. (*une dépense*)
- Ma tante m'a donné vingt dollars pour le baby-sitting. (*une recette*)

A few examples are provided on the budget sheet in Appendix B to help students place their expenses and income in the correct columns.

DI: Provide a sheet for a shorter time period, i.e., a one-week time period and have students list expenses and income for each day of the week. Once complete, have them build up to a one-month period.

Circulate around classroom to ensure students are completing the sheet correctly, providing descriptive feedback where necessary.

<p><b>Action!</b></p> <ul style="list-style-type: none"> <li>♦ Introducing new learning or extending/reinforcing prior learning</li> <li>♦ Providing opportunities for practice and application of learning (guided &gt; independent)</li> </ul>	
<p><b>Oral and written communication activity – entire class and individually</b></p> <p><b>Teacher prompts:</b></p> <ul style="list-style-type: none"> <li>• Quelle est la différence entre la recette, dont on vient de parler, et une recette de cuisine ?</li> <li>• En utilisant les recettes de cuisine que vous avez déjà choisies, nous allons organiser un café international en classe. <b>(Appendix I)</b></li> </ul> <p><b>Oral and written communication activity in groups of two, three or four</b></p> <p>Activity: Re-read your chosen group recipe. (Recipes have already been chosen in a prior lesson.) Using the planning sheet, adjust the quantity of ingredients in the recipe needed to make the appropriate amount for those attending the café.</p> <p>See <b>Appendix C</b> (example of a recipe) and <b>Appendix D</b> (Feuille de planification)</p> <p><b>Teacher prompts:</b></p> <ol style="list-style-type: none"> <li>1. Formez des groupes de deux.</li> <li>2. Relisez votre recette et vérifiez le sens de certains mots et certaines expressions, si nécessaire.</li> <li>3. Complétez la feuille de planification. <b>(Appendix D)</b></li> </ol> <p>Teacher allows students additional time to re-read their recipes to re-check meaning, if necessary.</p> <p>Teacher can assist students with the costs of typical ingredients by providing flyers or by having students research the costs themselves.</p>	<p><b>Assessment for learning</b> <b>Assessment as learning</b></p> <p>Refer to Appendix I <i>Pourquoi organiser un café international</i> ? Have students complete the simple survey and discuss it afterwards. Students will be more motivated if there is a specific goal in mind, even if it is to simply enjoy partaking in a cultural activity in class.</p> <p>This activity is linked to numeracy skills. Students use ratios and basic operations to make calculations.</p> <p>The teacher will provide an example which can be found in Appendix D.</p>
<p><b>Consolidation</b></p> <ul style="list-style-type: none"> <li>♦ Providing opportunities for consolidation and reflection</li> <li>♦ Helping students demonstrate what they have learned</li> </ul>	

**Wrap-up: Groups of 2****Oral communication and writing activity**

**Description:** planning a school international café in order to raise funds

**Teacher prompts:**

- Nous planifions un café international pour toute l'école. À l'aide de la feuille de planification, adaptez les ingrédients de votre recette afin d'en préparer assez pour toute l'école. Remplissez la feuille de planification. **(Appendix E)**
- Combien votre recette coûtera-t-elle si nous achetons tous les ingrédients nécessaires pour servir l'école ?
- Pourquoi cette recette est-elle parfaite pour les élèves de notre école ?
- Que pouvez-vous dire du pays/de la région de votre recette ?

**Check-in and Closing questions:**

- Quelle est la différence entre une recette (d'argent) et une recette (de cuisine) ?
- Pourquoi fait-on des calculs dans un supermarché / une épicerie ?
- Où peut-on faire le même type de calculs ? [un restaurant, un dépanneur, plusieurs types de magasins...]

**Assessment for learning**, that could extend into **Assessment of learning**

These activities involve numeracy skills in which students will be adjusting quantities of recipe ingredients by estimating, doing ratios and performing basic operations. Refer to Appendix D for example given.

Complete Appendix G - Feuille de planification

**Assessment as learning****Suggested Assessment of learning opportunities**

- Create your own budget sheet based on a party that you will be organizing.
- Using a budget sheet, plan for an excursion to any of the following: a concert, the cinema, the amusement park, a sporting event, a community event, a religious or spiritual retreat, or other event of interest.
- With a partner, develop a conversation based on planning any of the above events or another event of interest.
- In groups, research a school-related or community cause and draw up a budget sheet designed to raise funds for that cause.
- Create a poster based on the difference between needs and wants. Add labeled images indicating whether they are a need or a want. Describe the difference between a need and a want, indicate which images belong to either category and explain the reasons for each.

(The teacher may wish to have the students visit websites such as UNICEF and World Vision in order to

show how needs and wants vary in different areas of the world. Another poster could be based on how needs and wants vary in different cultures.

The following website, [www.faitesquecacompte.ca/msc/instructors/index\\_fr.html](http://www.faitesquecacompte.ca/msc/instructors/index_fr.html), contains numerous valuable resources that can be adapted and used for assessment of learning opportunities.

### Student Self-Assessment Opportunities (Links to the CEFR Language Portfolios)

- Students may review the CEFR achievement chart to help with personal goal setting
- Students may use peer editing for their written work
- Students may reflect on the importance of success and task criteria and how they can be used to guide writing and speaking

### Next Steps in Learning

This activity can be extended by:

- planning costs and expenses of a class field trip to a French (or cuisine of another Francophone region) restaurant
- engaging in conversation based on planning a restaurant excursion

#### 1. Field trip.

**Model:** Imaginez que nous avons collecté 500 dollars de notre café international. Nous voulons maintenant planifier notre voyage à un restaurant avec de la cuisine française ou où on peut parler en français. Lisez le menu du restaurant Chez Ricardo/St-Hubert, choisissez votre repas, puis remplissez la feuille de planification. (**Appendices F1/F2 & G**)

Students can also explore menus from various French restaurants on the Internet and base their planning accordingly.

#### 2. Calculating tips.

For students who do not have calculators, the teacher should show students how to simply calculate a tip of 15%.

**Model:** Le coût de votre repas est de 18,00\$. Voici comment calculer 15% de ce total pour trouver le pourboire. Déplacez la virgule à une espace à gauche. Trouvez une moitié (1/2) de ce montant. Additionnez les deux. Donc, le pourboire est de 2,70\$.

For students with calculators, simply have them multiply the total by .15 (15%).

Provide random amounts for students to practice tip calculations. Have students demonstrate that they understand by giving a thumbs up-thumbs down, holding up whiteboards/sheets, or simply providing oral feedback.

Discussion about the working conditions of restaurant staff, tip amounts, and the role of service staff could follow.



### 3. Oral presentation (Appendix H)

**Model:** En utilisant le modèle donné, développez une conversation avec un(e) ami(e) où vous planifiez une sortie à un restaurant.

#### Extending the learning

##### **Possible Extension Activities:**

- Discussion about the working conditions of restaurant staff, tip amounts, and the challenging job that is being in the service industry
- Finding local food stores, marketplaces, specialty stores, community gathering spots, and other community spaces where French is spoken, and learning about cuisine, aspects of daily life, etc., of these communities
- Exploring la Francophonie africaine et asiatique through demographic research