

**Financial Literacy Resource**  
**French as a Second Language: Core French**  
**Grade 11 University Preparation (FSF 3U)**

## Soyons des consommatrices et consommateurs informés !

<b>Soyons des consommatrices et consommateurs informés !</b>	<b>Course code: FSF3U</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 recognize advertising techniques, compare products to make an informed decision, and practice vocabulary on how to agree to an offer or decline it. Through this, they will market a product, write a persuasive sales-pitch using the discussed advertising techniques, and model how to overcome a customer’s objections.</b></p>	
<b>Curriculum Expectations</b>	<b>Learning Goals</b>
<p><b>LISTENING</b></p> <p><b><u>A1. Listening to Understand</u></b></p> <p><u>A1.2 Demonstrating Understanding:</u> demonstrate an understanding of explicit and implicit messages about a variety of topics in oral French texts, with support as appropriate (e.g., extract the key ideas from a traditional oral text from another culture; list the main points in a podcast; summarize the underlying messages in a television or radio advertising campaign)</p> <p><b><u>A2. Listening to Interact</u></b></p> <p><u>A2.2 Interacting:</u> respond with understanding to what others say while participating in interactions about a variety of topics, in formal and informal situations (e.g., with a partner, improvise a dialogue between a medical practitioner and a patient; role-play how to respectfully respond to an aggressive speaker; contribute to a panel discussion about consumer awareness and advertising).</p> <p><b><u>A3. Intercultural Understanding</u></b></p> <p><u>A3.1 Intercultural Awareness:</u> using information from oral French texts, identify French-speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities (e.g., listen to a dialogue for information about adventure travel in different French-speaking communities; based on information obtained from oral texts)</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>• recognize and understand common marketing techniques</li> <li>• compare products to make informed purchases</li> <li>• accept or decline a salesperson’s pitch, as a result of a refined understanding of marketing and sales</li> </ul>

## **SPEAKING**

### **B1. Speaking to Communicate**

B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them to express themselves clearly and coherently in French for various purposes and to a variety of audiences (e.g., practise to develop skills related to explaining, rephrasing, and clarifying ideas; prepare guiding questions for discussion; vary the pace of speech to hold the audience’s attention when presenting; use a level of language appropriate to the audience; vary tone when expressing opinions; use appropriate facial expressions to help convey feelings; adjust the pace of their speech to the needs of the audience; vary word choice to clarify a message)

B1.2 Producing Oral Communications: produce prepared and spontaneous messages in French to communicate information, ideas, and opinions about a variety of topics, with support as appropriate.

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and accurate pronunciation in prepared and spontaneous communications about a range of topics (e.g., use inflection and tone to help convey meaning; vary volume for emphasis in a presentation; use changes of pace and pauses for dramatic effect when reciting or recounting a story or event; adapt their voice to role-play the subject in a mock interview; demonstrate self-confidence during a presentation by using pauses for effect without concern that they might signal a loss for words)

### **B2. Speaking to Interact**

B2.1 Using Speaking Interaction Strategies: demonstrate an understanding of appropriate speaking behaviour when interacting with others in a variety of formal and informal situations (e.g., negotiate solutions to problems, interpersonal misunderstandings, and disputes; politely change the subject or suggest alternative topics for discussion; recognize and adhere to time limits and other constraints; find polite expressions that can be used to show appreciation for others’ cultures in group discussions; listen actively and respond constructively as an audience member)

B2.2 Interacting: exchange information, ideas, and opinions with others in prepared and spontaneous spoken interactions about a variety of topics, with support as appropriate (e.g., engage in a round-table discussion exploring topics such as hobbies, current

events, potential career paths, hopes, goals, and ambitions; debate the use of technology in the school; express sentiments about the aspirations of a peer; synthesize ideas in a group discussion; identify familiar and unfamiliar expressions in a French movie and use them appropriately in a skit)

### **B3. Intercultural Understanding**

**B3.1 Intercultural Awareness:** communicate information orally about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., create an advertisement highlighting important aspects of various French-speaking communities; discuss the differences and similarities between a French-speaking community in Canada and one elsewhere in the world; research the currency used in a French-speaking country and compare the cost of some everyday products to their cost in Ontario)

## **READING**

### **C2. Purpose, Form, and Style**

**C2.1 Purposes and Characteristics of Text Forms:** identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning (e.g., stage directions and scene changes in play or movie scripts situate the action; impersonal style distinguishes the factual, objective orientation of a news report from the personal, persuasive orientation of an opinion piece)

**C2.2 Text Features and Elements of Style:** identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help to convey explicit and implicit messages (e.g., logos, illustrations, font sizes, and colour influence are used in advertisements to try to influence the behaviour of consumers; sidebars, illustrations, and graphics highlight key information in magazine and Internet articles;)

### **C3. Intercultural Understanding**

**C3.1 Intercultural Awareness:** using information from a variety of French texts, identify French speaking communities worldwide, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities

**C3.2 Awareness of Sociolinguistic Conventions:** identify, in a variety of French texts, examples of sociolinguistic conventions associated

with a variety of social situations in diverse French speaking communities (e.g., identify proverbs, idiomatic expressions, or puns in headlines from international French-language newspapers; compare academic terminology in two French-speaking countries; research a variety of idiomatic expressions associated with money, and explain the contexts in which they are used). Teacher prompts: “Comment les mots des manchettes de plusieurs journaux francophones internationaux varient-ils d’un journal à l’autre au sujet d’un même événement?” “Comment la compréhension d’une culture peut-elle aider la compréhension d’un texte?” “À quoi servent les expressions idiomatiques d’une langue?”

## **WRITING**

### **D1. Purpose, Audience, and Form**

D1.1 Identifying Purpose and Audience: determine their purpose in writing and the audience for the French texts they plan to create (e.g., to promote a cause in an advertising campaign)

D1.3 Applying Language Structures: communicate their meaning clearly, using parts of speech appropriately and following conventions for correct spelling, word order, and punctuation.

### **D2. The Writing Process**

D2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing using a variety of prewriting strategies and resources (e.g., brainstorm ideas in small groups; rank ideas in order of importance; use a “plus-minus-interesting” organizer to help them classify ideas; determine the best structure, such as chronological order, order of importance, or cause and effect, for presenting information in a report or essay)

D2.2 Drafting and Revising: plan and produce drafts and revise their work using a variety of teacher-directed and independent strategies (e.g., use online and print resources to assist with revising and editing; use note cards to organize the main idea and supporting details for a report; ask a peer to edit their work, and use the feedback to improve the coherence and clarity of the text’s message; check written text for accuracy, consistency, and clarity; review their writing to ensure that the language and ideas are inclusive and nondiscriminatory; reorganize sentences in the text to improve the flow of ideas)

D2.3 Producing Finished Work: make improvements to enhance the clarity and readability of their written work, and use various elements of effective presentation to produce a polished product for

publication (e.g., choose design features that support the message in the text; improve flow between paragraphs; add precise and appropriate transitional words and phrases to more clearly show the logical relationship between ideas in an opinion paper; quote and acknowledge sources of information to establish authority in an argument or position essay and to avoid plagiarism, and provide a complete bibliography or reference list)

### **D3. Intercultural Understanding**

**D3.1 Intercultural Awareness:** in their written work, communicate information about French-speaking communities worldwide, including aspects of their cultures and their contributions to la francophonie and the world, and make connections to personal experiences and their own and other communities (e.g., create an advertising campaign promoting a cultural celebration in a French-speaking community; create a guide for tourists that explains the etiquette of tipping in a variety of French-speaking countries)

**D3.2 Awareness of Sociolinguistic Conventions:** identify sociolinguistic conventions associated with a variety of social situations in diverse French-speaking communities, and use them appropriately in their written work (e.g., adapt language to a different audience or situation; write an email incorporating abbreviations, acronyms, and symbols used in texts and Internet forums; use appropriate greetings in letters or emails to different people; use conventional expressions of politeness; use proverbs from different French-speaking communities)

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

This lesson plan targets outcomes that meet the A2 and B1 levels.

#### A2

- 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.

#### B1

- I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
- I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans.
- I can write simple connected text on topics which are familiar or of personal interest.

## Instructional Components and Context

### Readiness

#### **Prior knowledge used in this lesson:**

- the comparative of adjectives,
- the superlative of adjectives,
- imperative commands (both positive and negative),
- direct and indirect object pronouns
- the conditional tense
- hypothetical sentences using “si”

### Terminology

#### **Buts de la publicité**

- Cibler
- Conquérir un marché
- Convaincre
- Éveiller l'intérêt
- Influencer le comportement d'achat
- Promouvoir
- Vanter les mérites de quelque chose

#### **Les campagnes publicitaires**

- L'annonceur
- Le consommateur
- La marque
- Le placement de produit
- La répétition
- Le slogan inoubliable
- Le spot publicitaire
- la stratégie commerciale

#### **Vocabulaire:**

- Achète-le ! Achetez-le !
- Bonne idée !
- Cher/chère
- De bonne/mauvaise qualité
- En solde
- Le meilleur prix
- Offert
- Ne tardez pas !

### Materials/Tech Tools

- Audio-visual equipment
- Several television commercial advertisements in French
- Several print advertisements
- Student graphic organiser for their product advertisement

<p><b>Le vendeur / La vendeuse</b></p> <ul style="list-style-type: none"> <li>• Le produit est en solde.</li> <li>• Vous voulez l'essayer ?</li> </ul> <p><b>Le client / La cliente</b></p> <p><u>Pour accepter:</u></p> <ul style="list-style-type: none"> <li>• D'accord.</li> <li>• Je le/la prends.</li> <li>• Oui, j'aimerais bien/je veux bien.</li> <li>• Bien sûr, je le/la veux.</li> <li>• Vous acceptez les cartes de crédit?</li> <li>• Très bien, je voudrais le/la prendre.</li> </ul> <p><u>Pour hésiter:</u></p> <ul style="list-style-type: none"> <li>• Euh... je ne sais pas.</li> <li>• Je dois réfléchir.</li> <li>• Peut-être...</li> </ul> <p><u>Pour refuser:</u></p> <ul style="list-style-type: none"> <li>• Non, je ne le/la veux pas.</li> <li>• Vous savez, ça ne m'intéresse pas trop.</li> <li>• Désolé, c'est trop cher/chère.</li> </ul>	
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<p><b><u>Minds On</u></b></p> <ul style="list-style-type: none"> <li>♦ Establishing a positive learning environment</li> <li>♦ Connecting to prior learning and/or experiences</li> <li>♦ Setting the context for learning</li> </ul>	<p><b>Connections</b></p> <p>Assessment <b>for</b> learning</p> <p>Assessment <b>as</b> learning</p> <p>Assessment <b>of</b> learning</p> <p>DI (Differentiated Instruction): Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning</p>
<p><b>1. Introducing the lesson:</b></p> <p>Teacher will prompt the class to think of a memorable TV advertisement. Next, they will ask students to think about what it is that made this advertisement memorable. Teacher will record answers as to why these advertisements were effective as a mind map for the class.</p> <p><b>Teacher prompts:</b></p> <ul style="list-style-type: none"> <li>• Quels éléments rendent une publicité mémorable ou marquant ?</li> <li>• Pourquoi est-ce que vous vous souvenez de cette publicité ?</li> </ul>	<p>Assessment <b>for</b> learning</p> <p><b>DI:</b></p> <p><b>Extending the learning expansion activities:</b></p> <p>Activity #1: Students will compare two similar products. They will first write down their initial idea about which is the</p>

- Est-ce que vous vous souvenez de quel produit la publicité s'agissait-elle ?

**2. Play a selection of French television advertisements for the class.**

Ask students to pay attention to and record what type of product the advertisement is for, what the message of the advertisement is, and what about the advertisement appealed to them and caught their attention.

(Play a variety of advertisements, centered around a similar theme, such as food. Use advertisements that portray common advertising techniques, for example: one that is humorous, another which is visual appealing, another which has a very clear slogan, another which uses imperatives or superlatives to describe the product).

On the topic of food advertisements, effective advertisements to portray these themes may be:

Humour:

<https://www.youtube.com/watch?v=rK3mMLbWQyk&index=9&list=PLvw6CeH29Bhyl7IjUEgY2wTjpWPP7f9-v>

Visually appealing:

<https://www.youtube.com/watch?v=ImaXNLsnkv0&list=PLvw6CeH29Bhyl7IjUEgY2wTjpWPP7f9-v&index=3>

Educational:

<https://www.youtube.com/watch?v=SkiH2OBhXHA&list=PLvw6CeH29Bhyl7IjUEgY2wTjpWPP7f9-v&index=13>

Effective slogan (imperative commands):

<https://www.youtube.com/watch?v=7MclW0Srs8g>

Clear brand

recognition: <https://www.youtube.com/watch?v=CO39GbaXLXI&list=PLvw6CeH29Bhyl7IjUEgY2wTjpWPP7f9-v&index=11>

**3. Classroom discussion** (initially in small groups, and then report back to the class). Encourage reflecting on cultural connections: are these advertisements different from North American ads? Is there any insight into French culture that can be deduced by these advertisements?

Prompt students as necessary to brainstorm answers such as: humour, visual appeal, slogans, etc.

**Teacher prompts:**

- Lesquelles de ces publicités aimez-vous, et pourquoi ?
- Quels éléments de ces publicités vous ont-ils attirés l'attention ?

“better” choice, and the reasons to support this idea. They will then use a graphic organizer to compare advantages and disadvantages of these two items. Finally, they will recommend a product based on their comparison (in an oral presentation, a conversation, or written assignment).

- Selon vous, quels éléments sont essentiels pour des publicités réussies ?
- Qu'est-ce que vous attire l'attention quand vous regardez ces publicités ?
- Quels sont les éléments qui vous attirent ?
- Est-ce qu'il y a certains éléments qui existent dans la majorité des publicités ?
- Les publicités françaises, sont-elles semblables ou différentes que les publicités en Amérique du Nord ?
- Comment sont-elles différentes ? Comment sont-elles semblables ?

Students will answer these questions in small groups, and then bring their answers back to the entire class to generate a class anchor chart for elements of effective advertisements.

#### 4. Conclusion:

Large group brainstorm. How do we become informed consumers? What do you do before deciding to purchase a product?

Give examples: If you were going to buy a new cell phone, what steps would you take to make a decision? (Prompt as necessary for answers such as: research the product, compare similar items, make a list of advantages or disadvantages, etc.)

Model the example of purchasing a new cell phone, and brainstorm as a class what you need to consider in order to decide which phone is the better choice.

#### Teacher prompts:

- Si nous savons que les publicités visent à persuader ou à convaincre au consommateur d'acheter leur produit, comment est-ce que nous pouvons devenir les consommateurs éclairés ?
- Quels aspects considérez-vous avant l'achat d'un produit ?
- Par exemple, si vous achetiez un nouveau téléphone cellulaire (un nouveau portable), quelles démarches feriez-vous avant prendre une décision ?

### **Action!**

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided > independent)

**1. Introduction to Activity:**

Play clips from Radio-Canada's *Dans l'oeil du dragon* (*Dragon's Den* in French), to demonstrate effective sales pitches. These clips are available at <http://www.tou.tv>.

**2. Individual Activity ⇒ Create an advertisement and sales pitch for a product**

Students will create an advertisement and a sales pitch for an product (this could be the same product they compared in expansion activity #1, or they can come up with their own product). They will use the attached sample **question sheet/black line master**, or one similar to begin thinking about all the elements required for their advertisement, and their sales pitch.

Next they will create an advertisement (medium can be print or video).

**3. Small groups (4 students) ⇒ Create an advertisement and sales pitch for a product**

Brainstorm as a class: Why would you not purchase an item? What are the factors you consider? (Prompt for things such as: price, quality, warranty, not a necessity, etc.). Compile a list of vocabulary based on student answers.

In small groups, students will take turns presenting their advertisement to the panel of their peers. The peers will be a panel of judges, similar to the television show *Dragon's Den* or *Shark Tank*. As they listen to the advertisement and sales pitch, the students forming the panel should take notes and then provide written feedback to the presenter which may include objections as to why they would not purchase the product, or what they particularly liked about the product. They will complete a template similar to the one each student used to create their sales pitch. Each student will take turns presenting to the group and listening to the sales pitch of their peers.

**4. Individual Activity ⇒ Create an advertisement and sales pitch for a product**

Now that each student has received a list of objections as to why their peers may not purchase their product, they must write reasons to overcome these objections.

Students will submit a completed template for their product, as well as a response to each objection provided by the panel.

DI

DI

DI: This activity can be the basis for an assessed performance task.

## Consolidation

- ♦ Providing opportunities for consolidation and reflection
- ♦ Helping students demonstrate what they have learned

### Whole Class Activity ⇒ Role play in partners

Two students at a time will be selected randomly to try to sell their partner their product. The student playing the role of the salesperson will present their product. The student playing the role of the customer will provide an objection (from the compiled list and/or other appropriate source) and the salesperson will try to overcome it. The customer will then decide to buy the product or not. Students will switch roles and repeat this activity. This activity can also be completed in a carousel (inside-outside circle) format or in small groups formed by two or three pairs.

As a conclusion, students should be encouraged to reflect on which sales pitches were the most effective and why, and/or how the work completed was influenced by the advertisements seen in class.

Assessment **for** learning

Assessment **as** learning

## Suggested Assessment of learning opportunities

- Expand the task to involve an existing or new product; now that the process has been modeled, it could be repeated with specific criteria for assessment under Speaking and Listening or Writing
- Establish a consolidation Role Play Activity, where students are assessed based on their use of the related vocabulary (negotiating vocabulary, and vocabulary related to accepting or declining an offer), their ability to identify the client's objection, and their ability to use examples from their previous activities to provide a solution to the objection.

## 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

## Next Steps in Learning

Intercultural Awareness:

- Discuss cultural differences related to being a consumer in Canada versus Francophone countries (possible topics could include: bartering at markets and negotiating a price, tipping practices for food service, different prices at restaurants different when you eat inside/outside/at the bar, converting currency to find out the actual cost, taxes on items - included or additional? etc.)

## Extending the learning

### Possible Extension Activities:

- Introduce French idiomatic expressions relating to advertisements, consumerism etc.
- Practice making sentences polite using the conditional: Use common consumer phrases such as “Je le veux” and have students change them to “Je le voudrais”.
- Discuss, analyze, and critique sales pitches from *Dans l’oeil du dragon*
- Discuss cultural appropriation, colonialism, and challenges related to the sale of products based on First Nations, Métis or Inuit heritages and/or other cultural groups’ when these peoples’ lived experiences are not included or valued
- Identify aspects of missing voices, gender bias, and cultural insensitivity in mass media advertisements

## Annexe 1

### Les publicités en français

Quand vous regardez la télévision, faites-vous attention aux publicités ?  
Nous allons regarder plusieurs publicités en français. Pendant que vous les regardez, notez le suivant:

**Quel est le produit dans la publicité ?**

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**Pendant quelle émission de télévision cette publicité pourrait-elle être diffusée ?**

(par exemple : une émission sportif, un talk show, une téléréalité etc.)

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**À votre avis, quel est le public cible pour cette publicité ?**

(par exemple : âge, homme ou femme, revenu etc.)

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**À quelle heure pensez-vous que ces publicités soient diffusées ?**

(par exemple : le matin, pendant la journée, l'heure du souper, la première partie de soirée, la deuxième partie de soirée, le week-end...)

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**La publicité avait-elle de la musique de fond ? Si oui, était-elle efficace selon vous ? Si non, pourquoi pensez-vous qu'il n'y ait pas de musique de fond ?**

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**Aimez-vous cette publicité ? Pourquoi ou pourquoi pas ?**

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**Achèteriez-vous ce produit ? Pourquoi ou pourquoi pas ?**

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## **Comparaison de produits:**

Pour déterminer quel produit est le meilleur choix pour nous en tant que consommateur, il faut d'abord déterminer les critères de comparaison (à ajouter sous *Critères à considérer*) :

	<b>Produit 1</b>	<b>Produit 2</b>
Nom du produit :		
Prix :		
Critères à considérer :		
*		
*		
*		
*		
*		
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## **Réflexion**

Quel produit semble être le meilleur choix ? Selon quels critères (est-ce le meilleur choix selon le prix, la fonctionnalité, autre) ?

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