Je voudrais du fromage, s’il vous plaît

Activities

9.1 Consolidation of vocabulary and partitive article  pages 80–82
9.2 Getting to know people  pages 80–82
9.3 Producing the language needed for shopping  pages 80–83

9.1 Objectives
Consolidation of vocabulary and partitive article in preparation for communicative activities.

Materials
None

1. With learners sitting in a circle, one person starts by saying je voudrais and an item of his/her choice, e.g. Je voudrais du fromage. Working clockwise, the next person repeats this and adds an item Je voudrais du fromage et des oeufs. This continues round the group with everyone adding an item for as long as possible. A very large class can be divided into smaller groups.

2. Ask your class to imagine they’re having a party. Working in groups, they agree the number of guests and the menu, then make a list in French of the food and drink they would need, including quantities, e.g.

   de la bière (6 bouteilles)
   du saucisson (250 gr.)

9.2 Objectives
Practice in asking the price of items and revising numbers while learning food vocabulary.

Materials
Set of picture cards (provided).

1. Display the set of cards in front of the class or use them as flash cards to revise vocabulary.

2. Set a time limit and ask learners in pairs to write a shopping list consisting of ten of the items.
3. Give everybody a different picture card (with classes of 15+, you’ll need to duplicate).

4. Learners circulate, now working as a whole group, asking each other the price of one item at a time, e.g. **C’est combien le fromage?** Only the person holding the cheese will be able to supply the answer, others need to answer **Je ne sais pas**.

5. The aim is for learners to return to their original partner to compare information and price all the items on the shopping list, to add up the total cost and provide the answer in French.

The shopping list in French, complete with correct prices, could be used as portfolio evidence.

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<th>9.3</th>
<th><strong>Objectives</strong></th>
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<td>Producing the language needed for shopping and getting used to hearing phrases likely to be heard in shops.</td>
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<td>Role play cards A and B (provided).</td>
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1. Divide learners into pairs and give A and B role play cards, making sure each reads only his/her part of the conversation.

2. After a few minutes’ preparation, learners play their roles, with A starting the conversation.

3. Learners reverse roles and practise the conversation again.

4. Now ask them to improvise a role play, with one being a tourist buying a souvenir and the other being a shopkeeper. You might like to increase their vocabulary first by discussing what type of items they would like to buy and making a list on the board.

An alternative, which adds variety to role plays, is for you to write both roles in French, but to mix the order of role B.

If the role play is observed and assessed, the cue card could be signed and used as portfolio evidence of competence for the ‘customer’.