

Unit 7: Market Day

Key Learning Outcomes:

- To know about some local produce sold in local markets.
- To know some of the key food items sold at a typical Breton market.
- To recreate a Breton market.

Objectives from KS2 Framework for Languages:

- KS1 IU.1 Understand that different languages are spoken in the world.
 IU 3.2 Locate countries where the language is spoken.
 IU 3.3 Know some facts about one country, e.g. main towns, famous landmarks, produce.
 IU 3.4 Make indirect or direct contact with the country; view a video or media resource about the country.
 IU 5.2 Recognise similarities and differences between places.

Cross Curricular Links:

- Healthy Eating
 Maths: pictograms and sorting
 Art: still life pictures

Intercultural Understanding Focus:

This is a short unit based in a Breton Market. Its main focus is on fresh food products available at markets. It provides an opportunity for children to think about local foods and produce from their own area and compare these to foods and produce sold in a Breton market. It offers opportunities to explore the conventions and phrases used to buy, sell and express politeness in their own and the French language.

Key Vocabulary:

les poivrons	peppers
les artichauts	artichokes
les laitues	lettuces
les haricots	beans
les tomates	tomatoes
les radis	radishes
les melons	melons
les saucissons	sausages
les pommes	apples
les oranges	oranges
les crabes	crabs
le pain	bread
le maïs	corn-on-the-cob
les crêpes	pancakes
l'argent	money

Language Structures :

Bonjour monsieur/ madame!	Hello Sir/ madam!
Je voudrais...	I would like...
S'il vous plaît	please
Avec ceci?	Anything else?
Merci	Thank you
Au revoir	Goodbye

Preparation:

Resources provided:

- Market Day Slideshow Presentation
 Market Day Video and Transcript

Additional resources required:

- A visit to a local market or photos.
 Items to create a role-play market: boxes, plastic fruit and vegetables, paper, colour pens, mini chalk boards and chalk.

Teaching Sequence:

Step 1: Pupils discuss and assess their own culture

Find out if pupils ever shop at local markets. Allow opportunities to talk about their experiences. Visit a local market or show pupils photographs of a local market. Discuss the stalls and produce on sale.

Key Questions

- Do you ever go to a local market?**
- How many different stalls are there?**
- What is on sale?**
- How are the items displayed?**
- How does a customer know how much each item costs?**

Step 2: Pupils interact with the Breton culture

- Watch the first section of the Market Day video. Stop before the École Sanquer section. Use the Slideshow Presentation as support.

Key Questions

- What different stalls did you notice on the video?**
- Can you name some of the items for sale in French or in English?**
- How is the produce displayed?**
- How do customers know how much items cost?**

- Watch the first section of the Market Day video again. Stop the video at points where key phrases are used. Introduce pupils to the key language needed to buy and sell at a market. See the key vocabulary section.
- Watch the École Sanquer section of the video. It features pupils role-playing buying items at a market stall. Use this to reinforce the language required.
- Divide the class into small teams of three or four pupils. Ask each team to set up a mini market stall. Pupils could use plastic food items, real food or pictures of food items. Produce names and prices can be chalked onto blackboards or black card for an authentic look.
- Once the market stalls are ready, teams of pupils can circulate around the classroom buying items. The interactions could be filmed or photographed for a class display. Special visitors could be invited and if necessary coached by pupils to use the relevant language to buy or sell items.

Step 3: Pupils compare the two cultures

- Using the pictures on the Slideshow Presentation and photos from a local market compare the different food produce on sale.

Key Questions

- Which items are the same and which are different?**
- What is the same about the stalls? What is different?**

- Pupils could display this information in sorting circles or a chart.

Step 4: A reassessment of the initial position in Step 1

- Ask pupils to consider their local market.

Key Questions

- If you had your own stall what food items would you sell?**
- How would you display the food?**
- How would you encourage people to come to your stall?**

Supplementary Background Information:

Brittany is famous for its markets, with some visitors choosing to come to the region just to sample the delights of certain market days. With produce often beautifully laid out the markets are eye-catching and attractive to the tourist. However it is the local people who keep these markets alive and it is rare to see tourist merchandise on sale.

Most towns and cities have markets on set days, often closing off the town square to accommodate the stalls. Each market has its own character and prides itself on particular produce. Local people seem to be very loyal to particular market stall holders, returning weekly to purchase their goods.

The markets are often very lively and market stall holders often entertain as they sell. Although there are a wide variety of supermarkets in Brittany as in other areas of France, fresh produce from market stalls seems to continue to be greatly valued in a culture where carefully cooked food is appreciated and usually preferred.

The crêpes featured in the video are "*crêpes de blé noir*" (buckwheat flour) and are savoury and typical of the area around the city of Brest.