

Shopping List

Aim: To develop students' skills in recognizing helpful cognate relationships.

Materials: Possibly a dictionary?

Vocabulary: Food words

Procedure:

1. This is an alphabet shopping list game. Start by saying, "I went to Provigo and I bought an apple." The next player then says, "I went to Provigo and I bought an apple, and a banana." Continue with food words on through the alphabet. Each player must repeat all of the previous items and add a new one.
2. When students can't go any further, ask the whole class to call out the list while you write each word on the board. Put the cognates on one side and non-cognates on the other; thus *apple* is on the non-cognate side, but *banana* belongs on the cognate side. Don't explain the reason for the two lists (yet).
3. Ask the students why you have written two separate lists. What is the difference between them? Elicit the idea that all the words on one list are the same or similar in French (i.e. cognates) while the others are not.
4. If you have students who speak other languages, ask them if the list would be divided the same way in their languages. Sometimes even non-European languages have surprisingly similar food names. For example, in Chinese (Mandarin) *coffee* is *kafei*, *tofu* is *doufu*, and *chocolate* is *chakeli*. Guide the discussion towards the conclusion that knowing French is very helpful in learning English words.
5. Tell the students to work in teams to see which team can create the biggest shopping list using only words that are the same (or similar) in English and French. They don't have to stick to food shopping.

Mini 3 Cognates Lesson Plan

Note: Generally, cognates in concrete domains (food, sports, science, clothing, jobs, etc.) tend to be good friends. False friend problems often arise in using more abstract words (e.g. *actually, assist, gentle, issue, etc.*).