



La Chanson de la Crêpe Suzette (sans alcool)

Lesson Objective

To understand and use food vocabulary and action verbs to describe how to prepare a recipe in French.

Level: Year 8/9 GCSE foundation pathway

Pupils have some prior knowledge of food vocabulary.

Activity 1 – Pre-Teach Key Vocabulary

Before listening to the song, explicitly teach the core cooking verbs and ingredients through actions, visuals, and gestures.

Verbs

- mélanger – to mix
- ajouter – to add
- verser – to pour
- casser un œuf – to crack an egg

Ingredients

- la farine – flour
- le sucre – sugar
- le beurre – butter

Suggested Routine

1. Teacher models pronunciation and gesture
2. Students repeat chorally
3. Quick retrieval game using actions or mini whiteboards
4. Students identify the words when they hear them in the song

This prepares students for successful listening by reducing cognitive load and reinforcing sound–meaning connections before the main task.

Activity 2 – Pre-Listening Prediction Grid



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Before hearing the song, give students the lyrics with gaps. Ask them to predict:

- what type of word fits
- tense clues
- whether the missing word is an opinion or a verb
- masculine/feminine/plural agreement clues

Example Prompts

- “Could this be a verb after *je vais*?”
- “Does this adjective need agreement?”

This develops grammatical anticipation before listening.

Students then listen to the song once.

Pupils fill in this gap fill:

Je prépare une crêpe,
Je casse un _____, je verse du _____.

Je mélange du _____ de la farine, et du _____,
Je cuisine une crêpe Suzette.

Je mange une crêpe,
J'ajoute de la _____ et des _____.

Answers :

Je prépare une crêpe,
Je casse un œuf, je verse du lait.

Je mélange du beurre et du sucre,
Je cuisine une crêpe Suzette.

Je mange une crêpe,
J'ajoute de la glace et des fraises.



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Activity 3 – Phonics Gap Hunt

Play the song once without stopping. Students focus only on sound patterns:

- circle nasal sounds
- underline silent endings
- identify liaison or cognates

Replay the song with lyric gaps. Students use phonics clues to complete the missing words.

This helps learners connect pronunciation to spelling under listening conditions and strengthens decoding skills for GCSE listening tasks.

Activity 4 – Retrieval Reconstruction

After listening several times, remove larger chunks instead of single words.

Example

Le week-end dernier, je _____ avec mes amis parce que _____.

Students reconstruct meaning from memory, rhyme, grammar, and context.

Extension

- sing the missing line aloud
- justify answers using grammatical evidence
- compare alternative possible answers

This develops fluency, listening resilience, and exam-style inference skills rather than simple word spotting.

Activity 5 – Creative Recipe Task

Students use the song lyrics as a model to create their own crêpe recipe in French.

They may:

- brainstorm existing food vocabulary they already know
- use a dictionary



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- work from a teacher-provided vocabulary support box

Students then perform or read their recipes aloud, focusing on pronunciation and use of action verbs.

***Alternatively, you could get students to sing along after the phonics activity focusing on pronunciation.**