

Grade 8 Food Cluster - Bon appétit!

Lesson #2: Food - Food Preparation - Dictogloss

FSL Grade 8	Duration: 60 minutes	
Specific Learning Outcomes:	Learning Objectives:	Assessments:
<p>Listening Comprehension</p> <ul style="list-style-type: none"> - understand in guided situations, by identifying key words or expressions previously taught, the main idea(s) and a few isolated details about a variety of concrete topics contained in authentic or adapted oral texts. <p>Written Production</p> <ul style="list-style-type: none"> - name, label, list, encourage, describe, explain, ask and answer questions, give simple commands, directions, instructions or advice, express needs, desires, wishes and preferences, make suggestions, in written form, providing some details, in a defined, structured and modelled fashion, resulting in a prepared message expressed in the present, that is comprehensible and accurate 	<ul style="list-style-type: none"> - Students will be able to compare the language they use to more official language, noticing key differences. - Students will be able to reproduce a text they listen to as accurately as possible in writing. 	<p>Formative:</p> <p>Observation: See how well students can reproduce the recipe on their own and in groups. Also, see whether they noticed the differences between their text recreation and the original.</p> <p>*Note: The purpose of the conscious-raising activity is to promote the noticing and comparing processes, leading to language acquisition.</p>

Preparation Required:

- Print copies of “Lesson 2 - Bagels-matin” for yourself and each student.
- Have copies of “Lesson 1 - Ingredients Matching Game” and “Lesson 1 - Directions Matching Game” available for the Pre-task.

Introduction (2 minutes):

Today we are going to see how well you can hear a message and reproduce it. It is also helpful to see how the language each of us use compares to more formal language that we read and hear.

Pre-task (10 minutes):

To review the cooking vocabulary from last class, divide students into groups of four. Using the French cards from “Lesson 1 - Ingredients Matching Game” half the groups will play a game of Pictionary. One person in the group draws one of the ingredients and the rest of the group has to guess what is being drawn (in French of course). The other half of the groups will use the French Cards from “Lesson 1 - Directions Matching Game” for a game of charades. One person acts out one of the cards and the other three group members guess (in French) what direction is being acted out. If time permits, students can swap cards with another group and play the other game.

Task (33 minutes):

- 1) Read the recipe “Bagels-matin” to students slowly while they listen.
- 2) Read the recipe again, this time having students write down key words that they hear.

Now read the recipe slowly for the third time. Students may write as much as they like as you read. Students will then be given time to create a final version of the recipe, trying to replicate the original as closely as possible. After that, they can get together with a partner to compare their work and make one text together. If time is available, have each pair team up with another pair. These groups of four will again compare their work and come up with one text together.

Post-task (15 minutes):

Pass out copies of the original recipe. Have students go over the text they had made and highlight any differences from the original text. Have them discuss in their groups what kind of differences were found and why they had those differences. Discuss the differences as a class. Did the different groups have differences in their texts in similar places? Why or why not?