

Grade 8 Food Cluster - Bon appétit!

Lesson #3: Food - The Imperative

FSL Grade 8	Duration: 60 minutes	
Specific Learning Outcomes:	Learning Objectives:	Assessments:
<p>Reading 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 written 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 conjugate verbs in the imperative mood. 	<p>Formative:</p> <p>Worksheet: See how well students changed verbs from the present to the imperative mood.</p> <p>Observations: Listen as students work in partners, to see if they are conjugating verbs correctly in the imperative mood.</p>

Preparation Required:

- Print copies of “Lesson 3 - Imperative Worksheet” for each student.
- Have sets of “Ingredients Matching Game” and “Directions Matching Game” ready for students to play.

Introduction (15 minutes):

Tell students that we will continue our post task from the last class. Review what you taught during the last class about the imperative mood.

- The Imperative mood is used for the 2nd person singular (*tu*), the 1st person plural (*nous*), and the 2nd person plural (*vous*).
- The imperative is used to direct, instruct or command.
- The subject pronoun is left off, but the verb is still conjugated accordingly.
- Verbs with 'er' endings are not conjugated with an 's' at the end for the 2nd person singular (*tu*).

Write the example you used last class on the board again in the present tense and ask students to conjugate it into the imperative.

Example:

Present Tense - *Tu mets de la farine dans le bol.*

Imperative - *Mets de la farine dans le bol.*

Post task - continued from last class (30 minutes):

Tell students that although 'tu' and 'vous' would be the subject pronouns most commonly used in recipes, we will practice all three subject pronouns today. Pass out "Lesson 3 - Imperative Worksheet" to students and have them work on it independently. When most of the students have finished, go over the sheet together as a class.

Students will now write a list of sentences of things they would like to have happen (wishes). They will get together with a partner and take turns reading items off their list to one another. Some examples are: "*J'aimerais aller à Disney Land*" or "*J'aimerais acheter un cheval.*" Their partner will respond in the imperative mood, like a genie who is granting their wish. In the case of these examples they would respond, "*Va à Disney Land*" or "*Achète un cheval.*"

Extra Time (15 minutes):

Any extra time will be used for students to review the cooking vocabulary by playing the "Ingredients Matching Game" and/or the "Directions Matching Game" in groups of four.

Differentiation/ Accommodation:

- To accommodate this lesson for a lower level, students can be assigned only half of the questions on the Imperative worksheet.
- To accommodate this lesson for a higher level, once students are done sharing their list of wishes with their partner, they can share a few more wishes orally with each other without writing them down in advance. These can be changed to the imperative mood by their partners who are granting their wishes.