

Cluster8D – CSI Trois-Rivières

Crime Scene Investigation Trois- Rivières

Lesson 4

Grade: 8 FSL	Duration: 1h	
Specific Learner Outcomes:	Learning Objective:	Assessments:
<i>Listening Comprehension</i> <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	Students will be able to complete interview statements using information from simple dialogues.	Formative assessment: Assess students' listening comprehension using worksheet 8D-12.

Preparation required:

- Print off resource 8D-12 (1 for every student)
- Load resource 8D-12.1
- Print off resource 8D-12.2 (optional)
- Print off resource 8D-13* (1 for every student)
- Print off resource 8D-13.1 (optional)
- Load resource 8D-13.2
- Load resource 8D-13.3
- Load resource 8D-12.4
- Load resource 8D-13.5
- 8D-14 (Answer key)

Introduction (2 minutes):

Hook/Attention grabber: *Les interviews sont clés pour déterminer qui a commis le crime.* Interviews are key to determining who has committed a crime. Today, we will be listening to interviews to determine who was most likely to have committed the crime.

Pre-task (18 minutes):

Handout 8D-12 to all students. Cut page 1 and 2 in half. You can choose to do both parts or one or the other. Reflections can be done in French or English depending on their language levels. You can choose

to let students know the topic based on their level of French. The recording is a short interview between a reporter and a police officer. If filling in the blanks, do as follows:

Play the recording (8D-12.1) once through (encourage them to just listen and read the transcription), play it a second time (encourage students to fill in the blanks), and then play it a third time (have students read along with the recording and then finish any blanks that were missed.)

Use 8D-12.2 either as an answer key for fill in the blanks or hand it out to students in order to follow along with the recording. At the end, ask students who the interviewer is and who is the person being interviewed and how do they know. At this time, they can complete page 2 if you have chosen for them to do so. Discuss as a group their answers.

Task (30 minutes):

Students will listen to the four recordings (resources 8D-13.2, 8D-13.3, 8D-13.4, 8D-13.5). They will use resource 8D-13 or 8D-13.1* to fill in the missing blanks on the sheet while listening to the recording. You may need to play the recording multiple times to assure that students have a better understanding of what they listened to. As a base line to go about this task follow the steps of the pre-task (play the recording three times.) However, depending on student understanding and level of French will dictate the number of times the recordings should be played.

*8D-13 and 8D-13.1 are the same aside from the former has a word bank and the latter does not. Choose which one best fits your students' level of French.

Post-task (10 minutes):

During the post-task, it is up to you as the teacher to determine what elements students struggled with or were brought up in the task. Examples include vocabulary, pronunciation, or grammatical elements.

The post-task is also a great time to have students share their accomplishments from the task. The post-task for this lesson might be the following:

- Review vocabulary related to careers and simple items.
- Practice listening comprehension by providing other texts to listen and respond to.

Differentiation/Accommodation:

- To accommodate this lesson for a lower level, play the recording multiple times or you may pause the recording just after the answer was provided so that they have time to respond to the question.
- To accommodate this lesson for a higher level, limit the number of playbacks they have of the recording or have them take notes without providing the worksheet 8D-13.