

Cluster 2C- School Creation

Interview Questions - *Questions d'entretien*

Lesson 4

Grade: 7 FSL	Duration: 40 minutes	
Specific Learner Outcomes:	Learning Objectives:	Assessments:
<p><i>Written Production</i> Label, list, describe, ask and answer questions, give simple directions, indicate basic needs or preferences, in written form, in a defined, highly structured and modelled fashion, resulting in a prepared message, expressed in the present, that is comprehensible and accurate.</p> <p><i>Application of language</i> Use, with some consistency, the following linguistic elements needed to communicate a message in oral and written form: question words—qui, qu'est-ce que, où, combien, comment, quand, quel/quelle, à quelle heure.</p> <p><i>Strategies</i> Use models to create a similar text.</p>	<p>Students will be able to classify French verbs and question words.</p> <p>Students will be able to create a series of five questions in French using previous knowledge and new vocabulary.</p>	<p>Formatively assess student transcript papers to see that students were able to identify question words.</p> <p>Formatively assess the questions that students create. Look for the use of question words and that the questions make sense and follow basic sentence structure in French.</p>

Preparation Required:

- Print off Resources -1 for the corresponding audio recordings (1 for every student), some students will already have this resource depending on what sheet they completed for comprehension in lesson 1.
- Load Resource C-2.23
- Print off Resource C-2.25 (1 for every student)

Introduction & Pre-Task (15 minutes):

Start the class off with a discussion about question words and verbs. If you are unfamiliar with question words use Resource C-2.23. What are some verbs that they recognize in French? What is a verb? – A word that depicts an action. What are question words? -Words that are used to ask a question, they are usually found at the beginning of the sentence.

In the original groups, have students pull out the transcript of the interview (if students completed the open-ended comprehension activity, they will need the transcripts printed off for them – select one based on an audio recording they listened to). They will use these transcripts to identify question words and verbs. Give students five minutes in their groups to circle all the question words and underline all the verbs used in the questions.

After having identified the words, bring the class back as a whole group to go over the words they identified. Continue brainstorming any additional question words or verbs they think would be useful when creating interview questions for hiring a teacher for their dream school. Discuss how questions in French can be formed in three main ways. Questions can be formed by using *est-ce que* right before a statement, by inverting the order of words (verb comes before the subject and is joined by a hyphen), and finally by using question words. You can find examples of these three types of questions and question words in resource C-2.23.

Prior to moving onto the task, model an appropriate interview question. Use resource C-2.23 for example questions used in an interview. Have students assist in the creation of

a model question. Remind students of how useful the new vocabulary they learnt would be when completing the task.

Task (20 minutes):

Students will work in their school group and create five interview questions. These questions will be used to help them “hire” someone to hypothetically work at their school. Remind students to refer back to their two goals and motto for their school as these are important things to consider when hiring someone.

Post-Task (5 minutes):

The groups will exchange the five questions that they created with another group. Their peers will do an assessment of the questions by assuring that the questions make sense. As well, the peers will assess whether they feel the questions are appropriate for the task of hiring a potential teacher for a dream school. Students can use form C-2.25 when giving their peer feedback.

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.

Differentiation/Accommodation:

- Accommodation has been incorporated into this lesson as they are completing their questions in a group and a question has been modelled for them.
- To accommodate for higher or lower level, adjust the number of questions that need to be written.
- Another option is if students finish writing their questions early, have them practice asking each other the questions and answering them (like a mock interview).