

Cluster 2C- School Creation

Hire up! – *Engager du personnel*

Lesson 6

Grade: 7 FSL	Duration: 40 minutes	
Specific Learner Outcomes:	Learning Objectives:	Assessments:
<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. <i>Strategies</i> Use models to create a similar text	Students will be able to justify their hiring choices using simple written phrases.	Formatively assess students' written justification for comprehensibility. Summatively assess students' completion of the task.

Preparation Required:

- Print off Resource C-2.15 (See Differentiation/Accommodation for who the copies will go to)

- Pull up Resource C-2.26

Introduction & Pre-Task (10 minutes):

Discuss as a class what an appropriate applicant would look like. This discussion will be in English. What are their characteristics? What is your goal in hiring them? What is important to your school?

Have students refer back to the goals and motto that they wrote for their school. Then go over the template (C-2.15) that can be used once they have determined who they will be hiring. This way they can be familiar with the format and also see what they need to complete to know they have completed the task. Show exemplar (C-2.26) to the class, this will give them an idea of what their responses can look like.

Task (25 minutes):

Students will return to their original school groups. In these groups students will listen to the recorded responses of the students that applied to their school. After having listened to the recordings, students will justify for each candidate whether or not they would hire them. In the justification students will have to say if they would hire them and provide a reason as to why they would or would not hire them. A template (C-2.15) is provided that students can use when creating their responses (See Differentiation/ Accommodation).

Post-Task (5 minutes):

At this time attend to any linguistic difficulties experienced. This may crossover into the next class, which is alright.

Differentiation/Accommodation:

- To accommodate for a higher level, have students create their reports without the use of the template.
- To accommodate for a lower level, have the students use the template to help with the creation of their reports. Students will have to copy the sentence onto a separate sheet of paper.