

Cluster 8B - Gala d'Upcycling

Upcycling Gala

Lesson 5

Grade: 8 FSL	Duration: 1h	
Specific Learner Outcomes:	Learning Objective:	Assessments:
<p><i>Written Production</i></p> <ul style="list-style-type: none">- list, describe, ask and answer questions, 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 <p>Oral Production</p> <ul style="list-style-type: none">- name, list, encourage, describe, explain, ask and answer questions, orally, providing some details, in a defined, structured and modelled fashion, resulting in a prepared message expressed in the present, that is comprehensible and accurate <p><i>Language</i></p> <ul style="list-style-type: none">- Knowledge of Language Concepts<ul style="list-style-type: none">o The interrogative- Application of Vocabulary and Language Concepts<ul style="list-style-type: none">o Exclamatory adjectiveso The question word <i>pourquoi</i>	<p>Students will be able to use phrases appropriately to greet and interact with people at the gala.</p> <p>Students will be able to create and respond to basic questions.</p>	<p>Assess the quality of the questions created in 8B-19: formative/summative.</p> <p>Assess the students' responses to the questions created in 8B-19: formative.</p>

NOTE: This lesson should only be conducted if students have finished their garb for the gala. A full period of work time should be allocated for the creation of the garb before proceeding to this lesson.

Preparation required:

- Load resources 8B-1, 8B-2, 8B-3
- Print off resources 8B-1.1, 8B-2.1, 8B-3.1 (1 for every student)
- Print off resource 8B-19 (1 for every student)

Introduction (5 minutes):

Hook/Attention grabber: Tell students the gala is only one class away and that there's only one piece missing. See if students can guess the missing element. Have them answer in French.

Introduction: The answer is that students will need to learn how to interview someone like they see on the red carpet.

Pre-task (20 minutes):

Have students watch the celebrity interviews (8B-1, 8B-2, 8B-3). * Hand out the transcript from the interview (8B-1.1, 8B-2.1, 8B-3.1). Using the transcript for each interview, have students underline all the question words that they recognize or any words they believe to be question words. Discuss with students' what type of questions they noticed. Do the students notice anything about what person they are using when asking the questions. The questions all use *vous* as the person. In French they use *vous* when they are not close to the person, this shows respect for the other person.

*Note: all the interviews are fictional.

Have students brainstorm possible vocabulary they may need that was presented in resources 8B-1, 8B-2 or 8B-3. Have students try to come up with a variety of questions they may hear asked on a red carpet. This discussion can be led in English depending on the level of the students. Provide the students with resource 8B-19. This will model different question words and how they can be used. It will also provide examples of questions that can be asked.

Task (30 minutes)

On resource 8B-19, students will start to write their own questions that they can ask at the gala. Students will develop a minimum of three questions to ask. After, having written out their questions students will practice interviewing their fellow classmates with those questions.

Post-task (5 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 address the following:

- The interrogative format. How we can structure questions using question words or inversion.

Differentiation/Accommodation:

- To accommodate this lesson for a lower level, have students respond to the questions in English.
- To accommodate this lesson for a higher level, have students write out the summary of their partner's responses to their questions in French.