

Cluster 8C - Zombie Apocalypse

Lesson 2:

Class 1

FSL grade 8	Duration: 45 minutes	
Specific Learning Outcomes:	Learning Objectives:	Assessments:
<i>Experience</i> - food and nutrition - food preparation - ethnic cuisine <i>Language</i> - the infinitive as a verb identifier <i>Language Learning Strategies</i> - play with language (e.g., word searches)	<ul style="list-style-type: none">● Students will be able to identify food that can be cooked using certain methods.● Students will be able to recognize cooking terminology in French.● Students will be able to recognize that instructions are written in the infinitive verb tense.	Formative: <ul style="list-style-type: none">● Assess students' ability to identify the infinitive verb tense.● Assess students' understanding of cooking terminology and what foods are prepared with each method.

Preparation Required:

- Print off resource 8C-4 (1 for every group)
- Print off resource 8C-5 (1 for every student)
- Print off resource 8C-6.1 (1 for every student)
- Print off resource 8C-6.2 (1 for teacher, answer key)
- Print off resource 8C-7 (pages 1-2 for every student, page 3 is the answer key)

Introduction (5 minutes):

Hand out resource 8C-4 to the groups facedown. Read out the challenge (on resource 8C-4) to the students before they flip over the paper. After having finished reading the instructions, students may start the challenge. This will be the first challenge that the students will be completing in this cluster. In the challenge, students will be required to identify a food from their region that can be used to prevent scurvy. The groups that identify the correct food from their region will be assigned points. Students can use resource 8C-2 to help them in completing the challenge.

* Note: responses must be provided in complete sentences in French to receive the point the full point. However, this is to your discretion: if you feel there was significant effort put forward then perhaps the full point should be given.

Explain how the following lessons will be focused on food and food preparation.

Pre-Task (40 minutes):

Hand out resource 8C-5 to students. Students will match common cooking terms that can be found in the various Zombie regions (8C-2) to their English translation. After students have finished the matching exercise, ask them to provide examples of food that are prepared or cooked using the terms that are on the matching sheet - encourage the use of French terms (they can use their region sheet or use food terms that they may already know). Underneath each term have students write down examples of food that are prepared using this method.

Hand out resource 8C-6¹ to students. Students will complete the word search to help familiarize themselves with cooking terms and common food items. Take the time after completing the word search to discuss the memory strategy of play with language. How does playing games involving aspects in language (such as a word search) help in learning new vocabulary? Highlight that word searches are a good way to be able to remember words and their spelling. This strategy “play with language” simply means that through the use of games or activities utilizing aspects of language (in this case through finding specific words) students will be able to remember the vocabulary and how to spell the vocabulary that is being learned. This pre-task does not have to be completed all in one sitting. The resource would be a good filler activity if students finish their work early. You may want to consider only providing ten minutes to work on the word search during this lesson.

Hand out resource 8C-7 to students. Students will be provided with two different recipes. These recipes are designed as consciousness-raising activities (please refer to the Foundations section) to aid in the task that the students will be completing in the next class. On the first recipe students will need to underline all the verbs that they can find in each step. After they have completed the first activity, you may want to ask students, “*Comment les verbes étaient conjugués? Est-ce que vous savez le temps de verbe?*” (How were the verbs conjugated? Do you know what verb tense was used?) Take the time to discuss the tense that is being used in the recipe with students. The

¹ In the word bank for the word search, *Pomme de terre* is written as one word; however, the name is actually composed of three words.

tense used in this activity is the infinitive “*l’infinitif*”. This is the unconjugated form of the verb. However, the unconjugated form of the verb can still be used as a verb when it is being used for commands. The infinitive tense is found in recipes, instructions and warnings. The infinitive is used in place of the imperative for impersonal commands. The students can then complete the second page of the resource. On this page students will be provided with a new recipe, they will need to identify the correct conjugation of the verbs in the recipe.

Class 2

FSL grade 8	Duration: 45 minutes	
Specific Learning Outcomes:	Learning Objectives:	Assessments:
<p><i>Experience</i></p> <ul style="list-style-type: none"> - food and nutrition - food preparation - ethnic cuisine <p><i>Language</i></p> <ul style="list-style-type: none"> - the infinitive as a verb identifier <p><i>Written Production</i></p> <ul style="list-style-type: none"> - give simple commands, directions, instructions or advice, 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 identify diverse cooking methods. ● Students will be able to write out simple instructions in the form of a meal plan. 	<p>Formative:</p> <ul style="list-style-type: none"> ● Assess students’ ability to give instructions.

Preparation Required:

- Print off resource 8C-8 (1 for every group)
- Print off resource 8C-9 (1 for every student)

Introduction (10 minutes):

Hand out resource 8C-8 to the groups facedown. Read out the challenge (on resource 8C-10) to the students before they flip over the paper. After having finished reading the instructions, students may start the challenge. In the challenge, students will be required to identify a different way to prepare food in their region if they can no longer use fire. The groups that identify a correct replacement method of food preparation from their region will receive points. Students can use resource 8C-2 to help them in completing the challenge.

Take some time to review with the students the infinitive tense prior to starting the task. This form of the verb is technically the unconjugated form of the verb. In French there are some instances where it is acceptable to use the infinitive. The most common instances would be after the conjugated form of *pouvoir*, *aller*, and *vouloir*.

(e.g. *Je peux danser*, *Je vais danser*, *Je veux danser*, where *danser* is in its infinitive form.)

Another instance, which we will be focusing on, is when instructions (not commands) are given.

Task (30 minutes):

Hand out resource 8C-9 to the students. Students will work individually to write out a meal plan for their region. They can model their meal plan/ recipe off the one that is on the top of the page. Underneath, students will then write out a meal plan for their own region that will use food and cooking methods that are common in their region. They will have to have 5 steps for their meal plan.

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 focus for this post task may be instructions and commands, focusing on the use of the infinitive in impersonal commands.

Differentiation/Accommodation:

- For lower level students provide them with more resources, such as a dictionary. They can also complete the task in pairs or write three instead of five steps.

Class 3

FSL grade 8	Duration: 45 minutes	
Specific Learning Outcomes:	Learning Objectives:	Assessments:
<i>Experience</i> - food and nutrition - food preparation - ethnic cuisine <i>Language</i> - the infinitive as a verb identifier <i>Written Production</i> - give simple commands, directions, instructions or advice, 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 make simple changes to food and cooking methods so that it suits their region.● Students will be able to recognize food that is a good source of protein, vitamins and carbohydrates.	Formative: <ul style="list-style-type: none">● Assess students' ability to identify food that is rich in nutritional content.● Assess students' ability to replace food with a food similar in nutritional content.

Preparation Required:

- Print off resource 8C-10 (1 for every group)
- Print off resource 8C-11 (1 for every student)

Introduction (5 minutes):

Hand out resource 8C-10 to the groups facedown. Read out the challenge (on resource 8C-10) to the students before they flip over the paper. After having finished reading the

instructions, students may start the challenge. In the challenge, students will be required to replace food in a recipe with food from their own region. They should replace the food item with similar food (for example, protein rich food with protein rich food). The groups that make the changes correctly will receive points. Students can use resource 8C-2 to help them in completing the challenge.

Pre-task (15 minutes):

Briefly discuss, with students, foods that are good sources of protein "*protéines*," carbohydrates "*glucides*," and vitamins "*vitamines*." You may want to create a table on the whiteboard or chart paper that students can reference. Examples of foods that could be protein "*protéine*" are meat "*viande*," like rabbit or chicken "*lapin ou poulet*." Carbohydrates "*glucides*" would be grains "*céréales*." Good sources for vitamins "*vitamines*" would be fruits and vegetables "*fruits et légumes*"; however, for some regional diets these vitamins are found in other ways (such as high protein diets having a high vitamin C content).

Have the region groups split into two groups (this should mean that students are in pairs). Hand out resource 8C-11 to each student. Although they are working in partners, it is still necessary for them to hand in this activity separately as they will count towards their group's cumulative points.

Note: This resource has the same meal plan as resource 8C-9; however, this time students will need to change the recipe so that it matches food items that can be found in their region. For this activity, students will need to refer to resource 8C-2.

Task (20 minutes):

Students will now trade the meal plans that they had made the previous class with another classmate from another region. For the remainder of the class students will work individually to rewrite the meal plan using foods from their own region to make their own new meal plan. This process will be similar to what they did as a group for the challenge and the pre-task.

Post Task (5 minutes):

As a class discuss the challenges of having to change the meal plan to something that fits the food in their region. How could this affect people in real life who are from different regions visiting or moving to other regions?

For example, many European explorers experienced scurvy since they were unable to find enough foods with the necessary amount of vitamin C, whereas the Indigenous population of the areas knew what foods to eat in order to prevent this disease.

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:

- For lower level students provide them with more resources, such as a dictionary. Students can complete three of the five steps.
- For higher level students have them label their foods as either a protein, carbohydrate or source of vitamins.