

Anglais langue seconde Voie B

Communication Orale – 7e année

Tâche signifiante

Materials needed – The book “**Pop! The Invention of Bubble Gum**” by Meghan McCarthy; Access to the internet; pieces of Dubble Bubble gum.

Part 1 – the context and discussions

Teacher initiates a discussion about bubble gum based on questions such as:

How many of you chew gum?

What is your favorite flavor or type?

Can you name some different kinds of gum?

Where do they think bubble gum came from?

How long has it existed?

Why do they chew bubble gum?

Etc...

Part 2 – Listening

During this section, the students will have the chance to read the sequencing worksheet prior to listening.

Students listen to the story of “**Pop! The Invention of Bubble Gum**” by Meghan McCarthy. The teacher can read the book or choose the You Tube link to present it to students. Only play or read the story once. If using this link, be sure to stop the video (at 5:59) once the story has been completed (unless you wish to show a mini lesson demonstrated by a teacher on how to distinguish facts from opinions).

<https://www.youtube.com/watch?v=1d2vSBalzjs>

Part 2 student page – Listening – place the events in order as you hear them in the story. Listen carefully as you will only hear the story once.

___ He added pink coloring to the mixture.

___ The Fler Company was trying to make a new kind of gum.

___ Walter’s boss gives up on the experiment.

___ After months of experimenting bubbles begin to appear.

___ The first batch is as hard as a rock and will no longer blow bubbles.

___ Walter gave lessons on how to blow bubbles the day after Christmas.

___ Walter is asked to watch over a kettle with a gum experiment.

___ Walter finally adds the secret ingredient that he never shares.

Part 3 – Speaking – first part of the recording: individual students will record how to chew gum and blow bubbles as the first half of their individual recordings, after they have practiced how to explain the steps of chewing gum and bubble blowing with their partner or group members.

Students will be given a piece of Dubble Bubble to practice the steps.

In groups, students will **explain** how to blow a bubble to someone who has never chewed bubble gum or blown a bubble ...Students must provide a **minimum** of 5 steps. (Explaining procedures)

Part 4 – Speaking (opinion) – record student opinions

Second part of the recording – sharing their opinions: students then transition into this section after explaining the process of gum chewing and bubble blowing.

Have a class discussion about some of the hazards of bubble gum.

Students must then form an opinion on whether they agree or disagree with most schools “No Gum” policy. They share and support their opinions with the class or small group.

Possible follow up activity (but not for the recording part of this task collection): Students could make a video where they experiment with various kinds of gum in the attempt to find the best gum for bubble blowing. They will make their recommendation through the video.