

SAMPLE LESSON PLAN

Subject	French
Grade	8
Duration	80 mins
Resources	Multimedia projector, laptop, video, copies of transcription of interview, copies of checklist activity
Theme	Les Passe-temps (Grade 8 Term 2 Unit 3 NSC French)
Subtheme	Les sports
Lesson Topic	Quels sports aimes-tu ?

Attainment targets

AT 1 - Pupils show that they understand spoken stimuli related to the topic aided by repetition and respond appropriately and accurately by identifying main points and specific details from familiar target language expressions.

AT 2 - Pupils participate in structured conversations in the target language expressing simple preferences and reactions using appropriate verb forms.

AT 3 - Pupils show that they understand a written text in the target language with a few complex and unfamiliar expressions by responding appropriately and accurately in English.

AT 4 - Pupils write a text of at least two paragraphs in the target language, expressing preferences and reactions and giving reasons with at least 80% accuracy.

Objectives: By the end of the lesson students should be able to:

- i) Express their likes and dislikes for sports.
- ii) State reasons for liking and disliking particular sports.
- iii) Make adjectives agree with nouns when making descriptions.

Summary of Content

- Agreement of adjectives
- Verbs and expressions to express likes, dislikes and preferences - aimer, adorer, ne pas aimer, détester ; j'aime, j'aime bien, j'adore, je n'aime pas, je déteste
- Reasons for liking/disliking sports

Communicative Functions

- i) Expressing preferences for sports
- ii) Asking others about their preferences for sports

Prior Learning

Students already know some vocabulary related to sports. They are familiar with expressing likes, dislikes and preferences.

Vocabulary

fantastique, super, amusant(e), intéressant(e), passionnant(e), facile, cool, rigolo, excellent(e), très varié(e), ça me détend, dur(e), ennuyeux(euse), nul, ce n'est pas

Teaching Procedure

ENGAGE

- Students will be invited to play a listening game that requires them to repeat rhythmic sounds exactly as generated by (a) snapping of the fingers (b) clapping of the hands and (c) whispered sections of an unfamiliar song. Points will be awarded for accuracy and speed of the repeated sounds.
- Students will then be asked to share why it was easy or difficult to reproduce the sounds. The class will agree on the behaviours everyone needs to display to be successful at listening tasks. Teacher will remind students of the difference between listening and hearing and why listening in a conversation is regarded as being respectful. Students will be asked to examine the objectives of the lesson and explain why they should listen keenly during the session.

EXPLORE

- **Pre-listening activity:** Students listen to instructions informing them that they will be watching and listening to a video of an interview featuring the host and teenage participants on a youth sports programme and that they will be listening specifically to hear the questions asked by the interviewer as well as the sports liked and disliked by the students and the reasons given.

- Students watch a video of a youth sports show in French. The video (recorded prior to the lesson) features an interviewer for the sports programme (played by the teacher) and four students being interviewed to find out their preferences for sports; the teenage participants express their likes and dislikes for certain sports, providing reasons. Students watch the video three times. Students repeat certain expressions from the video as prompted.
- Students take turns to share with the class what they understood from the video.
- Students, in small groups, read and examine the transcription of the video interview. They take note of the words that are new to them and guess their meanings from context from the script (or their memory of the context as seen in the video) or use a dictionary to assist them, as a last resort, if they can't figure it out. They then fill out a checklist that has questions and possible responses (in English) based on the interview. After completing the checklist activity, students evaluate the responses of their peers, across groups.
- Students, in their groups, discuss other possible reasons not mentioned in the interview why they would like and/or dislike a sport and search for the equivalent of such words/expressions in the target language. A representative from each group shares with the class what they discussed in the group (the new words and meanings from the interview as well as the French words for the new reasons they came up with).

EXPLAIN

- Students explain why in the script of the interview some adjectives used to describe the sports are written in different forms (and pronounced differently in the video) at different intervals. Teacher

provides feedback in response to the explanations given by students.

EXTEND & EVALUATE

- Students ask each other and answer the question: *Quels sports aimes-tu et pourquoi?* , endeavouring to ensure that the adjectives they use to describe the sports in supplying their reasons are grammatically correct based on the gender of the sport to which they refer in each case.
- Students listen for grammatical correctness of the responses of others and make necessary comments (in a respectful way) at the end of all the responses.

EXTEND

- Students, in groups of 6 – 8, prepare for, then perform a role play activity with the setting being at a youth club where they are meeting other young persons for the first time and asking the persons which sports they like and dislike and discussing their own preferences of sports.
- Other activities that could be used at this stage of the lesson for differentiation purposes include:
 - Drawing pictures of the sporting activities they like and dislike, accompanied by written explanations in the target language.

- Writing and performing a poem or a song about the sports they like and dislike, to include reasons.

EVALUATE: FORMATIVE

Evaluation will be done at various stages of the lesson and will use the following assessment criteria:

- Responses regarding what students understood from the video reflect general understanding of the conversations in the video and understanding of specific vocabulary items, particularly the ones that would be new to them.
- Accuracy of the responses for the checklist activity.
- Accuracy of French expressions for the reasons for liking/disliking sports arrived at in the groups.
- Accuracy of the explanation of the grammatical structure *agreement of adjectives*.
- Accuracy of grammar and pronunciation and appropriateness of vocabulary in the responses to the question *Quels sports aimes-tu et pourquoi?*
- Role play done with appropriate vocabulary and accurate grammar and pronunciation.

EVALUATE: SUMMATIVE

- Students will be invited to reflect on their contribution to the lesson based on the objectives and to share orally on this.
- Students will write an email of two paragraphs in French to an e-pal stating their preferences for sports and enquiring about those of the e-pal.

They will collaborate to decide on the criteria for assessing the email message. Consideration is to be given to:

- Relevance of the message
- Use of questioning
- Accuracy of grammatical structure (agreement of adjectives)
- Other/s