Small group of Key Stage 4 students aiming for GCSEs

Language: French

Topic: A famous person

Time: 60 mins

Aims

Main Aim

Ss will successfully read and answer questions on an article about a famous French actress.

Secondary Aims

Ss will have meaningful practice of active listening and writing skills.

Ss will have meaningful practice of giving opinions in spoken French.

Materials:

- Mini-whiteboards
- Question strips to stick around the room
- Article from BBC GCSE Bitesize Mock Exam:
  http://downloads.bbc.co.uk/schools/gcsebitesize/french/mocks/bitesize_gcse_french_reading_h.pdf
- English/French vocabulary cards for matching exercise

Target language

- Célèbre
- Suédois(e)
    o La Suède
- Une soeur jumelle
    o Un frère jumeau
- Un(e) égyptologue
- Tourner un film
- Un prix
- Une sorcière
- "La Boussole d'Or"
- Sur les écrans

Lesson stages

Time	Activity	Aims
5 mins	**Warm-up** T and C greet each other 5 things: T shows a letter on the screen/board, and 5 categories (eg: food, person's name, etc). In pairs, Ss must come up with a word for each category, beginning with the letter. Ss write the words on their mini-whiteboard; the first team to finish wins.	• To ease Ss into the French-speaking environment and focus their attention with a simple game.

5 mins	**Pre-reading** T displays a table on screen/whiteboard with two columns: name and job. In pairs, Ss list famous French people and their jobs.	• To activate Ss' background knowledge about the topic • To recycle vocabulary from previous sessions (jobs)
15 mins	**Running dictation** • T divides Ss into new pairs, A and B • As run to a question on the wall, memorise it, run back to their partner and dictate it. B writes it down. After 2 questions, A and B switch. • When all the questions are dictated, Ss ask T for a copy of the reading. Together, they find and write down the answers to the questions • T monitors and assists as necessary	• To focus on practice of clear pronunciation, active listening, writing and spelling • To provide for kinaesthetic as well as reading/writing preference learning styles • To allow weakers Ss the support of a peer, and stronger Ss the chance to take a leadership role, in answering the questions
7 mins	**Vocab match** • Ss stand and blu-tack vocabulary from the text to the wall. They then receive English translations to match with the French, using the article to find the meanings from context. • T monitors and assists as necessary	• To ensure Ss have a full understanding of the text • To encourage Ss to derive meaning from context • To provide for kinaesthetic learners
15 mins	**Conversation face-off** • T gives a list of opinion-based questions around the topic of celebrities, incorporating the vocabulary studied in the session. Ss read and think about their answers • T monitors, assists and checks understanding as necessary • In new pairs, Ss stand facing each other. They have three minutes to discuss the questions before T shouts 'switch' and they must move to a new partner • T monitors and notes common errors; assists as necessary	• To allow Ss to situate and use the vocabulary studied in context • To allow Ss to interact with a number of conversation partners • To allow Ss to hear a number of answers and develop their own ideas further
13 mins	**Feedback** • T displays three common errors from the lesson on screen/whiteboard. In pairs, Ss discuss how to correct the errors. They can use English if they wish. • As a group, the errors are corrected and discussed. English is used as necessary.	• To provide stress-free error correction • To build Ss' confidence and morale

	• T displays up to three examples of good language heard during the lesson. As a group, meaning, usage, synonyms/antonyms etc. are discussed. • T provides a copy of the article along with a list of vocabulary and questions studied in the session	