

KS3: Year 7	Spanish	Miss Pasquali V.	Spring Term
Key aim of the Unit of Work	Grammar	Assessment	General teaching activities
This Unit of Work has a dual aim. On the one hand is to provide students with useful language about food and food habits. On the other hand my aim is to introduce more target language during the lessons, not only to drill vocabulary and grammar but also to encourage spontaneous talking. For this reason I am going to set routines like having the LOs and the instructions in the TL. In order to reduce the cognitive overload on students I am going to use short and simple instructions and cognates. I will also try to recycle language as much as possible by using the vocabulary and grammar studied during the register. I am going to make use of some techniques indicated by Conti (2016) ¹ and Pachler (2009) ² that encourage the use of TL and spontaneous talk. Students are provided with key vocabulary sheets that they can use for daily interactions. I will introduce teacher-student talk as model so that students can then use the same language (questions and answers) with their classmates.	Revision of negative structure with the present tense; Revision of gender names; Learning the use of partitive article; Learning the use of partitive article in negative sentences; Learning the use of the near future.	Planned informal assessment in lesson 5 through a kahoot quiz that includes also questions on target culture and a bingo game that assess the knowledge of classroom language.	Reading; Writing; Speaking activities; Online games to practice both vocabulary and grammar; Speaking Mat; Bingo;
Resources	Whiteboard, ICT for homework assignment and class activities, vocabulary sheets, bingo cards.		
Key Language			
Food items; Meals and meals habits;			
Literacy		Numeracy	
Use of grammatical terms when explaining grammar, i.e. aller + infinitive, gender of the nouns and articles. Comparison between English and French language.		Use of numbers in plenary and revision of number from 1-100 as flipped learning	

¹ Smith, S. & Conti, G. (2016) *The language teacher toolkit*, Steve Smith and Gianfranco Conti, Place of publication not identified.

² Pachler, N. (2013) *Learning to teach modern foreign languages in the secondary school: a companion to school experience*, 4th edn, Routledge, London.

Lesson	Objective	Outcome	Activities	Assessment
1	Be able to talk about food <u>Grammar:</u> Revision of definite articles and gender of nouns; Use of du, de, de la.	All students are able to recognize and use key vocabulary about food. Most are able to express general quantities by using partitive articles. Some are able to express general quantities within more complex sentences, using connectives and negatives.	Gap-fill exercise with definite articles; Reading activity to introduce partitive article; Finding the rule (Inductive Grammar Learning); Writing practice; ICT - Homework activity: educandy.com	Assessment for learning at the end of each activity and final plenary called 'je voudrais le numéro...' where students need to translated sentences.
2	Talking about food habits	All students are able to talk about what they eat at main meals by using the vocabulary learnt and they are able to ask at least one question to a classmate about what they eat. Most students are able to talk about the food they have at their main meals by using different verbs (Je prends, je mange, je voudrais) and are able to ask two different questions to a classmate about what they eat. Some are able to talk about the food they have at their meals by using a variety of connectives and are able to ask questions to their classmates.	Pronunciation practice; Speaking activity: (student to student): asking questions about eating habits; Reading activity Speaking Mat ICT - Homework activity: educandy.com	Assessment for learning at the end of each activity. Final Plenary: speaking practice with and without speaking mats.
3	Talking about things that we are going to eat <u>Grammar:</u> <i>Future proche</i>	All students are able to recognize key vocabulary and grammar in written and spoken text. Most students understand how to build the near future. Some students are able to create short sentences by using the near future.	Speaking activity 'juste 30 secondes'; Pronunciation Practice through quizlet; Reading activity; Find the rule (Inductive Grammar Learning); Noughts and crosses with sentence translation. ICT - Homework activity: quizlet; educandy.com	AfL at the end of each activity and final oral plenary through a game
4	Talking about food habits and intentions in the future	All the students are able to use the language learnt to describe with simple sentences, what they eat and what they are going to eat.	Revision; Sentence translation; Speaking activity 'Juste 30 secondes'; Writing activity.	Assessment for learning for each activity and final

	<p><u>Grammar:</u> Revision of <i>future proche</i> and partitive articles with negative sentences</p>	<p>Most of the students are able to use the language learnt to describe what they usually eat and what they will eat, by using some connectives and they are able to give at least one reason for their answers. Some students are able to use the language learnt in an independent way by creating sentences with connectives and negatives.</p>	<p>ICT - Homework activity: video recording</p>	<p>written plenary with peer assessment.</p>
5	<p>Assessment of the topic studied and the target language used in class</p>	<p>All students are able to recognize the language and grammar structures learnt and are able to produce sentences with support of vocab sheets and speaking mats. Most students are able to recognize the language and grammar structures learnt and are able to produce simple sentences without support. Some students are able to recognize the language and grammar structures learnt and are able to produce more complex sentences by using connectives, negatives and future tense.</p>	<p>Sentence translations; Answering open questions; Speaking activity 'Juste 30 secondes'; Kahoot; Bingo. ICT - Homework activity. Flipped learning: students will need to practice on Quizlet new vocabulary and numbers</p>	<p>Quiz, Bingo game with sentence translation</p>



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Lesson Plan: Modern Foreign Languages (Secondary)

Student teacher's name: Valentina Pasquali	Topic: "Bon Appetit"	Class: year 7	Number of pupils: 28
Lesson number: 1 / 5	Date/time: Lesson duration: 60'	Number of pupils with SEND: 2	Number of pupils with FSM/PPG: 5
Names and roles of other adults present: N/A			

A. Within the context of this lesson, what **specific actions** are you going to take to advance your **professional development** in relation to the Teachers' Standards and Action Plan?

TS3

Use of classroom language and target language
Introduction of cultural elements

TS4: I will make sure I

- provide content/instructions of the powerpoint in the TL;
- introduce self-assessment;
- maintain the use of team game and challenge during the lesson to get students involved;
- introduce cultural elements of French-speaking countries;
- Set homework

TS5 Adapt teaching to respond to the strengths and needs of all pupils

I tried to build a lesson plan focusing on:

1. Scaffolding and extension: for all activities I created extensions.
2. Challenge: I introduced games with points
3. Support: students will find support in the slides for difficult vocabulary

TS6 Assessment

I will provide AfL for each activity



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<p>B. Using your previous lesson evaluation, identify specific actions to support pupil progress.</p>	<p>Use initials to identify learners who need additional support/challenge to make progress i.e. SEND, more able, underachievers.</p>
<p><i>Previous teachers' feedback encouraged me to keep the gaming element as it engaged the whole classroom and it helps to establish a good learning environment.</i></p> <p><i>Here are the instructions introduced in my first lesson:</i></p> <p><i>"Dear friends, from now on, during my lessons you will be split up in two teams, each time teams will have different names, today one team will be France and the other Guadalupe (show students the countries on a globe). Almost every question I ask during the lesson has got from 1 to 4 points and each time I will call a member of the team to answer the question. I will call for hands-up and hands-down.</i></p> <p><i>If you do not follow instructions you lose points. Aim of the game? Virtually every member of each team must have a go at speaking. Now, ladies and gents, this is the most difficult thing to do. Hands-down and I will pick people. I want to thank in advance those who are enthusiastic to participate but please remember to follow instructions otherwise your team will lose points. Don't worry, I will give you the chance to all of you to get individual achievement points "</i></p> <p>I had also handled a "classroom language" sheet where I put the most frequent expressions used in class. Students will need the sheet to communicate needs, doubts, or to answer in the TL.</p> <p>Members of the team who use the most target language will receive points and merits.</p>	<p>A.I. encourage participation, use praise. Low literacy so sit with more able students. <u>Printed resources</u></p> <p>B.M. <u>printed resources</u>. Praise and encouragement</p> <p>C.M. Praise and encouragement. Sit with more able students. Simple instructions</p> <p>I.R.D. Low Literacy, check to understand</p> <p>A.T. Clear instructions, check to understand. <u>Print resources</u>.</p> <p>C.W. Praise and encouragement.</p>

<p>C. Prior learning</p>	<p>Language skills advanced during this lesson</p>
<p>Present tense of verbs: avoir, être, faire Present of regular verbs in -er: aimer, habiter Target language: greetings, register, countdown to obtain silence</p>	



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D.	Learning Objectives	Differentiated Learning Outcomes		
	<i>What do I intend the pupils to learn? (Knowledge, understanding, values attitudes and skills)</i>	<i>All ...</i>	<i>Most ...</i>	<i>Some ...</i>
LO1	Be able to talk about food	learn key vocabulary about food	be able to express general quantities by using partitive articles	are able to express general quantities within more complex sentences
LO2	Classroom Language	Be able to understand, through context, gesture and visual support, most of the instructions and specific target language that has been used in the previous lesson.	be able to understand most the instructions and specific target language without support.	are able to understand all the classroom language used with and without support and are able to produce some language independently with the the use of support sheet.
LO3				
E. Time & LOs	Teaching points	Target Language	Pupil learning	Assessment for learning strategies
	<p>Before the students' arrival: - I will set a 10 minutes timer next to the starter activity. The timer plays with relaxing music. I noticed that it is useful to set a peaceful learning environment.</p> <p>- I will distribute copy of the slide which students will need to fill in and stick in their books.</p>	<p>Praising:</p> <ul style="list-style-type: none"> - C'est super - C'est bon - presque / à peu près - réfléchis mieux <p>Asking for understanding: compris?</p> <p>Organizing classroom and books</p> <ul style="list-style-type: none"> - distribuer / répartir le cahiers 		



Lesson Plan: Modern Foreign Languages (Secondary)

		<p>- les deux équipes d'aujourd'hui sont: - levez la main pour répondre - Non, pas des mains</p>		
<p>Greetings, Register, Starter</p> <p>Slides 1-2 10 mins</p>	<p>Students are already familiar with the school routine according to which they need to engage with the starter on the board as soon as they get into the classroom. I would be at the door greeting students in French.</p> <p>While students are busy with the starter I will take the register using the TL, and I will ask questions using the languages learnt in previous lessons. eg.: <i>Ça va?</i> <i>Qu'est ce que tu as fait le weekend dernier?</i> These questions, give me the chance to maximise the use of TL and help students to practise the learnt language in a meaningful way.</p>	<p><i>Bonjour ma classe,</i> <i>X & Y vous pouvez répartir/distribuer les cahiers s'il vous plaît?</i> (I will say both répartir and distribuer to help the two students to understand my instructions)</p> <p><i>Les deux équipes d'aujourd'hui sont:</i></p> <p><i>Levez les mains pour répondre à ma question</i> (accompanied by body language)</p>	<p>Students will familiarise with the new vocabulary and will practice the use of the the dictionary by translating the words on the board. While taking the register students will need to answer questions in the TL. All students have been provided with vocabulary lists in case they need support. Other questions will refer to the most recent topic, which is the use of the passé composé.</p> <p>Support: dictionary board: conjugated verbs</p> <p>Extension: Build negative sentences using the verbs and vocabulary given.</p>	<p>Once the time is over I will call for students' attention and I show the slide #2 The instructions are in French but visual aids may help comprehension. I will use hands-up to ask students to translate the instructions to correct the task.</p>
<p>Learning Objectives Slide #3</p>	<p>I am going to introduce the topic by showing and explaining the title and the objectives.</p>	<p>Modelling the self-assessment line on the board</p>	<p>Students are introduced to the topic of the lesson and will engage</p>	<p>I will go through the desks to check students are doing what has</p>



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<p>5'-6' mins</p>	<p>I will ask students to write them down in their books and we will translate them into English. I tried to use cognates and words they are familiar with. Writing the LO in French will:</p> <ul style="list-style-type: none">- introduce the use of TL- keep the LO simple and thus more student-friendly <p>Once we finished with the LO I will ask students to draw a line for Self-Assessment.</p>		<p>in self-assessment. I will tell students:</p> <p><i>“Now, I need you to draw a line for Self-assessment. I am going to show you what I want by drawing it on the board. This is the line of your knowledge about food and how to express its quantity. The beginning of the line corresponds to ‘no knowledge, i.e. I am not confident in this topic. Halfway through the line, it means you have some idea of the topic; towards the end of the line, it means you are quite confident. The end of the line refers to ‘100% knowledge’, i.e. I know how to talk about food and quantities.</i></p> <p><i>What you need to do when you have your line is to put a cross where you think your knowledge is. For example, let’s imagine I am one of you, and I would put my cross here, let’s say I am 30% confident of food vocabulary and how to express quantity.</i></p> <p><i>You will put a second cross, at the end of the lesson. That will give you an idea of your progress”</i></p>	<p>been requested and that the objectives are clear.</p>
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<p>Episode 1 Slide #4 - 5</p> <p>10' mins</p>	<p>Revision of definite articles applied to new vocabulary</p> <p>Students will need to remember the use of articles according to the name gender.</p> <p>I will make sentences to practice the article and ask students to answer back and ask questions to other team members.</p>	<p>Instructions</p> <p>Tu aimes?</p> <p>Tu préfère ou ?</p> <p>Levez les mains si vous avez écrit les phrases.... Une phrase chaque équipe</p>	<p>Students will revise the use of articles and will practice new vocabulary by answering some question and asking questions to other teams</p> <p>Support: vocabulary, photocopy of the starter</p> <p>Extension: one writing activity that will help to revise the negative form and one, “spot what is new”</p>	<p>I will go around the desks to cheque progress and encourage students to engage with the extension.</p> <p>In the end, I will show the slide with correct exercise and students will need to correct with the green pen.</p> <p>I will also call students who did the extension and practice the extension with the whole class by asking questions.</p> <p>Students will then need to ask other students the same questions.</p> <p>Tu aimes?</p> <p>Tu préfère ou ?</p>
<p>Episode2 Reading activity Partitive article Slide #6 5' mins</p>	<p>This short reading activity aims at fixing the new vocabulary and introducing the new grammar topic of the partitive article.</p>	<p>Qu'est ce qu'il y a</p> <p>Pas de mains</p>	<p>Students will practice the vocabulary learnt and will familiarise with the use of the partitive article.</p>	<p>I will go around the desks to check for progression and for giving individual support.</p> <p>I will then correct the exercise through hands-down and give points to correct answers.</p>
<p>Episode 3 Slide #7</p> <p>5' mins + 5' mins (correction and feedback)</p> <p>Finding the rule</p>	<p>My aim is that the pupils find out the rule behind the use of de, de la, des through deductive reasoning.</p> <p>The questions of the activity are colour coded with the same color of the LO.</p>	<p>Levez les mains</p> <p>Pas de mains</p>	<p>Students will work in pairs to find out the meaning and the rule behind the partitive articles.</p>	<p>I will go around the desk to check engagement and answer questions or clarify doubts.</p> <p>For the first two couples, I will use hands up.</p> <p>I will then use hands-down to ask other students to recap the rule by translating one sentence into French.</p>



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				I will also tell students to go back to the assessment line and put a cross where they think their knowledge is
Episode 4 Slides #8-9 8 mins <i>Practice the rule</i>	Students will need to practice the rule by writing the content of each shopping basket.	Instructions D'acord? I will use body language (thumbs up) to transmit the meaning	Students are asked to put into practice the rule they have learnt by producing short descriptions of the shopping baskets. They	I will always check with students if the instructions are clear. Once the time is over I will show the slide with the key and ask students to correct with the green pen.
Plenary Slide #10 5 mins	Hands down and I will throw my little friend Marcel (a soft toy) and the person <i>who catches it must say: Je voudrais le numéro....</i> and a sentence to translate will appear. The person will need to translate that sentence either into French or into English. If they have a doubt they can “call a friend” for help.		Students will check their understanding of the topic and will be asked to use the vocabulary and rules in complex sentences.	Through this final game, I will be able to get general feedback from students on their understanding of the topic. At the end I will ask students to put a cross on the assessment line that could exemplify their knowledge of the topic
Before leaving the classroom		ranger et nettoyer vos tables		While students wait in silence behind their desks I will show the LO of the beginning and ask students if they think we covered all the topics.
Homework	Online activities vocabulary games https://www.educandy.com/site/resource.php?activity-code=18c43			



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	<p>vocabulary and grammar games https://www.educandy.com/site/resource.php?activity-code=18ef0</p>			
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<p>E. Differentiation Strategies – Highlight those being used in this lesson</p>	<p>Assessment for Learning Strategies – Highlight those being used in this lesson</p>
<p>Differentiation by Outcome Differentiation by Task Differentiation by Time Differentiation by Interest / Choice Differentiation by Questioning</p> <p>Differentiation by Support Differentiation by Content Differentiation by Resource Differentiation by Grouping / Ability</p>	<p>Sharing LO's Peer-Assessment Self-Assessment Questioning Listening/Eavesdropping</p> <p>Observing Plenary Discussion Traffic Lights Presentations</p> <p>Mini-Whiteboards Think-Pair-Share Written Work Sharing Success Criteria Feedback / Feedforward</p>

<p>F. Lesson Evaluation</p>	
<p>Reflect upon your professional development, including the impact and outcomes of the specific actions identified in box A above.</p>	<p>Although I appreciate the communicative teaching approach, I agree with Pachler (2006) and Conti (2016) who support the idea that communicative competence and linguistic competence should not be seen as separate entities. Indeed, the GCSE specification require candidates to “understand and apply the grammar of the language”. Moreover 10% of the total marks refer to knowledge and accurate application of the grammar and structures of the language (Pachler 2009, p. 158) For this reason, I have decided to introduce key grammar points with a different colour of the slide and through an inductive approach, where students work in pairs in order to figure out the grammar rule. Since it is a year 7 group I have decided to scaffold the task as much as possible so that all students, new to this approach, can get accustomed to it.</p>
<p>Reflect upon pupil progress:</p> <ol style="list-style-type: none"> To what extent were the learning outcomes achieved? How successful were the specific actions identified above (box B) in supporting pupil progress? 	
<p>Next steps for following lessons</p>	



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Ça va?	très bien	faché (angry)	fachée (angry)
	bien	content (happy)	contente (happy)
	assez bien	malade (ill)	malade (ill)
	comme ci, comme ça	nerveux (nervous)	nerveuse (nervous)
	mal	inquiet (worried)	inquiète (worried)
	très mal	fatigué (tired)	fatiguée (tired)
		stressé (stressed)	stressée (stressed)
		tranquille (calm)	tranquille (calm)
		triste	triste

How do you say [.....] in French / English?	Comment dit-on [.....] en français/anglais?
I understand! 🗣️	Je comprends.
I don't understand. 🗣️	Je ne comprends pas.
I've finished. 😊	J'ai fini. 😊
Can you repeat, please?	Répétez, s'il vous plaît.
Can I go to the toilet?	Je peux aller au toilette?.
I have a question. ❏	J'ai une question.
I have forgotten [.....] my pen ✍️ my exercise book ❏ my homework 📄 my journal 📖	J'ai oublié [.....] mon stilo ✍️ mon cahier ❏ mes devoirs 📄 mon agenda 📖
I have lost...	J'ai perdu...
I'm sorry I'm late.	Désolé, je suis en retard.
Can I go to my music lesson, please?	Est-ce que je peux aller a mon cours de musique?
That's right! ✅	Oui, c'est ça! ✅
That's wrong. ❌	Non, c'est faux. ❌
almost	presque / à peu près
think better	réfléchis mieux
did you understand?	compris?
Hand out the books	distribuer les cahiers
the two teams of today are	les deux équipes d'aujourd'hui sont
What is there?	Qu'est ce qu'il y a
No hands up	Pas de mains
Hands up	Levez les mains
A question for	Une question pour
Close / open The books the window the door	Fermez / Ouvrez les livres la fenêtre la porte
Whose turn is it?	C'est à qui le tour?
It's my turn!	C'est à moi! / C'est à nous
I have won! 😊	J'ai gagné! 😊
I have lost! 😊	J'ai perdu! 😊
Cheat!	Tricher! ❏/ Tricheuse! ❏
It's my turn!	C'est à qui le tour?
I have won! 😊	C'est à moi! / C'est a nous

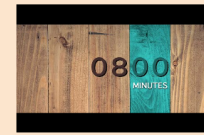


Bonjour





Traduit les mots avec le dictionnaire
Eg.: Le fromage: the cheese



le fromage cheese

les tomates _____

le jambon _____

le beurre _____

le poulet _____

les oeufs _____

la confiture _____

les carottes _____

le gâteau _____

le concombre _____

le lait _____

de l'eau _____

le thé _____

le poisson _____

la viande _____



Je mange: I eat

Je bois: I drink

On mange: we eat

On boit: we drink



*** Ecrivez des phrases négatives avec *Je mange, Je bois*

Eg: Je **ne** mange **pas** les carottes

Les équipes:

France

[Guadeloupe](#)



Corrigez avec le stylo vert

le fromage	cheese
les tomates	tomatoes
le jambon	ham
le beurre	butter
le poulet	chicken
les oeufs	eggs
la confiture	jam
les carottes	carrots
le gâteau	cake
le concombre	cucumber
le lait	milk
de l'eau	water
le thé	tea
le poisson	fish
la viande	meat

Quelque chose à manger.

Objectifs:

P: apprendre le vocabulaire

H: apprendre à utiliser *du, de la et des*.

S: utiliser *du, de la et des* dans des phrases plus complexes

Homework:

Practice vocabulary through the links you will receive to your e-mail:

[Games 1](#)

[Games 2](#)



Trier les nommes dans la bonne colonne



Trier: to sort

Masculine	Féminine	Plural
Le fromage		

le fromage

les tomates

le jambon

les

fruits

le beurre

le poulet

les oeufs

la confiture

les carottes

le gâteau

les légumes

le concombre

le lait

de l'eau

tea

poisson

viande



*** Ecrivez des phrase avec *J'aime, je n'aime pas, mais*. E.g. *J'aime les tomates mais je n'aime pas le concombre*

*** Il y a deux nouveaux mots, quelles?

5:00



Corrigez avec le stylo vert

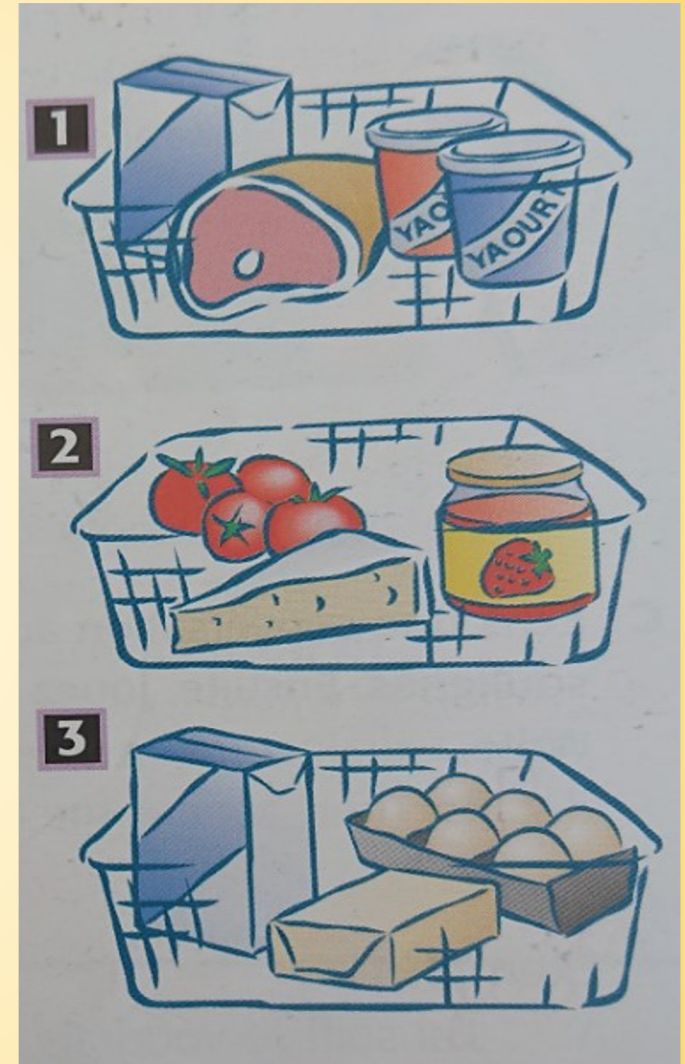
Masculine	Féminine	Plural
le fromage le beurre le concombre le poulet le lait le jambon le gâteau le thé le poisson	la confiture de l'eau la viande	les tomates les carottes les oeufs les légumes les fruits



Qu'est qu'il y a dans les paniers?

5:00

- A. Au supermarché, je voudrais du lait, du beurre et des oeufs.
- B. Au supermarché, je voudrais du fromage, des tomates et de la confiture.
- C. Au supermarché, je voudrais du lait, du jambon et des yaourts.



***What do you think the bold words mean?
Discuss it with your partner

A=3/B=2/C=1

B. Au supermarché, je voudrais du fromage, des tomates et de la confiture.



5:00

What are the definite articles corresponding to
- fromage - tomates - confiture

Think about the use of definite articles? Do they
A. indicate a specific item B. indicate a general indefinite item



Guess the meaning of *du, de la, des* are used to indicate:
A. specific number B. a general quantity

The english equivalent of *du, de la, des*, consists in only one word:
_ _ _ _ (4 letters)

Now try to fill in with lacking information

	masculine	féminin
singulier	<input type="text"/>	<input type="text"/>
pluriel	<input type="text"/>	<input type="text"/>



Ecrivez ce qu'il y a dans chaque panier

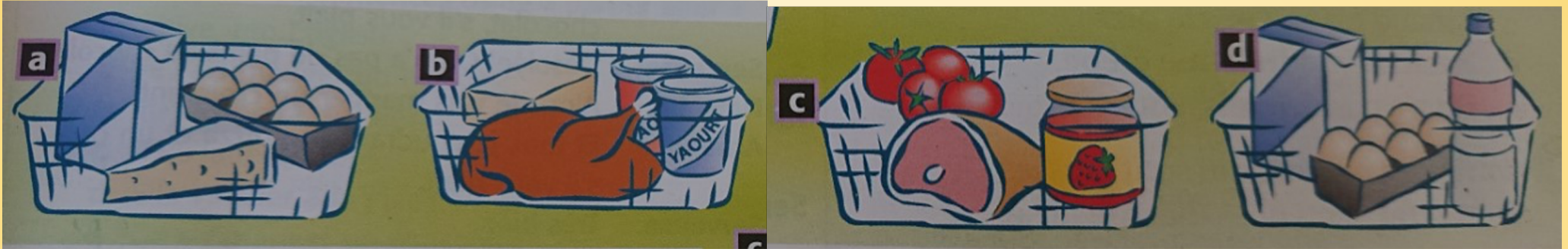


*** Extra





Corrigez avec le stylo vert



A. Au supermarché, je voudrais du lait, du fromage et des oeufs.

B. Au supermarché, je voudrais du beurre, des yaourts, et du poulet.

C. Au supermarché, je voudrais des tomates, du jambon et de la confiture.

D. Au supermarché, je voudrais du lait, des oeufs et de l'eau.



Je voudrais le numéro....

1	2	3	4	5
6	7	8	9	10
10	11	12	13	1



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Lesson Plan: Modern Foreign Languages (Secondary)

Student teacher's name: Valentina Pasquali	Topic: "Les repas"	Class: year 7	Number of pupils: 28
Lesson number: 2 / 5	Date/time: Lesson duration: 60'	Number of pupils with SEND: 3	Number of pupils with FSM/PPG: 5
Names and roles of other adults present: N/A			

A. Within the context of this lesson, what *specific actions* are you going to take to advance your *professional development* in relation to the Teachers' Standards and Action Plan?

TS3

Use of classroom language and target language
Introduction of cultural elements

TS4: I will make sure I

- provide content/instructions in the TL
- introduce self-assessment;
- keep the team game running as it gets students involved;
- introduce cultural elements of French-speaking countries (names of the teams);
- Set homework

TS5 Adapt teaching to respond to the strengths and needs of all pupils

I tried to build a lesson plan focusing on:

1. Scaffolding and extension: for all activities I created extensions.
2. Challenge:
3. Support: students will find support in the slides for difficult vocabulary

TS6

Provide assessment for learning for each activity



Lesson Plan: Modern Foreign Languages (Secondary)

<p>B. Using your previous lesson evaluation, identify specific actions to support pupil progress.</p>	<p>Use initials to identify learners who need additional support/challenge to make progress i.e. SEND, more able, underachievers.</p>
<p>Printouts:</p> <ul style="list-style-type: none"> - Starter: questionnaire (x all) - Speaking mat with purple translation (x 4) - Speaking mat without translation (the rest of students) - Reading text and activity (x 4) <p>I will design assessment for each activity in order to address students' difficulties and misunderstanding.</p> <p>I will try to get students to use the language among themselves so that they can feel more confident and can challenge themselves more.</p>	<p>A.I. encourage participation, use praise. Low literacy so sit with more able students. <u>Printed resources</u></p> <p>B.M. <u>printed resources</u>. Praise and encouragement</p> <p>C.M. Praise and encouragement. Sit with more able students. Simple instructions</p> <p>I.R.D. Low Literacy, check to understand</p> <p>A.T. Clear instructions, check to understand. <u>Print resources</u>.</p> <p>C.W. Praise and encouragement.</p>

<p>C. Prior learning</p>	<p>Language skills advanced during this lesson</p>
<p>Present tense of verbs: avoir, être, faire</p> <p>Present of regular verbs in -er: aimer, habiter</p> <p>Target language: greetings, register, countdown to obtain silence</p> <p>Previous Target Language</p> <p>Praising:</p> <ul style="list-style-type: none"> - C'est super - C'est bon - presque / à peu près - réfléchis mieux <p>Asking for understanding:</p> <p>compris?</p> <p>D'accord?</p>	<p>Geography</p> <p>Grammar: comparison between English and French grammar for the construction of the near future</p>



Lesson Plan: Modern Foreign Languages (Secondary)

<p>Organizing classroom and books</p> <ul style="list-style-type: none"> - distribuer / répartir les cahiers - les deux équipes d'aujourd'hui sont: - levez la main pour répondre - Non, pas des mains 	
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D.	Learning Objectives	Differentiated Learning Outcomes		
	What do I intend the pupils to learn? (Knowledge, understanding, values attitudes and skills)	All ...	Most ...	Some ...
LO1	Talking about food habits	Students be able to talk about what they eat at main meals by using the vocabulary learnt and they are able to ask at least one question to a classmate about what they eat.	be able to talk about the food they have at their main meals by using different verbs (Je prends, je mange, je voudrais) and are able to ask two different questions to a classmate about what they eat.	be able to talk about the food they have at their meals by using a variety of connectives and are able to ask questions to their classmates.
LO2	Classroom Language	Be able to understand, through context, gesture and visual support, most of the instructions and specific target language that has been used in the previous lesson.	be able to understand most the instructions and specific target language without support.	are able to understand all the classroom language used with and without support and are able to produce some language independently with the the use of support sheet.
LO3				
E. Time & LOs	Teaching points	Target Language	Pupil learning	Assessment for learning strategies



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	<p>Before the students' arrival:</p> <ul style="list-style-type: none">- I will set a 10 minutes timer next to the starter activity. The timer plays with relaxing music. I noticed that it is useful to set a peaceful learning environment.- I will distribute copy of the questionnaire.			
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<p>Greetings, Register, Starter</p> <p>Slides 1-2</p> <p>10 mins</p> <p>Starter Familiarise with new vocab</p>	<p>Students are already familiar with the school routine according to which they need to engage with the starter on the board as soon as they get into the classroom.</p> <p>I would be at the door greeting students in French.</p> <p>While students are busy with the starter I will take the register using the TL, the languages learnt in previous lessons. eg.: <i>Ça va?, Tu aimes les fruits / les légumes?</i> <i>Qu'est ce que tu as mangé hier?</i></p>	<p><i>Bonjour ma classe,</i></p> <p><i>X & Y vous pouvez répartir/distribuer les cahiers s'il vous plaît?</i></p> <p>During the register students will need to answer in French to some questions like <i>Ça va?</i> and they will give reasons for their answers by using the language sheet I gave them .</p> <p>I will also ask question about their favourite food</p> <p><i>Les deux équipes d'aujourd'hui sont:</i></p> <p><i>Levez les mains pour répondre à ma question (accompagné by body language)</i></p> <p><i>Le score le plus haut gagne: qui a points?</i></p> <p><i>Quel stylo pour corriger? rouge ou vert?</i></p>	<p>Students will revise past vocabulary through a questionnaire about their eating habits.</p> <p>Support: Books, vocabulary sheet of previous lesson; translation of words on the photocopy; translation of some words on the board.</p> <p>Extension: Students will be asked to rearrange words in order to make correct sentences. During register students will be asked questions referring to their state and emotions, according to the vocabulary sheet they have been provided, and they will practice vocabulary and grammar structures of past lessons.</p>	<p>Once the time is over (probably 10 minutes might be too much) I will call for students' attention and I show the slide #2</p> <p>The instructions are in French but I tried to use cognates and near cognates to help students understand the meaning. As soon as I have finished with the register I will go around the desks to check students progress.</p> <p>I will ask who has got more points and then ask students to check the extension with the green pen. I will check understanding by asking pupils "<i>Quel stylo pour corriger? rouge ou vert?</i>"</p>
<p>Cultural Point slide #3</p> <p>5' mins</p>	<p>I am introducing the two teams of the day and I will explain the origins of the characters on the board.</p>	<p><i>Le mime</i> <i>l'art du silence</i></p>		



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<p>Learning Objectives Slide #4 5'-6' mins</p> <p>Explaining Title and LP</p>	<p>I am going to introduce the topic by showing and explaining the title and the objectives. Again, I tried to reuse words they have already seen and cognates.</p>			<p>I will go through the desks to check students are doing what has been requested and that the objectives are clear.</p>
<p>Episode 1 Slide # 5</p> <p>10' mins</p>	<p>Revision and introduction of vocabulary through quizlet</p> <p>This activity is designed to practice pronunciation as students will repeat words, and boost memory as I will ask pupils to make sentences. I will first model the sentence, for instance, if the slide displays <i>au goûter</i>, I will</p> <ul style="list-style-type: none"> - Ask all students to repeat the word - ask one team and then the other to repeat and give point to the best team - ask one member of each team to pronounce the term. <p>I will then say a sentence and ask questions to students: <i>Au goûter je prends un fruit, et toi? Qu'est ce que tu mange au goûter?</i></p> <p>The student will need to reply with the full sentence in order to have the point for the team.</p>	<p><i>Tu aimes?</i></p> <p><i>Tu préfère ou ?</i></p> <p><i>Levez les mains si vous avez écrit les phrases.... Une phrase chaque équipe</i></p>	<p>Students will practice pronunciation of new vocabulary and revise the use of articles.</p> <p>Support: vocabulary sheets, photocopy of the starter.</p> <p>Extension: While practicing the vocabulary with slides I will go backwards and ask for previous words and ask some students to make sentences, questions, or both according to students' ability and skills. (one point for each sentence)</p> <p>Modelling: <i>Au déjeuner je prends un sandwich au fromage. X, Tu aimes le fromage?</i></p> <p><i>Je prends des tartines mais je préfère les céréales, et toi? tu préfères _____ ou _____</i></p>	<p>I will drill vocabulary by using some of quizlet options (play, test, learn) and I will ask members of the teams to prepare two questions to ask the opposite team. After modeling the question I will give them 5 minutes to play.</p> <p>In this way they will use the TL with each other.</p> <p>Each student will say the sentence: <i>Un question pour</i> (name of student of the other team)</p>



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			For more skilled students I will use open-ended questions that worth two points	
<p>Episode2 Slide # 6-7-8 reading activity</p> <p>10 mins</p>	<p>This short reading activity aims at fixing the new vocabulary and grammar (partitive articles)</p>	<p>Qu'est ce qu'il y a</p> <p>Pas de mains</p>	<p>Students will practice the vocabulary learnt within a context.</p>	<p>- I will go around the desks to check for progression and for giving individual support. I will then correct the exercise through hands-down and give points to correct answers.</p> <p><u>If time allows</u></p> <p>- The fastest translator: hands-down activity. I will call "random names" to make sure students are familiar with the vocabulary.</p> <p>Ou est le correspondant français de:</p> <p>"Normally, we drink water"</p> <p>"I eat in the school canteen"</p> <p>"I eat some bread"</p> <p>"If I am hungry i eat ..."</p>
<p>Episode 3 Slide #9</p> <p>Jeu de composition des phrases</p> <p>5-6 mins</p>	<p>I am going to distribute the "speaking mat" photocopy to students and I will explain the activity. The progress This activity is designed to help pupils build up sentences independently by using all the elements they know. Students will first practice the game in pairs with the examples given.</p>	<p>Levez les mains</p> <p>Pas de mains</p>	<p>Students will work in pairs to build up sentences in the target language.</p> <p>Support: sentence builder table, books with vocabulary and grammar point</p> <p>Extension</p>	<p>Individual feedback. I will go around the desk to check engagement and answer questions or clarify doubts.</p>



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	Then each student will need to make up their own sentences in English to ask a student of the other team		With this activity more able students can create more complex sentences	
Episode 4 Slide #10 Plenary 5 mins	Hands down and I will throw my little friend Marcel (a soft toy) and the person who catches it must translate what I say by using the sentence builder table. <u>Sharing LOs:</u> I will ask students to go back to the learning objectives and reflect on them and write down which one they think they have reached.		Students will keep on practicing with the sentence-builder according to the sentences that I create in English. At the end they may be able to produce sentences without the use of the table. <u>Self-assessment</u> Students will go back to the LOs and reflect on their progress and they will need to identify which LO they think they achieved and they will need to write it down on their books.	I will be the one who create sentences in English and I will ask students to translate them in the back of the books by using the sentence builder. I will then hide the table and students will need to retrieve vocabulary and grammar structure from memory. <u>Sharing LOs for self-assessment</u>
Homework	Online activities vocabulary games https://www.educandy.com/site/resource.php?activity-code=18c43 vocabulary and grammar games https://www.educandy.com/site/resource.php?activity-code=18ef0		Students will revise vocabulary and grammar through games which I designed specifically for the class. Students can choose among 5 games to play to revise vocabulary and grammar.	



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E. Differentiation Strategies – Highlight those being used in this lesson		Assessment for Learning Strategies – Highlight those being used in this lesson		
Differentiation by Outcome Differentiation by Task Differentiation by Time Differentiation by Interest / Choice Ability Differentiation by Questioning	Differentiation by Support Differentiation by Content Differentiation by Resource Differentiation by Grouping /	Sharing LO's Peer-Assessment Self-Assessment Questioning Listening/Eavesdropping	Observing Plenary Discussion Traffic Lights Presentations	Mini-Whiteboards Think-Pair-Share Written Work Sharing Success Criteria Feedback / Feedforward

F. Lesson Evaluation	
Reflect upon your professional development , including the impact and outcomes of the specific actions identified in box A above.	<p>The whole lesson is mainly based on speaking and reading activities aimed at giving the students the chance to actively use the language with other classmates in a fun and more relaxed way. To this regard I feel that the use of the “speaking mat”. The reason behind this choice is to help students memorize chunks of language instead of single words, which should then be retrieved independently, causing cognitive overload. For this activity I was inspired by V. Everett (https://www.youtube.com/watch?v=sfwRR2G3YOs&list=PLNKkXwzZ0OCPJSVKMFuz1TnzLoLrPjZm3&index=2&t=0s). The activity also gives the chance to create sentences in a more independent way and according to students’ abilities. The risk of this activity is that some student might opt for the easy sentences and may avoid to challenge themselves, especially those students who are less confident. In order to support those students in the Zone of Proximal Development (to use Vygotsky terminology) I have provided the speaking mat with translation in English. When walking around the desks, it will be my aim to go to those students first and help and encourage them to challenge themselves.</p> <p>Also, the creation of games as homework activities should encourage students to practice independent study. I have tried to plan according to pupils’ progress by designing assessment at the end of each each activity. As far as the target language is concerned a method of assessment will be to observe students’ feedback and understanding of the TL during the lesson, whether they need visual support and if they can use the TL to express themselves. The active production of the language will be by using the vocab sheet I handled them.</p>
Reflect upon pupil progress : <ol style="list-style-type: none"> To what extent were the learning outcomes achieved? How successful were the specific actions identified 	



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above (box B) in supporting pupil progress?	
Next steps for following lessons	

1. Questionnaire

Coche les cases qui s'appliquent à toi, puis calcule ton score et consulte le dernier tableau

	tous les jours	2-3 fois par semaine	1 fois par semaine	rarement	jamais
1. Je mange des fruits.					
2. Je mange des légumes.					
3. Je mange des <u>frites</u> (chips)					
4. Je mange des gâteaux ou des biscuits.					
5. Je mange de la salade.					
6. Je mange des <u>bonbons</u> (sweets).					
7. Je mange des céréales.					
8. Je mange du chocolat.					
9. Je mange de la viande ou du poisson.					
10. Je mange des <u>pâtes</u> (pasta) ou du <u>riz</u> (rice).					
11. Je mange des <u>chips</u> (crisps).					
12. Je mange des œufs.					
13. Je <u>saute</u> (skip) le petit déjeuner.					
14. Je mange des <u>produits laitiers</u> (dairies).					
15. Je bois du café ou du thé.					
16. Je bois de l'eau.					
17. Je bois de l'alcool.					

Points

Questions	tous les jours	2-3 fois par semaine	1 fois par semaine	rarement	jamais
1 2 5 7 9 10 12 14 16	5	4	3	2	1
3 4 6 8 11 13 15 17 18	1	2	3	4	5

Résultats

70+	Tu manges et bois très sainement. Bravo!
55-69	Tu manges et bois bien. Continue!
45-54	Comme ci comme ça.
30-44	Tu manges et bois mal.
0-29	Tu as de la chance d'être toujours vivant(e)!

Répond au questionnaire



1 fois = one time
Tous les jours =
every day

1. Questionnaire

Coche les cases qui s'appliquent à toi, puis calcule ton score et consulte le dernier tableau pour voir la remarque appropriée.

	tous les jours	2-3 fois par semaine	1 fois par semaine	rarement	jamais
1. Je mange des fruits.					
2. Je mange des légumes.					
3. Je mange des <u>frites</u> (chips)					
4. Je mange des gâteaux ou des biscuits.					
5. Je mange de la salade.					
6. Je mange des <u>bonbons</u> (sweets).					
7. Je mange des céréales.					
8. Je mange du <u>chocolat</u> .					
9. Je mange de la viande ou du poisson.					
10. Je mange des <u>pâtes</u> (pasta) ou du <u>riz</u> (rice).					
11. Je mange des <u>chips</u> (crisps).					
12. Je mange des œufs.					
13. Je <u>saute</u> (skip) le petit déjeuner.					

*** Arrange les mots pour faire des phrases

bois / je / lait / du = Je bois du lait

confiture / je / la / de / voudrais =

aines / les / tu / légumes ? =

carottes / J'ai / des / mangé =

Les équipes:
[Martinique](#)
[Reunion](#)





***** Arrange les mots pour faire des phrases**
bois / je / lait / du = Je bois du lait
confiture / je / la / de / voudrais =
Je voudrais de la confiture
aines / les / tu / légumes ? =
Tu aimes les légumes?
carottes / J'ai / des / mangé =
J'ai mangé des carottes

Les équipes:
[Martinique](#)
[Reunion](#)

Les deux équipes d'aujourd'hui sont°

Marcel Marceau



Arsène Lupin



Les repas

Parler des habitudes alimentaires

Objectifs:

P: réviser et apprendre le vocabulaire

H: apprendre à parler des repas

S: apprendre à parler des repas en utilisant des connecteurs

Homework:

Practice vocabulary through the links you will receive to your e-mail:

[practice 1](#), [practice 2](#)



On va pratiquer le vocabulaire sur
[quizlet](#)

Pose des questions:

- Qu'est ce que tu mange au ... (2 pts)
- Tu aimes ... (1 pts)
- Tu préfère ... ou ... ? (1 pts)



Activité de lecture

8:00

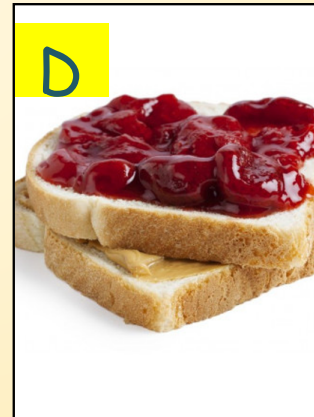
des tartines - bread and butter
râpé(e/s) - grated

Le matin, je prends mon petit déjeuner à sept heures. Je mange des tartines à la confiture. J'aime la confiture à la fraise. Le week-end, je prends aussi des céréales ou des croissants, ça dépend. Je bois un jus d'orange ou du lait.

À midi, je mange à la cantine du collège. On mange, par exemple, des carottes râpées et du poulet avec du riz. Comme dessert, je mange un fruit. Normalement, on boit de l'eau.

À cinq heures, je prends un goûter. Je mange du pain et si j'ai faim des chocos, et je bois du coca ou de l'eau minérale.

Le soir, au dîner, on mange de la soupe, du poisson ou de la viande et des légumes. On boit de l'eau.



*** Trouve l'équivalent en français:

- I'm hungry
- ham
- I'm thirsty
- I have a break
- cheese sandwich
- it depends
- I eat in the school canteen

Regarde les photos: c'est quel repas?



Activité de lecture

des tartines - bread and
butter
ràpé(e/s) - grated



Le dîner



Le goûter



Le
déjeuner



Le petit
déjeuner



Activité de lecture

des tartines - bread and
butter
ràpé(e/s) - grated



*** Trouve l'équivalent en français:

- I'm hungry

>

- ham

>

- I'm thirsty

>

- I have a break >

- cheese sandwich >

- It depends

>

- I eat in the school canteen >

Jeu de composition des phrases



mais (but) - et - parce que - car (because) - avec (with) - ça dépend (it depends) - ou (or) - si (if) - donc (so)

Qu'est ce que tu prends... manges...? What do you eat	Normalement normally	Le matin	Je prends I have	du lait some milk	un gâteau cake	des légumes some vegetables	du jus de fruit Some fruit juice	J'ai faim I am hungry
Tu aimes ... ?	Quelquefois sometimes	le soir In the evening	Je mange I eat	des tartines some bread and butter	une glace au chocolat chocolate ice-cream	de la viande some meat	du thé	J'ai soif I am thirsty
Tu préfères ___ ou ___ ?	Souvent often	au petit-déjeuner For breakfast	Je bois I drink	du pain some bread	une glace à la fraise strawberry ice-cream	du poisson some fish	du coca	c'est délicieux it is delicious
J'aime beaucoup		au déjeuner For lunch	On mange We eat	de la confiture some jam	une crêpe au chocolat	un sandwich au jambon / au fromage	de l'eau some water	C'est terrible
Je n'aime pas I don't like		au dîner For dinner	On boit We drink	du beurre some butter	les céréales cereals	du riz some rice		c'est dégoûtant it is disgusting
Je préfère (I) Tu préfères (you)		au goûter For break	J'aime	un croissant / des croissants		des pâtes some pasta		c'est bon
		Le Dimanche On Sunday	Je n'aime pas	confiture de fraises strawberry jam		de la soupe some soup		c'est super
		A midi At midday	Je ne mange pas	une banane		des frites some chips		
			Je voudrais I would like	des chocos some chocolate		des fruits		

Normally, in the morning I have bread **with** butter **and** I drink some fruit juice or some tea with milk
Sometimes for lunch, I eat a cheese sandwich **or**, **if** I am hungry, some rice with meat **and** I drink some water
Often, for dinner, we eat some soup and some fish **but** I prefer chips

mais (but) - et - parce que - car (because) - avec (with) - ça dépend (it depends) - ou (or) - si (if) - donc (so)

Qu'est ce que tu prends / manges...?	Normalement (normally)	Le matin	Je prends	du lait	un gâteau	des légumes	du jus de fruit	J'ai faim
Tu aimes ... ?	Quelquefois (sometimes)	le soir	Je mange	des tartines	une glace au chocolat	de la viande	du lait	J'ai soif
Tu préfères ___ ou ___ ?	Souvent (often)	au petit-déjeuner	Je bois	du pain	une glace à la fraise	du poisson	du thé	c'est délicieux (it is delicious)
J'aime beaucoup		au déjeuner	On mange	de la confiture	une crêpe au chocolat	un sandwich au jambon / au fromage	du coca	C'est terrible
Je n'aime pas (i don't like)		au dîner	On boit	du beurre	les céréales	du riz	de l'eau	c'est dégoûtant (it is disgusting).
Je préfère (I) Tu préfères (you)		au goûter	J'aime	un croissant / des croissants		des pâtes		c'est bon
		Le Dimanche	Je n'aime pas	confiture de fraises		de la soupe		c'est super
		A midi	Je ne mange pas	des croissant		des frites		
			Je voudrais	des chocos		des fruits		
				une banane				

mais (but) - et - parce que - car (because) - avec (with) - ça dépend (it depends) - ou (or) - si (if) - donc (so)

Qu'est ce que tu prends / manges...? What do you eat	Normalement normally	Le matin	Je prends I have	du lait some milk	un gâteau cake	des légumes some vegetables	du jus de fruit Some fruit juice	J'ai faim I am hungry
Tu aimes ... ?	Quelquefois sometimes	le soir In the evening	Je mange I eat	des tartines some bread and butter	une glace au chocolat chocolate ice-cream	de la viande some meat	du thé	J'ai soif I am thirsty
Tu préfères __ ou __ ?	Souvent often	au petit-déjeuner For breakfast	Je bois I drink	du pain some bread	une glace à la fraise strawberry ice-cream	du poisson some fish	du coca	c'est délicieux it is delicious
J'aime beaucoup		au déjeuner For lunch	On mange We eat	de la confiture some jam	une crêpe au chocolat	un sandwich au jambon / au fromage	de l'eau some water	C'est terrible
Je n'aime pas I don't like		au dîner For dinner	On boit We drink	du beurre some butter	les céréales cereals	du riz some rice		c'est dégoûtant it is disgusting
Je préfère (I) Tu préfères (you)		au goûter For break	J'aime	un croissant / des croissants		des pâtes some pasta		c'est bon
		Le Dimanche On Sunday	Je n'aime pas	confiture de fraises strawberry jam		de la soupe some soup		c'est super
		A midi At midday	Je ne mange pas	une banane		des frites some chips		
			Je voudrais I would like	des chocos some chocolate		des fruits		

Normally, in the morning I have bread **with** butter **and** I drink some fruit juice or some tea with milk
 Sometimes for lunch, I eat a cheese sandwich **or**, **if** I am hungry, some rice with meat **and** I drink some water
 Often, for dinner, we eat some soup and some fish **but** I prefer chips
 For break I eat fruit **or** a pancake **because** it is delicious. What do you have?
 On Sunday I have cereals **with** milk and some bread with jam, I prefer strawberry jam.



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Lesson Plan: Modern Foreign Languages (Secondary)

Student teacher's name: Valentina Pasquali	Topic: "Bon Appetit"	Class: year 7	Number of pupils: 28
Lesson number: 3 / 5	Date/time: Lesson duration: 60'	Number of pupils with SEND: 3	Number of pupils with FSM/PPG: 5
Names and roles of other adults present: N/A			

A. Within the context of this lesson, what **specific actions** are you going to take to advance your **professional development** in relation to the Teachers' Standards and Action Plan?

TS3

Use of classroom language and target language
Introduction of cultural elements

TS4: I will make sure I

- provide content/instructions in the TL and I will check for understanding
- introduce self-assessment;
- keep the team game running;
- introduce cultural elements of French-speaking countries;
- Set homework

TS5 Adapt teaching to respond to the strengths and needs of all pupils

I tried to build a lesson plan focusing on:

1. Scaffolding and extension: for all activities I created extensions.
2. Challenge:
3. Support: students will find support in the slides for difficult vocabulary

TS6 Assessment

I will introduce assessment for learning at the end of each activity



Lesson Plan: Modern Foreign Languages (Secondary)

<p>B. Using your previous lesson evaluation, identify specific actions to support pupil progress.</p>	<p>Use initials to identify learners who need additional support/challenge to make progress i.e. SEND, more able, underachievers.</p>
<p>Printouts:</p> <ul style="list-style-type: none"> - reading activity (x 4) - table for the <i>aller</i> conjugation (x4) <p>- I will make sure student revise the previous topics.</p> <p>- I will design assessment for each activity in order to address students' difficulties and misunderstanding.</p> <p>- When it comes to the grammar rule I will try to engage students to find out the rule by themselves by asking scaffolded questions. I will ask them to work in pairs so that I can support individual students who needs help or clarification.</p> <p>- I will keep on using the classroom target language in order to get students used to it and I will try to get them to use it.</p>	<p>A.I. encourage participation, use praise. Low literacy so sit with more able students. <u>Printed resources</u></p> <p>B.M. <u>printed resources</u>. Praise and encouragement</p> <p>C.M. Praise and encouragement. Sit with more able students. Simple instructions</p> <p>I.R.D. Low Literacy, check to understand</p> <p>A.T. Clear instructions, check to understand. <u>Print resources</u>.</p> <p>C.W. Praise and encouragement.</p>

<p>C. Prior learning</p>	<p>Language skills advanced during this lesson</p>
<p>Present tense of verbs: avoir, être, faire</p> <p>Present of regular verbs in -er: aimer, habiter</p> <p>Les aliments</p> <p>Les repas</p> <p>Previous Classroom Language that will be used again</p> <p>greetings, register, countdown to obtain silence</p> <p>Praising:</p> <ul style="list-style-type: none"> - C'est super - C'est bon - presque / à peu près - réfléchis mieux <p>Asking for understanding:</p>	<p>Geography: French territories</p>



Lesson Plan: Modern Foreign Languages (Secondary)

<p>compris? Je n'ai pas compris</p> <p>Organizing classroom and books</p> <ul style="list-style-type: none"> - distribuer / répartir les cahiers - les deux équipes d'aujourd'hui sont: - levez la main pour répondre - Non, pas des mains <p>Les deux équipes d'aujourd'hui sont:</p> <p>Le score le plus haut gagne: qui a points?</p> <p>Quel stylo pour corriger? rouge ou vert?</p>	
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D.	Learning Objectives	Differentiated Learning Outcomes		
		All ...	Most ...	Some ...
	<i>What do I intend the pupils to learn? (Knowledge, understanding, values attitudes and skills)</i>			
LO1	Talking about things that we are going to eat	are able to recognize key vocabulary and recognise it in written and spoken text.	are able to understand how to build the near future	are able to create short sentences by using the near future
LO2	Classroom Language	Be able to understand, through context, gesture and visual support, instructions and specific target language that has been used in the previous lesson.	be able to understand most of the classroom language used without support.	are able to understand all the classroom language used without support and are able to produce some language independently with the the use of support sheet.
LO3				



Lesson Plan: Modern Foreign Languages (Secondary)

E. Time & LOs	Teaching points	Target Language	Pupil learning	Assessment for learning strategies
	<p>Before the students' arrival:</p> <ul style="list-style-type: none"> - I will set a 10 minutes timer next to the starter activity. The timer plays with relaxing music. - I will have all the photocopies ready to handle. 	<p>- les deux équipes d'aujourd'hui sont:</p> <ul style="list-style-type: none"> - levez la main pour répondre - Non, pas des mains 		
<p>Greetings, Register, Starter</p> <p>Slides 1-2</p> <p>10 mins</p>	<p>The starter activity is aimed at revising previous knowledge of both grammar and vocabulary.</p> <p>After checking the activity I will assign names to the teams and I will show them on the map.</p>	<p><i>X & Y vous pouvez répartir/distribuer les cahiers s'il vous plaît?</i></p> <p><i>Bonjour ma classe,</i></p> <p><i>Bonjour _____ ça va?</i></p> <p><i>The instructions on the power point are in French.</i></p> <p>Since the starter is designed to get students to work independently and in silent, I decided to write the translation of some words which could create difficulties.</p> <p>During the register students will need to answer in French to some questions like <i>Ça va?</i> and they will give reasons for their answers</p>	<p>Students will be engaged in revising the topics of the previous lesson.</p> <p>Support: books with notes and photocopies;</p> <p>Extension: There are two different extensions whose colours reflect the LOs.</p>	<ol style="list-style-type: none"> 1. Students will correct the first part of the activity with green pen. 2. Hands-down activity: I will call students to correct the extension.



Lesson Plan: Modern Foreign Languages (Secondary)

		<p>by using the language sheet I gave them . I will also ask question about their favourite food and preferences so that they will practice the language.</p> <p>Les deux équipes d’aujourd’hui sont:</p> <p>Levez les mains pour répondre à ma question (this time I will not accompany the sentence with body language).</p> <p>Cultural point: I will use English to explain the French overseas territories. The aim is to introduce a bit of geography. La France d'outre-mer</p>		
<p>Speaking point “Juste 30 secondes” Slide #3 5’ mins</p>	<p>This is a routine I am intended to introduce in order to get pupils to talk and use the language they have learnt. At the beginning I will need to give instructions but in the future, both the color of the slide and the name of the game will be</p>	<p>Temps du parler ‘juste 30 secondes’ Parle avec ton copain des aliments pendant 30 secondes. Vous parlez pendant 30 secondes des aliments et des repas. Par exemple (modelling from the teacher)</p>	<p>Pupils will be asked to take turns and talk for 30 seconds about food. Students are provided a list of elements that they should include in their talk. Support: books, speaking mat, vocabulary sheets</p>	<p>I will go around the room to check how students are dealing with the activity. By the end of the activity I will ask how many could talk for 30 seconds.</p>



Lesson Plan: Modern Foreign Languages (Secondary)

	enough for students to know what is required from them.		Extension: use of connectives, past tense and negatives	
Learning Objectives Slide #4 5' mins	Introducing the LOs in the target language and ask students to draw a line for self-assessment.	We will analyze the vocabulary of LOs and i will underline key words like “vous allez manger”, “aliments”, “repas”	Students will familiarise with the topic they are going to learn and will be asked to draw a self-assessment line (similar to the one of two lessons ago)	Hands-up activity: who wants to summarise the LOs in english? (2 points for their team)
Episode 1 Slide #5 Quizlet Practice 10' mins	Quizlet practice to familiarise with new vocabulary and grammar structure. At this point I will make no reference to the rule of how to form the future. The purpose of the activity is to practice pronunciation through repetition and by building up sentences. The routine is always the same: - ask all students to repeat the word; - ask one team and then the other to repeat and give point to the best team; - ask one member of each team to pronounce the term.	Instructions Tu aimes? Tu préfère ou ? Tu va manger quoi?	Speaking practice where emphasis is put on the pronunciation. Support: whiteboard, teacher Extension While practicing the vocabulary with slides I will go backwards and ask for previous words and ask some students to make sentences, questions, or both according to students' ability and skills. (one point for each sentence) Modelling: Je vais manger des légumes au déjeuner, et toi? Qu'est ce que tu va manger?	By using quizlet options (<i>learn, test</i>) I will check understanding through hands down activity. I will differentiate questions by adopting open questions for more able students and multiple choice questions for those students who are either weaker or reluctant to speaking.
Episode2 Slide #6-7 Reading Activity 10 mins	Reading activity aimed at recalling past vocabulary and introducing a new grammar topic.	Pas de mains lis la conversation note le commandes trouve l'équivalente	Students will practice reading a text where they will find familiar vocabulary as well as new structures.	I will go around the desks to check for progression and for giving individual support.



Lesson Plan: Modern Foreign Languages (Secondary)

	<p>Instructions are in French and I will make sure students understand them by trying to help with body language.</p>		<p>Support: books with vocabulary sheets.</p> <p>Extension: the activity is designed in a way that is progressively more challenging.</p>	<p>I will then show the answers on the board and ask students to correct with the green pen.</p>
<p>Episode 3 Slide #8-9 Find the rule</p> <p>10 mins (5 for students and 5 for feedback)</p>	<p>My aim is that the pupils find out the rule to build the <i>Future Proche</i>. I will first start by eliciting some sentences of the LO to remind students what they were. I will repeat sentences that we have seen in the LO and I'll ask for a translation. I will give students a couple of minutes to think and reflect on the quizlet vocabulary. After that first thinking I will ask students to reflect in pairs on language and try to answer the other questions. The questions include the use of the dictionary and I will show students where to find the useful information they need.</p>	<p><i>Levez les mains</i> <i>Pas de mains</i></p>	<p>Students will be encouraged to work in pairs and share their thinking in order to find out how to build the near future. This activity is also helpful to compare the two languages. For the last three sentences I will ask each student to try to find the translation and I will ask students to say theirs. I will not give immediate feedback but I will ask an other student to think and decided if the sentences is correct or needs to be "edited". <i>X lis ta phrase</i> <i>Y, qu'est ce que tu pense? C'est correct? C'est bien ça?</i> In this way students are encouraged to think actively and use the TL to give a feedback.</p> <p>Support: Questions are scaffolded</p> <p>Extension:</p>	<p>I will go around the desk to check engagement and answer questions or clarify doubts. For the first two couples, I will use hands up. I will then use hands-down to ask other students to recap the rule by translating one sentence into French.</p> <p>The last three sentences of the extension are to practice the rule together with the classroom. Students will be asked to actively think about their peers' answers and give a feedback in the TL</p>



Lesson Plan: Modern Foreign Languages (Secondary)

			The questions are gradually more difficult.	
Plenary Slides #10 5 mins	Hands Down activity: A student from team A will choose a sentences to translate and will ask team a member of team B to do it. If the translation is correct they get a point,.	pas de mains (no body language to check students' understanding)	Students play noughts and crosses in French. The game is with the translation of sentences from French into English. a member of team A will pick a sentence to ask to a member of team B. If team B answers correctly they get a point. If not, member of team A will need to correct the sentence. Only on that occasion they can have a point.	The activity is designed to get students used to peer assessment and self-evaluation . Slide 11 is extra, in case we have time for another plenary.
Before leaving the classroom	While students are waiting behind the chairs I will ask for feedback about the lesson and I will refer back to the LOs by asking	ranger et nettoyer vos tables		While students wait in silence behind their desks I will show the LO of the beginning and ask students if they think we covered all the topics. I will ask student to raise their hands if they reached the P, H, or S.
Homework	Online activities Quizlet and online games			

E. Differentiation Strategies – Highlight those being used in this lesson		Assessment for Learning Strategies – Highlight those being used in this lesson		
Differentiation by Outcome	Differentiation by Support	Sharing LO's	Observing	Mini-Whiteboards
Differentiation by Task	Differentiation by Content	Peer-Assessment	Plenary	Think-Pair-Share
Differentiation by Time	Differentiation by Resource	Self-Assessment	Discussion	Written Work
Differentiation by Interest / Choice	Differentiation by Grouping /	Questioning	Traffic Lights	Sharing Success Criteria
Ability		Listening/Eavesdropping	Presentations	Feedback / Feedforward
Differentiation by Questioning				



Lesson Plan: Modern Foreign Languages (Secondary)

F. Lesson Evaluation

Reflect upon your **professional development**, including the impact and outcomes of the specific actions identified in box A above.

In order for an item to go to LTM (Long Term Memory) it needs to go through a consolidation process which implies that the item will be forgotten within 48 hours if no rehearsals (activation of the memory) is done (Conti, 2016). For this reason we need to recycle the words / chunks, as much as possible in order for them to be stored permanently in the LTM. In order to activate memory I have planned starters which recap the previous topics and I will use the 'register time' to talk to students, asking them questions from the vocab sheet called 'taking the emotional temperature' and using the language learnt in a more spontaneous way

Another routine which I would like to introduce to encourage talking in the TL is an edited version of 'just a minute' where students will have take turns to talk of r 30 seconds about the topic at hand. The aim is to gradually include other topics and language learnt.

In order to encourage active engagement I have introduced sentence translations where students must give a feedback to each other. In this way I am trying to encourage peer assessment which helps students being aware of their progress.

Reflect upon **pupil progress**:

1. To what extent were the **learning outcomes achieved**?
2. How successful were the **specific actions** identified above (box B) in supporting **pupil progress**?

Next steps for following lessons



2. choisi (choose) les bonnes traductions

- a. Le matin je mange des œufs = in the morning I eat eggs
- b. Le soir je ne mange pas = in the afternoon I don't eat
- c. A midi je prends de la viande = at noon I have some fish
- d. L'après-midi je bois du jus = in the afternoon I have tea
- e. Au petit-déjeuner je prends du lait = at breakfast I have juice
- f. Le soir je dîne du fromage = in the evening I have cheese for dinner



***** Corrigez (correct) les erreurs de l'exercice**
***** Ecrivez ce qu'on mange au repas, par exemple:**
Le matin je mange ... parce que ...
Au déjeuner je prends ... parce que ...





- a. Le matin je mange des œufs = in the morning I eat eggs ✓
- b. Le soir je ne mange pas = in the afternoon I don't eat ✗
- c. A midi je prends de la viande = at noon I have some fish ✗
- d. L'après-midi je bois du jus = in the afternoon I have tea ✓
- e. Au petit-déjeuner je prends du lait = at breakfast I have juice ✓
- f. Le soir je dîne du fromage = in the evening I have cheese for dinner ✓

b. In the evening I don't eat
c. At noon I have some meat

Temps de parler 'juste 30 secondes'



Parlez pour 30 secondes
de ce que vous mangez.



- négatives: Je ne bois pas du coca
- raisons: car, parce que c'est....
- connecteurs: et, mais, aussi
- les repas: au petit-déjeuner, au déjeuner, au dîner.
- passé: Hier j'ai mangé ...

Au café

May 2020

Qu'est ce que tu va manger?

Objectifs:

P: Se rappeler du vocabulaire des aliments et des repas et le reconnaître dans le texte

H: apprendre la construction du future

S: apprendre à utiliser le future pour exprimer ce que nous allons manger

Homework:

Practice vocabulary through the links you will receive to your e-mail: [Quizlet](#) and [online games](#)

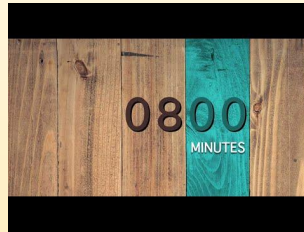


Quizlet

[Quizlet Time](#)



Activité de lecture



1. lis la conversation. Note les commandes de chaque personne!

Natacha:

Arnaud:

Juliette:

Matthieu:

2. Trouve l'équivalent en français:

- a. I'm hungry
- b. I'd like an ice-cream
- c. a cheese sandwich
- d. a chocolate pancake
- e. is that all?
- f. I would like
- g. I am going to drink an orange juice
- h. I don't to eat ice-cream today

Natacha: Je voudrais un café et un pain au chocolat, s'il vous plaît.

Serveuse: Désolée! On n'a pas de pains au chocolat.

Natacha: Alors, je vais manger un croissant.

Arnaud: Et moi, je voudrais une pizza et un coca, s'il vous plaît.

Serveuse: Très bien.

Juliette: Je vais manger une glace. Vous avez quels parfums?

Serveuse: Glace à la vanille, glace au chocolat ou glace à la fraise.

Juliette: Je voudrais une glace à la fraise, s'il vous plaît, et une limonade.

Matthieu: Moi, je préfère les glaces au chocolat ... mais je ne mange pas de glace aujourd'hui. Moi, je vais manger un sandwich.

Serveuse: Au fromage ou au jambon?

Matthieu: Euh ... un sandwich au fromage, s'il vous plaît. Et je vais boire un jus d'orange ...

Serveuse: Très bien. C'est tout?

Matthieu: Non. J'ai faim. Je voudrais une crêpe au chocolat ... et un croissant ... et ...

Tous: Matthieu!



1. la conversation. Note les commandes de chaque personne!

Natacha: un croissant

Arnaud: une pizza, un coca

Juliette: une glace à la fraise, une limonade

Matthieu: un sandwich au fromage, un jus d'orange, une crêpe au chocolat, un croissant

Trouve l'équivalent en français:

- a. I'm hungry - J'ai faim
- b. I'd like an ice-cream - Je voudrais une glace
- c. a cheese sandwich: un sandwich au fromage
- d. a chocolate pancake: un pain au chocolat
- e. is that all?: c'est tout?
- f. Strawberry ice-cream: une glace à la fraise
- g. I am going to drink an orange juice: Je vais boire un jus d'orange
- h. I don't eat ice-cream today: Je ne mange pas de glace aujourd'hui



Je vais
manger

Je vais
boire

Qu'est ce
que tu va
manger?



Le future proche

There is a similarity between how you build the future in English and how you built it in French. Try to guess what the similarity is:

Je vais manger - I am going to eat

Je vais boire - I am going to drink

N.B. *Je vais* is the first person of *aller* (to go)



Try to find the whole conjugation of *aller* by helping yourself with a dictionary

Translate these sentences into English

a. Je vais manger un hot-dog

b. Tu vas boire du thé?

c.

d.

e.

I am going	
You are going	
He is going	
She is going	
We are going	on va



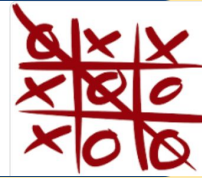
Je vais
manger

Je vais
boire

Qu'est ce
que tu va
manger?



On joue au morpion



Tu vas
manger une
glace a la
fraise

Je vais boire
un jus
d'orange

Je vais
manger

You are going
to drink tea

I am going to eat a
toasted sandwich with
cheese

What are you going
to eat / drink?

Tu va boire
du thé

Qu'est que
tu va manger
/ boire?

Je vais
manger un
croque
monsieur

I am going to drink
an orange juice

She is going to
drink lemonade

I am going to eat
chipes because they
are delicious

On va
manger des
légumes

Je vais
manger des
frites parce
que c'est
délicieux

Elle va boire
de la
limonade

I am going to
eat

You are (sing) going
to eat a strawberry
ice-cream

We are going to
eat vegetables

3
points

We are
going to eat
vegetables

Il va manger
une sandwich
au jambon

He is going
to drink
some tea

1
points

Elle va boire
de la
limonade

Qu'est que
tu va manger
/ boire?

I am going
to eat a
toasted
sandwich

You are
going to eat
an
strawberry
ice-cream

Je ne mange
pas de glace
aujourd'hui

Je vais
manger des
frites parce
que c'est
délicieux





University of Brighton

School of Education

Lesson Plan: Modern Foreign Languages (Secondary)

Student teacher's name: Valentina Pasquali	Topic: "Bon Appetit"	Class: year 7	Number of pupils: 28
Lesson number: 4 / 5	Date/time: Lesson duration: 60'	Number of pupils with SEND: 3	Number of pupils with FSM/PPG: 5
Names and roles of other adults present: N/A			

A. Within the context of this lesson, what **specific actions** are you going to take to advance your **professional development** in relation to the Teachers' Standards and Action Plan?

TS3

Use of classroom language and target language;
Introduction of cultural elements.

TS4: I will make sure I

- provide content/instructions in the TL and I will check for understanding
- introduce self-assessment;
- keep the team game running;
- introduce cultural elements of French-speaking countries;
- Set homework.

TS5 Adapt teaching to respond to the strengths and needs of all pupils

I tried to build a lesson plan focusing on:

1. Scaffolding and extension: for all activities I created extensions.
2. Challenge;
3. Support: students will find support in the slides for difficult vocabulary.

TS6 Assessment

AfL at the end of each activity

B. Using your previous lesson evaluation, identify specific actions to support pupil progress.

Use initials to identify learners who need additional support/challenge to make progress i.e. SEND, more able, underachievers.



Lesson Plan: Modern Foreign Languages (Secondary)

<p>To prepare: - printouts for scheme for <i>future proche</i> (x all)</p> <p>Actions for pupils' progress: - I will make sure student revise the previous topics; - I will create activities that allow student to apply their knowledge; - I will keep on using the classroom target language but I will not use body language as support so that I can check students understanding.</p>	<p>A.I. encourage participation, use praise. Low literacy so sit with more able students. <u>Printed resources</u></p> <p>B.M. <u>printed resources</u>. Praise and encouragement</p> <p>C.M. Praise and encouragement. Sit with more able students. Simple instructions</p> <p>I.R.D. Low Literacy, check to understand</p> <p>A.T. Clear instructions, check to understand. <u>Print resources</u>.</p> <p>C.W. Praise and encouragement.</p>
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C Prior learning	Language skills advanced during this lesson
<p>Present tense of verbs: avoir, être, faire Present of regular verbs in -er: aimer, habiter <i>Les aliments</i> <i>Les repas</i></p> <p>Previous Classroom Language that will be used again <i>greetings, register, countdown to obtain silence</i> Praising: - C'est super - C'est bon - presque / à peu près - réfléchis mieux</p> <p>Asking for understanding: compris? D'accord? Je n'ai pas compris</p>	



Lesson Plan: Modern Foreign Languages (Secondary)

Organizing classroom and books

- distribuer / répartir les cahiers
- les deux équipes d'aujourd'hui sont:
- levez la main pour répondre
- Non, pas des mains

Les deux équipes d'aujourd'hui sont:

Le score le plus haut gagne: qui a points?

Quel stylo pour corriger? rouge ou vert?

J'ai une question pour.....

Qu'est ce que tu penses?

C'est bien ça?

D.	Learning Objectives	Differentiated Learning Outcomes		
	<i>What do I intend the pupils to learn? (Knowledge, understanding, values attitudes and skills)</i>	<i>All ...</i>	<i>Most ...</i>	<i>Some ...</i>
LO1	Talking about food habits and intentions in the future	are able to use the language learnt to describe with simple sentences what they usually eat and what they are going to eat	are able to use the language learnt to describe what they usually eat and what they will eat, by using connectives and they are able to give at least one reason for their answers	are able to use the language in an indepent way by creating sentences with connectives and negatives.



Lesson Plan: Modern Foreign Languages (Secondary)

LO2	Classroom Language	Be able to understand most of the classroom language without gesture and visual support.	be able to understand most of the classroom language used and are able to use some of it independently, although with support.	are able to understand all the classroom language used without support and are able to produce some language independently with the the use of support sheet.
E. Time & LOs	Teaching points	Target Language	Pupil learning	Assessment for learning strategies
	<p>Before the students' arrival:</p> <ul style="list-style-type: none"> - I will set a 10 minutes timer next to the starter activity. The timer plays with relaxing music. - I will have all the photocopies ready to handle. 	<p>- les deux équipes d'aujourd'hui sont:</p> <p>- levez la main pour répondre</p> <p>- Non, pas des mains</p>		
<p>Greetings, Register, Starter</p> <p>Slides 1-2</p> <p>10 mins</p>	<p>The starter activity is aimed at revising previous knowledge of both grammar and vocabulary.</p> <p>I will ask the usual questions during the register:</p> <p>Bonjour _____ ça va?</p> <p>Qu'est ce que tu aimes?</p> <p>Qu'est ce que tu va manger au goûter?</p>	<p>X & Y vous pouvez répartir/distribuer les cahiers s'il vous plaît?</p> <p>Bonjour ma classe,</p> <p>Levez les mains pour répondre à ma question (this time I will not accompany the sentence with body language).</p> <p>During the register students will need to answer in French to some questions like Ça va? and they will give reasons for their answers</p>	<p>Students will be engaged in revising the topics of the previous lesson and they will use the TL to answer and talk to me during the register.</p> <p>Support: books with notes and photocopies;</p> <p>Extension: writing more complex sentences with connectives and negatives.</p>	<p>1. Students will correct the first part of the activity activity with green pen (slide 2)</p> <p>2. Hands-down activity: I will call students to correct the extension.</p>



Lesson Plan: Modern Foreign Languages (Secondary)

		<p>by using the language sheet I gave them .</p> <p>I will also ask question about what we did the last lessons: <i>Tu va manger des légumes au déjeuner?</i></p>		
<p>Learning Objectives Slide #3 7'-8' mins</p>	<p>Introducing the LOs in the target language. We will analyze the vocabulary of LOs and I will underline key words like “<i>habitudes alimentaire</i>” and “<i>les plans pour le future</i>”. I will then ask students what they think we are going to do during the classroom.</p> <p>Homework is a follow up of the writing activity they will carry out in class. They will need to record a video where they present their eating habits. They can use their writing as a script or they can turn it into an interview if they have a partner to work with. I will send an e-mail with instructions and deadline for the video.</p>		<p>Students will familiarise with the topic of the lesson and they will be asked questions about what they think the lesson will be about.</p> <p>They will also receive instructions about the homework.</p> <p>Based on the written activity, they will need to record a video of their eating habits. They can record it in the kitchen by showing the food while explaining or they can turn it into a dialogue if they can do it with a partner. The best video that contain all the elements indicated in the mail, will receive a prize.</p> <p>The same instructions, with more details will be sent to their e-mails.</p>	<p>Hands-up activity: who wants to summarise the LOs in English? (2 points for their team)</p>
<p>Episode 1 Slide #4 Cultural Point</p>	<p>Cultural point</p> <p>I will introduce the names of the teams who will be playing during the lesson and explain</p>	<p><i>Ces sont deux aliments de la tradition française.</i></p> <p><i>Le croque monsieur c'est comme un sandwich avec du jambon et du</i></p>	<p>Students will learn some of the traditional food and it is an occasion to compare it with what they usually at lunch or break.</p>	<p>This activity is designed to get students familiar with some common food that they might want to try in France. I will ask</p>



Lesson Plan: Modern Foreign Languages (Secondary)

<p>5' mins</p>	<p>their meaning. What I am introducing is very common food in France. I will explain it by using the target language and then asking students for feedback to check their understanding</p>	<p>fromage au four. Le jambon-beurre, c'est typique et c'est un sandwich avec de la baguette, jambon, beurre et fromage. C'est délicieux</p> <p>Qu'est ce que vous préférez manger? Le croque monsieur ou le jambon beurre? The answer must be in French by using the construction "Je préfère manger ..."</p>		<p>students what they would prefer eating. They will need to answer in French using the construction je préfère manger.</p>
<p>Episode2 Slide #5-6 Revision 10 mins</p>	<p>I will use this slide to revise the future with more examples if I see that students still have doubts about it. If not I will concentrate only on the structure of the negative sentence and I will handle the scheme for the students to stick in their books. Slide #6 will revise the negative form (which students already know with the present tense) and I will introduce the rule of partitive with negative.</p>		<p>Students will receive a paper scheme to stick in their books as a reminder of how to form the <i>future proche</i> and its negative form.</p> <p>Students will practice the negative form with partitive articles.</p>	<p>Mini-whiteboards: students will need to fill the gaps of the sentences (they will write just the missing words) We are not supposed to go through all the sentences. We will practice according to the confidence.</p>
<p>Speaking point "Juste 30 secondes" Slide #7 3'-4' mins</p>	<p>This is a routine I am intended to introduce in order to get pupils to talk and use the language they have learnt. This is the second time students see the activity and I will probably need to remind them how it works.</p>	<p>Temps du parler 'juste 30 secondes' Parle avec ton copain des aliments pendant 30 secondes. Vous parlez pendant 30 secondes des aliments et des repas. Par exemple (If students do not remember the activity I will need</p>	<p>Pupils will be asked to take turns and talk for 30 seconds about food. Students are provided a list of elements that they should include in their talk.</p> <p>Support:</p>	<p>I will go around the room to check how students are dealing with the activity. By the end of the activity I will ask how many could talk for 30 seconds.</p>



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		to model it)	books, speaking mat, vocabulary sheets Extension: use of connectives, past tense and negatives	
<p>Episode 3 Slide #8 <i>Activité d'écriture</i></p> <p>10 mins 5' mins peer assessment</p>	<p>This activity is aimed at getting students to use the language they have learnt. I will explain students that in this written activity they need to present their French friends what they usually eat. The writing must contain:</p> <ul style="list-style-type: none"> - List of meals and food they eat (bold and yellow) - Connectives (green). - Future proche (purple) - négatives (light red) - reasons (blue) 		<p>Students are asked to carry out a survey about eating habits. They must fill a table according to the colour-coded success criteria shown on the board.</p> <p>Support books, photocopies, teacher, peers. words on the board (à la maison, à la cantine)</p> <p>Extension Pupils can challenge themselves by adding more information about food and by making more complex sentences.</p>	<p>I will go around the desks to give pupils individual support and clarify any doubts or misunderstandings. This will be helpful to have an idea of how much support they will be using. They will have 10 minutes to write their text and around 10 minute for peer assessment. Probably the time for peer assessment is too much. I will use the remaining time to question students about the LO and what they think they achieved. Peer assessment students will swop the books with the classmate behind them and will mark each others' writing in the following way (I will write it on the board):</p> <ol style="list-style-type: none"> 1. check that all the elements are present 2. check spelling mistakes and circle them with initials SP 3. If you find any grammar mistakes like negatives or future or word order circle



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				<p>them and write GR</p> <p>4. Find positive WWW and suggest improvements EBI</p>
<p>Before leaving the classroom</p>	<p>Students are asked to pack and wait behind the chairs</p>	<p><i>Ranger et nettoyer vos tables. Regardez bien, il y a des papiers et stylos sur et sous les bureaux.</i></p>		<p>While students wait behind their desks I will show the LO of the beginning and ask students if they think we covered all the topics. I will ask student to raise their hands if they reached the P, H, or S.</p>

<p>E. Differentiation Strategies – Highlight those being used in this lesson</p>		<p>Assessment for Learning Strategies – Highlight those being used in this lesson</p>		
<p>Differentiation by Outcome Differentiation by Task Differentiation by Time Differentiation by Interest / Choice Ability Differentiation by Questioning</p>	<p>Differentiation by Support Differentiation by Content Differentiation by Resource Differentiation by Grouping /</p>	<p>Sharing LO's Peer-Assessment Self-Assessment Questioning Listening/Eavesdropping</p>	<p>Observing Plenary Discussion Traffic Lights Presentations</p>	<p>Mini-Whiteboards Think-Pair-Share Written Work Sharing Success Criteria Feedback / Feedforward</p>

<p>F. Lesson Evaluation</p>	
<p>Reflect upon your professional development, including the impact and outcomes of the specific actions identified in box A above.</p>	<p>The aim of the previous lessons and homework has been the one of consolidating vocabulary and grammar structures so that students can now engage in a more complex writing activity. According to Swain, cited in Conte (2016, p. 116), “writing really helps students acquire the language because they notice the gaps and problems in their knowledge.” She claims that writing pushes students to experiment with grammar structures and vocabulary. In both my placement I have had the chance to notice how, every time a writing or oral activity is proposed, it is accompanied by success criteria so that students know what are the element that will give the best results.</p> <p>I have decided to make pupils responsible for marking, not by giving a grade but comments under the form of What Went Well and Even Better If.</p>



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	<p>In order for students to practice the L2 and be creative the homework will be recording a video where they explain their eating habits. This activity, which implies rehearsing, recording and editing, allows pupils to boost their confidence and train their pronunciation.</p> <p>Mail to students for the homework: Dear All, I hope this finds you well. As promised I am sending you the details for the video assignment for our next lesson next week. Based on the writing activity carried out in class you are asked to:</p> <ul style="list-style-type: none">- correct / improve the element you have been highlighted by your classmate- record a video where you present to a French student what your eating habits are by using all the criteria you used for the written assignment. Be creative in as many ways as possible. If you can work with a partner you can turn this into an interview.- Length of the video 3 - 4 minutes max- You can use any video App of your phone- Send it back to me through mail by Date <p>The best one will be posted on padlet.com :) Have fun.</p> <p>Regards, Pasquali V.</p>
<p>Reflect upon pupil progress:</p> <ol style="list-style-type: none">1. To what extent were the learning outcomes achieved?2. How successful were the specific actions identified above (box B) in supporting pupil progress?	
<p>Next steps for following lessons</p>	



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Traduit 3/4 phrases

I am going to eat	I am going to drink	We are going to eat a pizza
We are going to drink a coffee.	I am going to eat a chocolate croissant.	I am going to drink a lemonade and eat a cheese sandwich.
I am going to go in to town.	We are going to go to the park.	We are going to play rugby.

*** écrivez de phrases avec des connecteurs et des négatifs. Par exemple
Je vais manger un pizza parce que j'ai faim mais je ne mange pas de glace



Négatif:
je NE _____ PAS



Je vais manger.

Je vais boire.

On va manger une pizza.

On va boire un café.

Je vais manger une
chocolatine.

Je vais boire une
limonade et manger un
sandwich au fromage.

Je vais aller en ville.

On va aller au parc.

On va jouer au rugby.

Qu'est ce que tu mange d'habitude?
Qu'est ce que tu va manger aujourd'hui?

Résultats:

P: utiliser le vocabulaire pour parler de tes habitudes alimentaire et tes plans pour le futur.

H: en utilisant des connecteurs

S: et des phrases négatives.

Homework:
Video recording

Les équipes d'aujourd'hui sont:

Croque monsieur



Le jambon-beurre





KGP

Key Grammar
Points

FUTUR PROCHE

ALLER (PRÉSENT) + **INFINITIF**

JE VAIS

TU VAS

IL/ELLE VA

NOUS ALLONS

VOUS ALLEZ

ILS/ELLES VONT

Manger (to eat)
Boire (to drink)
Aller (to go)

ATTENTION!

À LA FORME NÉGATIVE:

NE+**ALLER**+**PAS**+**INFINITIF**

JE NE VAIS PAS CHANTER

Affirmatif		Négatif	
Je veux	du pain. de la crème. de l'eau. des carottes.	Je ne veux pas	de pain. de crème. d'eau. de carottes.

I drink some tea

Je bois du thé

Je ___ bois ___ de thé

She eats biscuits

Elle mange des biscuits

Elle ___ mange ___ de biscuits

I am going to have some meat

Je vais prendre de la viande

Je ___ vais ___ prendre de viande.

We are going to eat some fish

On va manger _____

On ___ vais ___ manger ___ poisson

Temps de parler 'juste 30 secondes'



Parlez pour 30 secondes de ce que vous mangez.



- négatives: Je **ne** vais **pas** boire du coca
- raisons: car, parce que c'est....
- connecteurs: et, mais, aussi
- les repas: au petit-déjeuner, au déjeuner, au dîner.
- future proche: *je vais manger au restaurant parce que j'aime la cuisine italienne.*
- **Super extra** Passé: J'ai mangé ...



Activité d'écriture



- vocabulaire des aliments
- connecteurs
- raisons
- future Proche
- négatives

Normalement je prends mon **petit-déjeuner** à la maison et je mange **du pain avec du beurre et de la confiture et je bois du café avec du lait.**

Au **déjeuner** souvent je mange un **jambon-beurre** ou une **salade avec des tomates et des carottes**, j'aime les **légumes**. Je bois **de l'eau**. Je ne bois pas de coca **parce que c'est mauvais pour la santé (bad for the health)**

Mais aujourd'hui je vais manger des pâtes parce que c'est délicieux.

Au **goûter** je prends des fruits **mais** je ne mange pas de **chocos**.

Au **dîner** on mange **du poisson avec des légumes**, **mais** ce soir **on va manger** une pizza **car c'est mon plat préféré.**



10:00
MR. TIMER



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Lesson Plan: Modern Foreign Languages (Secondary)

Student teacher's name: Valentina Pasquali	Topic: "Bon Appetit"	Class: year 7	Number of pupils: 28
Lesson number: 5 / 5	Date/time: Lesson duration: 60'	Number of pupils with SEND: 3	Number of pupils with FSM/PPG: 5
Names and roles of other adults present: N/A			

A. Within the context of this lesson, what **specific actions** are you going to take to advance your **professional development** in relation to the Teachers' Standards and Action Plan?

TS3

Use of classroom language and target language
Introduction of cultural elements

TS4: I will make sure I

- provide content/instructions in the TL and I will check for understanding
- introduce self-assessment;
- keep the team game running;
- introduce cultural elements of French-speaking countries;
- Set homework

TS5 Adapt teaching to respond to the strengths and needs of all pupils

I tried to build a lesson plan focusing on:

1. Scaffolding and extension: for all activities I created extensions.
2. Challenge:
3. Support: students will find support in the slides for difficult vocabulary

TS6 Assessment

I will dedicate this last lesson to assessment of classroom target language (through a bingo) as well as vocabulary and grammar and target culture (through Kahoot)

B. Using your previous lesson evaluation, identify specific actions to support pupil progress.

Use initials to identify learners who need additional support/challenge to make progress i.e. SEND, more able, underachievers.



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<p>To prepare: bring sweets for the bingo</p> <p>Actions for pupils' progress:</p> <ul style="list-style-type: none"> - I will make sure student revise the previous topics. - I will create revision an assessment activity for target language - I will praise all students for the video they have sent and i will pick three to post on padlet.com 	<p>A.I. encourage participation, use praise. Low literacy so sit with more able students. <u>Printed resources</u></p> <p>B.M. <u>printed resources</u>. Praise and encouragement</p> <p>C.M. Praise and encouragement. Sit with more able students. Simple instructions</p> <p>I.R.D. Low Literacy, check to understand</p> <p>A.T. Clear instructions, check to understand. <u>Print resources</u>.</p> <p>C.W. Praise and encouragement.</p>
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C Prior learning	Language skills advanced during this lesson
<p>Present tense of verbs: avoir, être, faire Present of regular verbs in -er: aimer, habiter Near future with aller + infinitive Les aliments Les repas Le future</p> <p>Previous Classroom Language that will be used again greetings, answering to questions like how are you and give some reason for the answer (see “Ça va?” cards), countdown to obtain silence Praising:</p> <ul style="list-style-type: none"> - C'est super - C'est bon - presque / à peu près - réfléchis mieux <p>Asking for understanding:</p>	



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<p>compris? D'accord? Je n'ai pas compris</p> <p>Organizing classroom and books</p> <ul style="list-style-type: none"> - distribuer / répartir les cahiers - les deux équipes d'aujourd'hui sont: - levez la main pour répondre - Non, pas des mains <p>Les deux équipes d'aujourd'hui sont:</p> <p>Le score le plus haut gagne: qui a points?</p> <p>Quel stylo pour corriger? rouge ou vert?</p> <p>J'ai une question pour.....</p> <p>Qu'est ce que tu penses? C'est bien ça?</p>	
--	--

D.	Learning Objectives	Differentiated Learning Outcomes		
	<i>What do I intend the pupils to learn? (Knowledge, understanding, values attitudes and skills)</i>	<i>All ...</i>	<i>Most ...</i>	<i>Some ...</i>
LO1	Assessment of the topic studied	All students are able to recognize the language and grammar structures learnt and are able to produce	Most students are able to recognize the language and grammar structures learnt and are able to produce simple sentences without support.	Some students are able to recognize the language and grammar structures learnt and are able to produce more complex sentences by using



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		sentences with support of vocab sheets and speaking mats		connectives, negatives and future tense.
LO2	Assessment of classroom language	Be able to understand the classroom language without gesture and visual support.	be able to understand the classroom language used and are able to use some of it independently, although with support (vocabulary sheets)	are able to understand all the classroom language used without support and are able to produce some language independently without the the use of support sheets.
E. Time & LOs	Teaching points	Target Language	Pupil learning	Assessment for learning strategies
	Before the students' arrival: - I will set a 10 minutes timer next to the starter activity. The timer plays with relaxing music.	- les deux équipes d'aujourd'hui sont: - levez la main pour répondre - Non, pas des mains		
Greetings, Register, Starter Slides 1-2-3 15 mins	Students are asked to revise previous topics through the starter activity. While I am taking the register I will ask questions in TL. Once finished I will go to the second slide and I will ask students to correct their answers with the green pen	Corrigez avec le stylo vert During the register I will ask students questions like: Ça va? Qu'est ce que tu va manger aujourd'hui? Qu'est ce que tu as mangé hier? (to revise the past tense with new vocabulary)	Students will revise previous topics through the translation and completion of sentences or by answering questions. Support: students' books; whiteboard for negative structure Extension sentences are color-coded in the same way LOs are and students can start from easy towards more difficult sentences.	- Self-assessment with green pen. - After correction I will ask questions to students so that they will to use the vocabulary and structures learnt. Questioning will be different according to students: Tu vas manger du pain et de la confiture demain? Qu'est ce que tu va manger au déjeuner dimanche? Tu préfère manger ou? Tu vas boire de l'eau ou du coca?



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				These questions will serve as modelling as students will be asked to interview each other (slide#3)
<p>Learning Objectives Slide #3 5' mins</p>	<p>I will explain students we are going to spend the lesson assessing what they have learnt in the past lessons through a quizz and a bingo game.</p> <p>Homework: I will explain that they will need to revise the numbers through the links they will receive through e-mail, and they will need to study new vocabulary. This homework is different from others as they will first study vocabulary independently and then use it in class. They will be asked to try as many quizlet options as possible and tell me what they prefer.</p>		Students are introduced to the objective of the lesson and they will receive information on how to carry out the homework	I will ask some students to repeat the summarise the content of the slide and another student will give feedback and add details, if they think something is missing.
<p>Episode 1 Slide #4 Cultural Point 5' mins</p>	<p>Students are introduced to some cultural elements that refer to food tradition in France.</p> <p>A diabololo – whether it is mint, strawberry or ‘grenadine’ - is a classic French children’s drink.</p> <p>It is a French twist on squash in the UK and uses two ingredients: ‘sirop’ (French squash) and lemonade.</p>	Tu aimes ça?	Students are introduced to other traditional food and drink. They will then use the items as names for their teams	Hands Down activity: I will ask individual students if they think they like that food and drink or not.



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	<p>And yes, mint really is one of the flavours of ‘sirop’ you can get in France!</p> <p>Macarons: The word macaron is derived from the Italian word, maccherone, meaning fine dough. ... Two Carmelite nuns in Nancy, a town in north-eastern France, baked and sold macarons during the French Revolution in 1792 to support themselves. However, their macarons were a little different from ours, because they had no filling</p>			
<p>Episode2 Slide #5 Kahoot time 10 mins</p>	<p>The kahoot will contain elements of grammar and vocabulary as well as cultural elements introduced in previous lessons. !!! I will ask to insert real names</p>	<p>Questioning tu students <i>Tu manges / tu bois une bouteille de limonade?</i> <i>Un paquet de chips?</i> <i>Quando tu vas manger un paquet de chips?</i></p>	<p>Students will be assessed on their progress of the topics studied (vocabulary, grammar, target culture) They will be explained that questions are either multiple questions or true/false</p>	<p>In this case kahoot serves as a tool for assessment of both vocabulary and grammar and it will give me an idea of the general progress of the students</p>
<p>Bingo time TL AfL 10' mins</p>	<p>Assessment of Learning for TL Students will play bingo with the TL expressions that I have been using. The sentences will be both in TL or in English to translate.</p>		<p>Students will be playing the bingo game with expressions they and I have been using in the TL. Each student will receive a card and will need to cross the item they have. The cards contain French expression but I will say the</p>	<p>The activity is itself an AfL of the most common TL used in class. This is an informal assessment that I will use to check students progress. However, in one of the next lesson I will use google modules to test students.</p>



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			English translation and students must cross out what they think it is right. Prizes for 5 in a row and bingo	
Before leaving the classroom		Ranger et nettoyer vos tables. Regardez bien, il y a des papiers et stylos sur et sous les bureaux		

E. Differentiation Strategies – Highlight those being used in this lesson		Assessment for Learning Strategies – Highlight those being used in this lesson		
Differentiation by Outcome Differentiation by Task Differentiation by Time Differentiation by Interest / Choice Ability Differentiation by Questioning	Differentiation by Support Differentiation by Content Differentiation by Resource Differentiation by Grouping /	Sharing LO's Peer-Assessment Self-Assessment Questioning Listening/Eavesdropping	Observing Plenary Discussion Traffic Lights Presentations	Mini-Whiteboards Think-Pair-Share Written Work Sharing Success Criteria Feedback / Feedforward

F. Lesson Evaluation	
Reflect upon your professional development , including the impact and outcomes of the specific actions identified in box A above.	In this lesson I am going to introduce the concept of learning homework, otherwise called 'flipped learning'. Since I wanted to dedicate the lesson to assessment I have decided to make students responsible for their learning. I have seen this technique regularly used in my first school placement, where teachers are used to set "learning prep". This activity, especially for Year 7 and 8 consist of vocabulary learning. In his article about flipped learning in blended classroom Leis ¹ supports Bergman and Sams according to whom flipped classroom allows students to learn more independently and at their own pace. This approach allows more expenditure on the practice and production aspects, which are often neglected due to lack of time. Flipped classroom thus splits the PPP (Presentation, Practice, Production) approach by giving more to students for the presentation of the language.

¹ Leis, A. (2016) 'Flipped Classrooms and their Implications for English Education in Japan', *Bulletin of Miyagi University of Education*, 50, pp. 231-239. Available at <http://id.nii.ac.jp/1138/00000486/> (accessed 31 May 2020)



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	My aim is to gradually introduce this method so that the time in class can be dedicated to language production and more practice for students.
Reflect upon pupil progress : 1. To what extent were the learning outcomes achieved ? 2. How successful were the specific actions identified above (box B) in supporting pupil progress ?	
Next steps for following lessons	



Translate: I am going to drink coffee

Translate and finish the sentence in French: I don't eat salad because....

Translate: What do you eat for lunch?

Translate: We are going to eat some fish

Translate: Je ne mange pas de salade parce que je n'aime pas les légumes

Répond à la question: Qu'est ce que tu mange au goûter? (utilise connecteurs et une négatif)

Répond à la question: Qu'est ce que tu mange au dîner? (utilise connecteurs et une négatif)

Translate into French: Normally she doesn't eat de fruits au breakfast



Négatif:
je NE _____ PAS

Je ___ vais ___ prendre de viande.





Translate: I am going to drink coffee
Je vais boire un café

Translate and finish the sentence in French: I don't eat salad because....

Je ne mange pas de salad car je n'aime pas les légumes /

We are going to eat some fish for dinner
On va manger de poisson au diner

Translate: What do you eat for lunch?
Qu'est ce que tu vas manger au déjeuner

Translate: Je ne prends pas de coca au goûter.
I don't have coke for break

Répond à la question: Qu'est ce que tu mange au goûter? (utilise connecteurs et une négatif)
Je prends des fruits et des biscuits mais je ne mange pas du pain

Répond à la question: Qu'est ce que tu mange au dîner? (utilise connecteurs et une négatif)

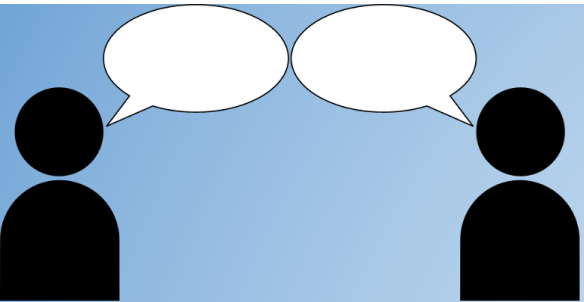
Translate into French: Normally she doesn't eat de fruits au breakfast
Normalement elle ne mange pas de fruist au petit-déjeuner



Négatif:
 je NE _____ PAS

Je NE vais PAS prendre de viande.





Qu'est ce que tu mange au petit déjeuner / déjeuner / dîner?

Qu'est ce que tu va manger le dimanche?

Tu va manger à la maison / au restaurant / a la cantine?

Je mange / prends
mains je ne mange pas ...
parce que...

Temps du quiz :

Kahoot

Bingo

Homework:

Practice vocabulary through the links you will receive to your e-mail:

[les numéros de 1-30](#)

[les numéros de 30-100](#)

[Quizlet](#)

Les équipes d'aujourd'hui sont:

Diabolo



Les Macarons



Kahoot

The Kahoot! logo is displayed within a dark purple rectangular box. The word "Kahoot!" is written in a bold, white, sans-serif font. The exclamation point is notably larger and more stylized than the rest of the text.

Kahoot!

Les vrais noms



J'ai perdu..	distribuer les cahiers	Je peux aller au toilette?	J'ai oublié
Je n'ai pas compris	Je suis malade	les équipes d'aujourd'hui	réfléchis mieux
Je suis nerveux	Je suis triste	levez la main	C'est bien ça?
C'est super	J'ai une question	Désolé, je suis en retard	Répétez, s'il vous plaît

Bingo Cards

myfreebingocards.com

Safety First!

Before you print all your bingo cards, please print a test page to check they come out the right size and color. Your bingo cards start on Page 3 of this PDF.

If your bingo cards have words then please check the spelling carefully.

If you need to make any changes go to mfbc.us/e/j4fg72

Play

Once you've checked they are printing correctly, print off your bingo cards and start playing! On the next page you will find the "Bingo Caller's Card" - this is used to call the bingo and keep track of which words have been called. Your bingo cards start on Page 3.

Vitrual Bingo

Please do not try to split this PDF into individual bingo cards to send out to players. We have a tool on the website to send out links to individual bingo cards. For help go to <https://myfreebingocards.com/faq>.

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If you're having trouble printing your bingo cards or using the bingo card generator then please go to <https://myfreebingocards.com/faq> where you will find solutions to most common problems.

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Have Fun!

If you have any feedback or suggestions, drop us an email on hello@myfreebingocards.com.

Bingo Caller's Card

Use your Bingo Caller's Card to call the bingo and keep track of which words you have already called.

Print two copies of the caller's card. Cut one copy up, fold the squares in half, and put them in a hat. To call the bingo, pull a square out of the hat, unfold it and read it out.

When you have called a word/number, tick it off on the second copy of the caller's card. You can use the second copy of the caller's card to check if a player has a winning card during a game.

les équipes d'aujourd'hui	levez la main	Ça va?	Je suis malade	Je suis nerveux	Je suis triste
J'ai une question	J'ai oublié	Désolé, je suis en retard	J'ai perdu..	distribuer les cahiers	Je peux aller au toilette?
Qu'est ce que tu penses?	C'est bien ça?	Je n'ai pas compris	Répétez, s'il vous plaît	réfléchis mieux	C'est super

TL

Désolé, je suis en retard	Je suis malade	Répétez, s'il vous plaît	levez la main
J'ai une question	les équipes d'aujourd'hui	réfléchis mieux	Je peux aller au toilette?
Je suis nerveux	C'est super	J'ai oublié	C'est bien ça?
Qu'est ce que tu penses?	J'ai perdu..	Je suis triste	Je n'ai pas compris

TL

réfléchis mieux	distribuer les cahiers	J'ai oublié	J'ai une question
Je suis nerveux	Ça va?	Je suis malade	J'ai perdu..
Je n'ai pas compris	C'est super	Je peux aller au toilette?	Qu'est ce que tu penses?
Désolé, je suis en retard	Je suis triste	Répétez, s'il vous plaît	levez la main

TL

Ça va?	les équipes d'aujourd'hui	J'ai perdu..	Qu'est ce que tu penses?
Je suis malade	Je suis nerveux	distribuer les cahiers	Désolé, je suis en retard
C'est super	Je suis triste	réfléchis mieux	J'ai oublié
C'est bien ça?	levez la main	Répétez, s'il vous plaît	Je n'ai pas compris

TL

Répétez, s'il vous plaît	Je peux aller au toilette?	distribuer les cahiers	C'est super
les équipes d'aujourd'hui	levez la main	Ça va?	Je suis nerveux
Je n'ai pas compris	J'ai perdu..	J'ai oublié	Je suis malade
J'ai une question	Désolé, je suis en retard	réfléchis mieux	Qu'est ce que tu penses?

TL

Répétez, s'il vous plaît	Je peux aller au toilette?	C'est bien ça?	Je suis nerveux
J'ai oublié	réfléchis mieux	C'est super	Désolé, je suis en retard
J'ai une question	Qu'est ce que tu penses?	Je n'ai pas compris	Je suis malade
les équipes d'aujourd'hui	J'ai perdu..	Je suis triste	distribuer les cahiers

TL

Répétez, s'il vous plaît	Désolé, je suis en retard	Je n'ai pas compris	Je suis malade
réfléchis mieux	Je suis nerveux	distribuer les cahiers	les équipes d'aujourd'hui
C'est bien ça?	levez la main	Ça va?	Qu'est ce que tu penses?
J'ai oublié	J'ai une question	Je peux aller au toilette?	J'ai perdu..

TL

Je n'ai pas compris	levez la main	réfléchis mieux	Je suis triste
Je suis malade	Qu'est ce que tu penses?	Ça va?	Je suis nerveux
les équipes d'aujourd'hui	C'est super	J'ai une question	Répétez, s'il vous plaît
J'ai perdu..	distribuer les cahiers	C'est bien ça?	J'ai oublié

TL

J'ai oublié	J'ai une question	C'est bien ça?	Je n'ai pas compris
C'est super	Répétez, s'il vous plaît	Je peux aller au toilette?	Ça va?
les équipes d'aujourd'hui	Je suis nerveux	Je suis malade	Désolé, je suis en retard
Qu'est ce que tu penses?	levez la main	Je suis triste	réfléchis mieux

TL

J'ai oublié	J'ai perdu..	distribuer les cahiers	C'est super
Je peux aller au toilette?	Je suis malade	Répétez, s'il vous plaît	Qu'est ce que tu penses?
les équipes d'aujourd'hui	Ça va?	Je suis nerveux	réfléchis mieux
Je suis triste	Je n'ai pas compris	levez la main	J'ai une question

TL

levez la main	Désolé, je suis en retard	Je n'ai pas compris	réfléchis mieux
Je suis triste	Je suis nerveux	C'est super	C'est bien ça?
distribuer les cahiers	J'ai perdu..	Qu'est ce que tu penses?	Répétez, s'il vous plaît
Je peux aller au toilette?	J'ai une question	Ça va?	J'ai oublié

TL

Désolé, je suis en retard	C'est super	Je suis malade	les équipes d'aujourd'hui
J'ai oublié	distribuer les cahiers	Je suis triste	Répétez, s'il vous plaît
levez la main	Qu'est ce que tu penses?	Ça va?	Je n'ai pas compris
réfléchis mieux	C'est bien ça?	Je peux aller au toilette?	Je suis nerveux

TL

réfléchis mieux	les équipes d'aujourd'hui	Je suis triste	J'ai perdu..
Désolé, je suis en retard	Je suis nerveux	distribuer les cahiers	J'ai une question
Je suis malade	Qu'est ce que tu penses?	C'est super	Répétez, s'il vous plaît
C'est bien ça?	J'ai oublié	Je n'ai pas compris	Ça va?

TL

J'ai perdu..	distribuer les cahiers	Je peux aller au toilette?	J'ai oublié
Je n'ai pas compris	Je suis malade	les équipes d'aujourd'hui	réfléchis mieux
Je suis nerveux	Je suis triste	levez la main	C'est bien ça?
C'est super	J'ai une question	Désolé, je suis en retard	Répétez, s'il vous plaît

TL

J'ai perdu..	Je peux aller au toilette?	Qu'est ce que tu penses?	Je n'ai pas compris
distribuer les cahiers	J'ai une question	les équipes d'aujourd'hui	Ça va?
Je suis nerveux	Répétez, s'il vous plaît	réfléchis mieux	C'est bien ça?
levez la main	C'est super	Je suis malade	J'ai oublié

Bingo Card ID 015

TL

Je suis triste	J'ai oublié	Répétez, s'il vous plaît	Ça va?
Désolé, je suis en retard	réfléchis mieux	distribuer les cahiers	Je suis malade
C'est super	les équipes d'aujourd'hui	Je peux aller au toilette?	J'ai une question
Je suis nerveux	C'est bien ça?	Je n'ai pas compris	Qu'est ce que tu penses?

Bingo Card ID 016

TL

C'est super	les équipes d'aujourd'hui	Qu'est ce que tu penses?	Je suis nerveux
distribuer les cahiers	C'est bien ça?	levez la main	Ça va?
Répétez, s'il vous plaît	réfléchis mieux	J'ai perdu..	J'ai une question
J'ai oublié	Je peux aller au toilette?	Je suis triste	Désolé, je suis en retard

TL

Répétez, s'il vous plaît	les équipes d'aujourd'hui	Je peux aller au toilette?	Je suis malade
Désolé, je suis en retard	Je suis triste	J'ai perdu..	J'ai oublié
distribuer les cahiers	C'est bien ça?	J'ai une question	Qu'est ce que tu penses?
réfléchis mieux	Je n'ai pas compris	levez la main	Ça va?

TL

Qu'est ce que tu penses?	Désolé, je suis en retard	C'est bien ça?	Je peux aller au toilette?
distribuer les cahiers	les équipes d'aujourd'hui	levez la main	Ça va?
Répétez, s'il vous plaît	J'ai oublié	J'ai une question	J'ai perdu..
Je suis nerveux	Je suis triste	Je suis malade	Je n'ai pas compris

TL

Je suis nerveux	J'ai une question	J'ai perdu..	Je n'ai pas compris
Qu'est ce que tu penses?	J'ai oublié	Je peux aller au toilette?	levez la main
distribuer les cahiers	Ça va?	réfléchis mieux	Je suis malade
C'est super	Je suis triste	Répétez, s'il vous plaît	C'est bien ça?

TL

Je suis nerveux	distribuer les cahiers	les équipes d'aujourd'hui	C'est bien ça?
réfléchis mieux	levez la main	Je suis triste	Désolé, je suis en retard
Répétez, s'il vous plaît	J'ai oublié	J'ai une question	Qu'est ce que tu penses?
Je n'ai pas compris	Ça va?	C'est super	Je suis malade

TL

levez la main	les équipes d'aujourd'hui	Je suis triste	Ça va?
Répétez, s'il vous plaît	C'est super	Je peux aller au toilette?	Je n'ai pas compris
Je suis malade	J'ai perdu..	réfléchis mieux	C'est bien ça?
Qu'est ce que tu penses?	distribuer les cahiers	Je suis nerveux	Désolé, je suis en retard

TL

Qu'est ce que tu penses?	C'est bien ça?	Je peux aller au toilette?	levez la main
Répétez, s'il vous plaît	J'ai perdu..	réfléchis mieux	Désolé, je suis en retard
J'ai oublié	C'est super	J'ai une question	Je n'ai pas compris
distribuer les cahiers	Je suis triste	Je suis malade	Ça va?

TL

J'ai perdu..	J'ai une question	réfléchis mieux	C'est bien ça?
Je n'ai pas compris	Ça va?	J'ai oublié	Qu'est ce que tu penses?
Je suis nerveux	Je suis triste	distribuer les cahiers	levez la main
Je peux aller au toilette?	les équipes d'aujourd'hui	Je suis malade	C'est super

TL

Je suis nerveux	Ça va?	Désolé, je suis en retard	levez la main
les équipes d'aujourd'hui	J'ai une question	Répétez, s'il vous plaît	distribuer les cahiers
Je peux aller au toilette?	Je suis triste	réfléchis mieux	J'ai oublié
Qu'est ce que tu penses?	C'est bien ça?	Je n'ai pas compris	Je suis malade

TL

Ça va?	distribuer les cahiers	Je peux aller au toilette?	J'ai oublié
Je n'ai pas compris	Qu'est ce que tu penses?	C'est bien ça?	J'ai perdu..
J'ai une question	les équipes d'aujourd'hui	Désolé, je suis en retard	Je suis malade
Je suis triste	Répétez, s'il vous plaît	levez la main	Je suis nerveux

TL

C'est bien ça?	Je suis triste	J'ai perdu..	Je suis nerveux
C'est super	Qu'est ce que tu penses?	J'ai une question	Je peux aller au toilette?
réfléchis mieux	Je n'ai pas compris	Répétez, s'il vous plaît	levez la main
Ça va?	distribuer les cahiers	les équipes d'aujourd'hui	Désolé, je suis en retard

TL

Je suis triste	Répétez, s'il vous plaît	distribuer les cahiers	C'est bien ça?
C'est super	Je peux aller au toilette?	Qu'est ce que tu penses?	Ça va?
Je n'ai pas compris	J'ai oublié	les équipes d'aujourd'hui	levez la main
J'ai une question	J'ai perdu..	Désolé, je suis en retard	réfléchis mieux

TL

J'ai une question	réfléchis mieux	Je suis nerveux	C'est bien ça?
les équipes d'aujourd'hui	Ça va?	Je n'ai pas compris	J'ai oublié
Je peux aller au toilette?	Désolé, je suis en retard	J'ai perdu..	Je suis malade
Je suis triste	distribuer les cahiers	C'est super	Qu'est ce que tu penses?

TL

J'ai une question	Désolé, je suis en retard	C'est bien ça?	Je peux aller au toilette?
Je suis triste	C'est super	Qu'est ce que tu penses?	Je n'ai pas compris
distribuer les cahiers	J'ai oublié	les équipes d'aujourd'hui	Ça va?
Je suis nerveux	Je suis malade	levez la main	réfléchis mieux

TL

levez la main	Je suis triste	C'est super	Je suis nerveux
Je suis malade	les équipes d'aujourd'hui	J'ai une question	distribuer les cahiers
Je peux aller au toilette?	Répétez, s'il vous plaît	Désolé, je suis en retard	Qu'est ce que tu penses?
Ça va?	J'ai perdu..	Je n'ai pas compris	C'est bien ça?