*The following lesson plans are guidelines and may be adapted based on learners’ (individual) needs. Content may also be modified, further developed or disregarded based on the learning context.*

*Tasks may be used for individual, paired or small group activities, as appropriate.*

**Thème 3: Un esprit sain dans un corps sain !**

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| **Slides** | **Content** | **Suggested Teaching & Learning** |
| 1 | Title | * Ask learners about previous lessons in terms of language and cultural knowledge as well as tasks |
| 2 | Title & Learning Intentions | * Ask learners to work out the title * Mention that there is a video of someone famous coming up... |
| 3 | Routine revision | * Teacher goes through the phrases with the class as a whole showing only the French * Teacher goes through pronunciation as a class * Before this, the teacher can also ask if learners remember any routine phrases and see what previous knowledge they have internalised * Teacher then displays the jumbled up phrases in English and learners complete the match up |
| 4 | Match up correction | * Teacher corrects the task as a class- learners can switch jotters for peer marking |
| 5 | Footballer’s routine | * Ask learners to read through the text and note any words they may not understand * Could be an oral exercise for pronunciation to practise reading and pronunciation skills * Revise routine/reflexive verbs |
| 6 | Reading task | * Ask learners to find the meaning of each expression * Ask them to highlight the responses * Further extensions can be introduced such as highlight the amounts / food items / verbs / etc. |
| 7 | Marcus Thuram’s routine | * Ask learners if they know the player * Teacher asks learners questions from the football profile/template “Quelle est son équipe ?” ; “Il a quel âge ?” ; “Son poste sur le terrain ?” * Learners’ previous language and football knowledge is then demonstrated |
| 8 | Reading Comprehension | * Learners answer questions based on the text * There are bonus questions which learners may know and can look up online if they are unsure * Teacher goes over answers as a class and clarifies any words they are unsure about * Teacher can then ask further questions in target language about the player as it is likely learners will know more about Marcus Thuram’s routine, e.g. “Il habite où” ; “il est fort ?” ; “c’est quoi son numéro de maillot ?”etc. |
| 9 | Profile Comparison | * Learners compare both texts and answer true or false based on the football players’ profiles. * Learners must give a justification based on the text in target language as proof (based on ability) * Teacher can then ask questions from Theme 1 (slide 18) |
| 10 | Mystery Guest | * Teacher should show each photo individually to see if learners can guess who he is or perhaps they already know him * Show specific details such as i) the photo to the left shows that France had not won the World Cup yet... ; ii) the picture to the right shows him and Zidane playing together in 2006 ; Thuram talks about his book against racism * Teacher should tell learners that he attended a teacher conference this year in Glasgow and was willing to record a video for Scottish learners in their year |
| 11 | Thuram introduces himself | * Listen to the video as a whole without questions * Try and guess the questions asked by interviewer * Then show questions and go through them, looking at possible options for answers * Listen to the video again, focusing on answers * Scaffold the learning through chunks of listening |
| 12 | Why did he become a footballer? | * See slide 11 |
| 13 | Importance of languages | * See slide 11 |
| 14 - 23 | Introduce movements for training | * Ask learners to work out the meaning of French phrase * Introduce concept il faut (impersonal, it is necessary to) * Possible flashcards of training instructions (see worksheets) * After vocabulary is guessed based on images, and then practiced orally as a class, learners can practise in pairs through flashcards * Learners can also be divided into groups and one learner acts out a movement and the other teams have to say the movement in French; if they get it right they get a point * Practise in class, if possible, the movements which will be reinforced in PE. * Teacher can also complete a movement and learners describe the language in the target language * Can separate learners in teams and do a point system to increase competition |
| 24 | Training match up | * Learners match up the French with English * Teacher asks learners to highlight masculine vs feminine vs plural |
| 25 | Match up correction | * Correct as a class and reinforce pronunciation |
| 26 | Mbappe Reading | * Teacher goes through the reading in chunks so as not to overwhelm learners |
| 27 | Mbappe True/False | * Learners go through text and choose if the statements are true or false, correcting the wrong answer * Learners are thus internalising the vocabulary through contextualised learning |
| 28-31 | Mbappe Quiz | * Learners individually or in pairs choose the correct option based on the text * Ensure learners have time to go through the text * All praise should be target language, including when going through the alphabet and the answers; e.g. “La bonne réponse est...!” |
| 32-33 | Extra reading questions | * This can be used as an extension |