

Lesson Plan

Subject: French

Class: Form 1

Topic: Lesson 8 of “Émile Loufoque” – Émile et son chat. (Comic strip).

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

- Interpret pictures.
- Enrich their vocabulary.
- Learn more French expressions and figures of speech.
- Converse amongst themselves using daily terms.
- Use the verb “être” (to be).
- Do a role play.

Application of the Let Me Learn process in this lesson:

The students will be using **confluence** to interpret the pictures and to try and guess what is going on in the story before reading the dialogue. This takes the students to come up with different and creative ideas whilst using their imagination. In this sense they will also be using **precision** since they will be analyzing the pictures to try and find the message behind the story.

Sequence will then be used as the students will read the dialogue boxes chronologically and in the meantime using **precision** to comprehend the story in detail. **Sequence** will be used again as the students will be asked to identify and make a list of difficult vocabulary and of verbs, including the verb ‘to be’ which is one of the main focuses in the dialogue. These two patterns will be used once again when the students work out the questions about the dialogue.

The final part of the lesson which mainly concerns activities requires the students to use all four patterns. They will need **confluence** to act the role play out. Then, during the second activity the students will need to use **technicality** to solve out the game, **sequence** to put the pictures of the story board chronologically, **precision** to analyse the pictures in detail and **confluence** to be able to be creative about it.

Resources:

- Pictures
- Handout with crossword puzzle

Step 1

- The students will observe the title of the story and the pictures (**confluence**). They have to use their imagination to try and guess what is going on before reading the dialogue.
- The students will analyse the story without reading it (**precision**).

Step 2

- Students will be asked to read the dialogue silently and try to understand the story (**sequence + precision**).
- Then they will find difficult words and jot them down (**sequence**).
- They will also find the usage of the verb “être” in the dialogue (**sequence + precision**).

Step 3

The students will be expected to reply to some oral and written questions. To most of them they have to reply True (VRAI) or False (FAUX). **(Sequence + Precision).**

- Qui est Émile? (*Who is Emile?*)
- Émile est l'oncle de Benjamin et de Louise? (*Is Emile the uncle of Benjamin and Louise?*)
- Est-ce que Benjamin et Louise sont en vacances aussi? (*Are Benjamin and Louise on vacation also?*)
- Ils sont en retard? (*Are they late?*)
- En quelle classe est Benjamin? (*Benjamin is in which class?*)
- Moustache, le chat d'Émile, est dans le taxi lui aussi? (*Moustache, Emile's cat, is in the taxi also?*)
- La journée est finie. (*Is the day over*)
- Tout va bien. (*Everything is going on well*).

Step 4: Conclusion

Activity 1: The students will read the dialogue loudly and act it out as a role play. **(confluence).**

Activity 2: Students have to stick the pictures of the storyboard chronologically on the whiteboard. This is a kind of memory game.

(sequence + precision + confluence + technical).

Activity 3: Crossword puzzle handout.

Step 5: Homework

Students are requested to carry out some reading to improve their language.
