# MFL LESSON PLAN

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| **Class:** 8x5 Sp | **DATE:** 11/22/2010 |
| **TOPIC:** Simple future (CLIL: global warming) | **CLASS SIZE:** 7 |

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| [**Communicative learning objectives** **(L,S,R,W?)**](file:///C:\Users\Public\Documents\Cambridge\University\N\A)  At the end of the lesson pupils should be able to:  All: talk about what they are going to do to reduce the effects of global warming (S); understand a written passage about what is going to happen in the future as a result of global warming (R)  Most: Communicative learning objectives  Some: Communicative learning objectives  [**Language learning objectives**](file:///C:\Users\Public\Documents\Cambridge\University\N\A)  Main items/structures for learning/consolidation:  Simple future construction | **Assessment: what provides evidence that learning objectives are met?**  Activity 3  Activity 2  Activities 1, 2, 3 and plenary |

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| NCPoS | **2.1** a b c d e  **2.2** a b  c d e f g h i j k  **3** a b c d e f  **4** a b c d e f g |

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| **Materials / resources needed:**  (by you) powerpoint slides, worksheets: written passage with questions  (by the class) exercise books |

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| **Homework**:  None | **Due:** |
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| **Tardiness allowance Time:** | 5 | minutes  **14:05** |
| **Registration Activity Time:**  **Description:** Students write date and title. Look at objectives. | 5 | minutes **14:10** |
| **Starter Activity** **Time:**  **Aim:** Revise hobbies  **Language focus:** hobbies vocabulary  **Description of activity (including key TL phrases for teacher and pupil use)**  Ss write down 2 hobbies using the verb. T elicits these verbs (differentiated outcome) and freezes IWB, and enters in these verbs. | 5 | minutes  **14:15** |
| **Activity No. 1 Time:**  **Aim:** to present the simple future and do some active practice  **Language focus:** simple future construction  **Description of activity (including key TL phrases for teacher and pupil)**  T elicits how to say “I go”. T models how to form a sentence using the simple future construction. T then asks ss to orally do the same with other verbs. | 5 | minutes  **14.20** |
| **Activity No. 2 Time:**  **Aim:** for ss to see the grammar being used in another context: **CLIL**  **Language focus:** simple future construction  **Description of activity (including key TL phrases for teacher and pupil use)**  Reading comprehension activity: T models how to work out meaning of first sentence using vocab book and glossary provided. Students then need to answer questions which will check their comprehension of the passage. Feedback and correction. | 15 | minutes  **14.35** |
| **Activity No. 3 Time:**  **Aim:** opportunity to say what they are going to do to reduce the effects of global warming  **Language focus:** Voy a + infinitive  **Description of activity (including key TL phrases for teacher and pupil use)**  Memory chain game: students think of a couple of sentences (using the voy a + infinitive construction) and choose to say one; then each person has to repeat the previous sentences and add one of their own, gradually building up to a very long list of ideas. | 10 | minutes  **14.45** |
| **Plenary (at the end of the lesson or earlier?) Time:**  **How will you review the learning?**  Setting ground rules with using mini-whiteboards. T instructs ss to write down the Spanish for certain phrases using the verbs they have provided e.g. “*We are going to* watch a film” 🡪 *Vamos a* ver una pelicula. Students hold up their whiteboards to show me the answers. Maybe get a student to take on the role of the teacher, if there is time. Differentiation: students can use the paradigm on page 8 to help them. | 5 | minutes  **14.50** |
| **Explaining homework/writing in diaries Time:** | 0 | minutes |
| **Total time:** | 50 | minutes |

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| **Comments:**  This is a lesson that uses the CLIL approach to teaching/learning languages. |

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| **Evaluation**  **Quality of Learning:**  THIS WAS A MUCH BETTER LESSON! While the CLIL approach had no significant impact on the majority of the students (i.e. most were similarly [un]interested), it made a HUGE difference to Archie’s level of engagement with the subject content. Despite the behaviour issues (which I will put down to the lack of TA), during the memory chain he was the only student who came up with his own sentence, and it was impressive how much he was putting in and hence getting out of it.  I was similarly impressed by how much the other students could make sound guesses about the meaning of the text which had a lot of unfamiliar language even with the glossary to help them. It even led to an intelligent discussion amongst some members of the class (albeit in English of course!) about what people can do to help the environment, which for the first time ever showed that those students were actually interested in the subject content – of course, I had to always try and steer it back to Spanish because global warming was after all not the focus of the lesson.  After showing the students where to find the paradigm of IR in their vocab books, most kept referring to it independently, which I was amazed by, as it appeared to become a habit after a while. Hopefully they will keep remembering to look at this resource whenever they need to understand/say something using the simple future from now on.  **Quality of Teaching:**  I finished exactly before the buzzer went so it was perfect timing; after all, once the buzzer has gone there is no way they will listen to anything more I have to say.  I felt like I was making progress as a teacher once again after a few sub-par lessons. I felt like I have become almost bipolar: one minute I am all smiles and with a fun personality, and the next minute I am really strict and telling someone off and putting their name on the board, and then the next minute I am back to being smiley and having a friendly attitude… but it seems to work!  I doubt they can recite, for example, what the ‘tu’ form of ir is without looking at their vocab book – but at least they know how to form the structure and are familiar with the different forms. They would require more practice on this, or maybe a vocab test would force them to memorise it…?  **Targets:**  Make sure I am consistent with giving sanctions to everybody who deserve it, in order to show everyone that I am being fair. |