**Ideas for starters:**

1. find somebody with same month of birthday/ verb/ name etc… Walk around the room and find somebody with similar card
2. blockbusters
3. pairs- on board/ OHT
4. gap-fill, e.g. le p \_ \_ \_ = le père etc.. revision of vocabulary
5. find errors in text- adjectives in wrong order etc..
6. match up sentences with pictures
7. mini white-board activities
8. anagrams
9. actions- e.g. jobs and class mimes actions
10. touch flashcard in room… or point to flashcard in room
11. point to correct wall (e.g. masculine, feminine walls)- cinéma etc.. Flashcards of places on walls and class points as you say French.
12. tell your partner all you know about… (e.g. past tense!)
13. odd one out
14. classifying- masculine, fruits, colours, etc..
15. Which fruit? e.g. c’est rond. C’est un fruit des Caraïbes etc… = le kiwi!
16. make shape with body e.g. alphabet, numbers etc…
17. translations- using mini- whiteboards
18. noughts and crosses
19. encore une fois-

Le weekend dernier je suis allé a) en France ; b) en Allemagne ; c) en Italie

avec mon professeur de d) maths ; e) français ; f) géo

etc… Have a story with about 6 blocks of 3 choices. Chooses a volunteer who leaves the classroom and the class chooses the right answer to be guessed by the volunteer e.g., a then f etc… The volunteer comes back in and begins to read and guesses a/b/c. If correct he continues. If incorrect he must go back to the beginning and guess again./ Every time the volunteer gets the answer wrong, he must go back to the beginning and class says ”encore une fois”. Then pair work.

1. show list of nouns, one by one. What’s the topic? Start unobvious to obvious.
2. Qui suis-je? e.g. Mon père s’appelle Philip. Ma mère s’appelle Elizabeth.. etc.. = Prince Charles
3. what’s in my bag?
4. OHT silhouettes- animals, clothes, furniture. Cut up pictures from Argos, stick onto card….
5. wipe-out (grid of 24 words. 12 words are to do with a topic e.g. colours. 12 words are not do to with topic. Who can find all 12 words correctly without naming an incorrect one. Whole class could write down correct answers…)
6. blankety blank. J’ai mangé blankety blank. All students write down a food in secret. Choose a volunteer and they read out statement. Others guess. Allow five guesses. If nobody guesses, student receives a merit/sweet etc..
7. generation game- conveyor belt with objects to remember.
8. Kim’s game. Take item off OHP. What’s missing?
9. agree/disagree with statement.
10. flashcards- games etc..
11. bingo- picture bingo
12. find somebody who….. have 3 questions maximum. Idea is to find a student who answers yes to each question. Only one name per answer. e.g. Tu as un poster de Britney?, Tu aimes Chelsea? Tu aimes les devoirs? Choose questions where nobody would want to answer yes. Students must continue to do survey until somebody answers yes!
13. long sentence with no gaps e.g. rougenoirorangeblancvert and students draw in line where word starts and ends
14. twenty-one!!! or whatever you want to call it. For e.g., have 15 animals on screen. Students take it in turns to say one, two or three animals. Whoever is forced to say the last animal is out the game. Best to show game with 3 volunteers then to go into group work for say 5 minutes.!
15. juggling ball.. question and answer session
16. Cannot repeat a noun/phrase. Brainstorm colours/ animals.. no repeating!
17. What’s the next number/letter in the sequence, e.g “neuf”, pupil says “dix”;

h → i ; mars → avril; jeudi → vendredi.

38) Battleships-

i)try to find partner’s crosses by practising verbs

ii) Find partner’s words and make them into a sentence!

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | je | tu | il | elle |  |  | a | b | c | d |
| habiter |  |  | X |  |  | 1 |  |  |  | prof |
| manger | X |  |  | X |  | 2 |  | mon |  |  |
| aimer |  |  | X |  |  | 3 |  |  |  |  |
| jouer |  | X |  |  |  | 4 | stupide |  |  | est |

39) Beat the clock: 10 numbers... who can say them all correctly against the clock. Times also good, as would be pictures of nouns!

**Plenaries**

# PHYSICAL RESPONSE

**A-** Pupils respond to specific questions using a thumb up or thumb down movement.

**B-** Pupils raise their left or right hand to demonstrate a positive or negative response.

**C-** Pupils stand up to respond positively, remain seated to express a negative response and stand half –way to show a moderate response.

**D-** Pupils use readily available symbols of red/ orange and green traffic lights to demonstrate degrees of comprehension.

**E-** Groups of pupils create a “tableau” to demonstrate a key point from the lesson.

**F**- Vrai/faux- teacher reads out a statement and if it is correct, pupils turn to “C’est vrai” wall. If incorrect, they turn to “c’est faux” and offer a suggestion as to why.

**VERBAL RESPONSE**

**G-** Pupils discuss in pairs what the purpose of the lesson was, what they have learnt, in what way it is useful toward future learning- Class feedback.

**H-** Focus on the learning process as well as the actual content learnt by asking pupils to explain the learning process followed. A pupil demonstrates it to the class.

**I-** A pupil comes to the board and summarises the key findings of the lesson to the rest of the class- followed by class discussion to rectify any points of needed.

**J-** the above but tell a couple of pupils at the start of the lesson that they will be expected to come feedback at the end. Involve the rest of the class by explaining that they will have to agree or disagree with those two pupils’ summary.

## K- A pupil seats in a “hot seat” as an expert on today’s lesson and has to answer questions form peers.

**L-** Pupils work in groups to discuss what they have learnt in the lesson and send an envoy to another group to compare findings.

**M-** Pupils prepare a question each about the lesson to test their peers on the lesson content. Preparing a question requires good understanding of the purpose of the lesson.

**N-** Pupils discuss with their teacher how well they expected to learn and perform a task to prove their performance and see if they matched their individual targets.

## O I went to market... game!

**P**- Who wants to be a Millionaire- class asks individuals questions based on topic of the day e.g. Comment dit-on en français.... ?

## R- Discuss as a class what has been learnt today, what the key points were, what the less important points were, what needs to be remembered, how it links with previous work, potential links with future work.

**Q-** game of “douze”. 12 pictures on screen with no written support. Pupils can say one or two numbers at a time, starting at number 1. Whoever says number 12 is out of the game. If a pupil cannot recall the language, also out of the game!

**R**- classroom language as detailed in scheme of work- aujourd’hui on a appris comment.... etc..

# WRITTEN RESPONSE

**S-** Pupils each write down two sentences summarising the lesson and then share with partner/class and discuss.

**T-** Pupils complete a questionnaire / writing frame prepared by their teacher about the lesson with prompts such as “What I learnt today is…” “the point of the lesson was to “, “What I need to work on is.”

## U- Pupils prepare a mind map summarising the main points of the lesson. Discussion determines which ones to display.

**V-** Pupils summarise the main points of the lesson on a page of a Powerpoint presentation or in a hand drawn poster.

**W-** Pupils design an exercise to test peers’ understanding of the main points of the lesson.

**X**- Odd one out- pupils write puzzle for class... e.g irregular adjectives.

Find the errors- adjectives/ verb formation ... in a text