ZINEDINE ZIDANE

Lesson plan



Subject	The life of Zinedine Zidane
Required level	B1
Lesson duration	55 minutes

Linguistic objectives

- Master past tenses in narrative writing
- Use chronological and logical connectors
- Enrich vocabulary related to literature and social engagement

Cultural objectives

- Discover Zinedine Zidane, a major figure in French sport
- Understand the role of sport in the construction of a European icon

Pragmatic objectives

- Understand and report the essential information from a biography
- Produce a structured narrative while expressing emotions and a point of view

Lesson overview

Anticipation riddles, written or oral comprehension, narrative production and online extension.

TYPE OF ACTIVITY	DESCRIPTION OF THE ACTIVITY	ACTIVITY DURATION
Anticipation activity	To find the theme of the lesson, students will have to solve three riddles. These riddles will introduce three elements of the person's life: his city, the sport he practices and his name. For this activity, students should be arranged in islands (4 students per island). Each island will receive a first envelope with the first riddle inside. Students must understand what the numbers correspond to and, once they have found out, they must tell the teacher, who may authorize them to use the internet to solve this riddle. When they have solved it, they may move on to the next one, and so on until they have found the three answers. Each riddle is distributed in an envelope. The first group to solve the three riddles wins over the others and shares the answers with the rest of the class by explaining the riddles. Answers for the teacher: • riddle 1 = GPS coordinates of a point in Marseille • riddle 2 = football, each number corresponds to a letter of the alphabet • riddle 3 = Zinedine Zidane, it is a rebus	**15 minutes**
Reception activity	Two possibilities for this activity: Working on the story as a written-comprehension activity: The teacher reads the story to the whole class, then distributes the exercise sheet to be completed using the text, which is also given to the students. Since the students are arranged in islands, they will divide up the completion of the sheet. For the division of tasks, differentiated teaching can easily be implemented: the simplest exercises are assigned to the students who have the greatest difficulties. Students are given time to complete the activity, then the answers are shared with the whole class. To do this, the document is projected on the board and volunteer students come and write their answers. Students must be able to justify their answers by quoting the text. Therefore, they must have previously underlined in the text the answer elements requested in the questionnaire. Working on the story as an oral-comprehension activity: Students are arranged in islands of 4. Before starting the audio, the teacher asks the students to identify in the audio the information needed to complete the sheet, namely: - the character's identity elements - the character's values and personality - the character's age at the time of the different events in his life or the date of the different events Differentiated teaching can also be considered: the teacher assigns the elements to identify to the students according to their level of competence. Students take notes on a rough sheet. After listening, the teacher distributes the sheet to be completed to each student. Using their notes, students must try to fill it in. If they are missing information, one student designated in each island has the right to go and see the other islands to make an "information barter". Once the allotted time has passed, the class shares the answers. To do this, the document is projected on the board and volunteer students come and write their answers.	**30 minutes**
Production activity	Working on written expression: The production activity proposed to the students is a written-expression activity. The aim is to have them work on writing and narration. Students choose between two instructions: - invent another ending to the 2006 World Cup - put themselves in the shoes of a supporter in the stadium during the 1998 final and recount their experience at the moment of Zidane's goals (description and emotions) Students begin the activity in class and must finish it at home. In the next class, some students may be asked to read their work.	**10 minutes, to finish at home**
Online activity	To check that the students have properly understood and remembered the story, they answer an online quiz at home. https://fr.educaplay.com/ressources-pedagogiques/27249398-quiz_zidane.html	**To be done at home**