| **Text title** | L’homme qui te ressemble |
| --- | --- |
| **Author** | René Philombe |
| **Suggested teaching slot** | Year 7 Term 2 Week 4 |
| **Number of lessons** | Two lessons of 50 - 60 minutes |

| **Text composition** |  |
| --- | --- |
| Total number of words  (including words that are repeated) | 136 |
| % known words  (if following NCELP SOW) | 70% |
| % words in most frequent 1000 words\* | 85% |
| % words in most frequent 2000 words\* | 91% |
| % words in most frequent 3000 words\* | 95.3% |
| % words outside of most frequency 5000 words\* | 4.7% |

\*Word-frequency data source: Londsale, D., & Le Bras, Y. (2009). *A Frequency Dictionary of French: Core vocabulary for learners* London: Routledge.

# Phonics

Note: The SSC (symbol-sound correspondences) shown are those that students have already met (as per NCELP SOW) before the suggested teaching slot. Words are listed more than once where they include multiple SSC.

| **Phonic** | Example(s) |
| --- | --- |
| **SFC** | lit, suis, nez, pas, blanc, tous, les, mes, temps |
| **on** | ton, bon, mon, longeur, nom |
| **a** | frappé, à, ta, ma, pas |
| **ain/in** |  |
| **i** | si, suis |
| **è/ê** | frère |
| **eu** | feu, Europe, (cœur), la longeur, l’épaisseur, la couleur, dieux, cieux |
| **ai** | ai, l’épaisseur, mais |
| **e** | le, me, repousser, demander, je, de, ne, te, ressemble |
| **oi** | avoir, pourquoi, moi, noir |
| **au/eau/o** | peau, jaune |
| **ch** |  |
| **u** |  |
| **ç** |  |
| **ou** | pour, pourquoi, repousser, ouvre, bouche, couleur, rouge, |
| **qu** | Afrique, Amérique, qu’un, qui |
| **SFE** | porte, ouvre, jaune, homme, ressemble |
| **j/g(soft)** | j’ |
| **é(er/et)** | frappé, Amérique, nez, l’épaisseur, mes |
| **-tion** |  |
| **en/an** | demander, blanc |
| **-ien** |  |

# Vocabulary

|  |  |  |
| --- | --- | --- |
| Recycling of prior vocabulary  (NCELP SOW to suggested point of teaching) | pourquoi [193]; avoir [8]; bon [94]; lit [1837]; feu[786]; ouvrir [257]; frère [1043] ; demander [80] ; et[6] ; le/la [1] ; couleur [1211] ; je [22] ; suis [5] ; un [3] ; homme [136] ; qui [14] ; ne [15] ;.. pas [18] ; mon/ma/mes [60] | |
| Potential prior vocabulary from primary school | noir [572]; jaune [2585]; blanc [708]; rouge [987] | |
| (Near) cognates | Afrique [>5000]; Amérique [>5000]; Asie [>5000]; Europe [>5000] | |
| Understanding new vocabulary | ton/ta [330] ; frapper [754] ; pour [10]; me [61] ; re-pousser [771]; moi [131] ; si [34]; ne … que [15/9] ; ressembler[1398] ; la porte [696] ; le cœur [568] le temps [65] ; tous [tout 24] ; épaisseur [>5000] ; bouche[1838] ; longueur [>5000] ; nez [2661] ; peau [2122] ; dieu [2262] ; te [207] ; de[2] ; nom [171] ciel [1538] | |
| Extending / deepening vocabulary knowledge | |  |
| **Previously met** | **In the text / lesson resources** | |
| à (meaning ‘to’) | à (meaning ‘at’, ‘on’) | |
| de (faire de la/du, and after negation before a noun following negative verb) | de (meaning ‘of’and ‘from’) | |

# Grammar

| **Previously met** | **In the text / lesson resources** |
| --- | --- |
| -ER verbs in the present tense | Example of pefect tense – regular –ER verb with AVOIR (to be met in Y7 T3) Teach lexically, but provide infinitive and meaning of ‘frapper’ |
|  |
| -ER verbs in the present tense étudier / travailler (Y7 T2 W2) |  |
| question words (vocabulary) and subject-verb inversion in questions | students understand questions of this type about the author and answer them |
| Negative ne…pas with –ER verbs | Je ne suis pas (I am not) (NB : Je suis is already known) |
| possessive adjectives – mon, ma, mes | ton, ta, tes |
| gender of nouns | focus on the gender of new and previously learnt nouns, using the correct possessive adjective |

# Additional meaningful practice across modes and modalities

| **Activity** | **Mode**  (Comprehension / Production) | **Modality** (Oral/Written) | **Included Y/N** |
| --- | --- | --- | --- |
| Read aloud known/unknown words | Production | Written | Y |
| Transcribe familiar words (and translate) and/or zero-error translation | Comprehension Production | Oral | Y |
| Transcribe (e.g. in gap-fill) unfamiliar words | Production | Oral |  |
| Aural 🡪 written translation | Comprehension | Oral |  |
| Dictogloss | Comprehension Production | Oral |  |
| Bi-modal presentation Listen and read | Comprehension | Oral Written | Y |
| Spot the difference, then write the differences | Comprehension Production | Oral Written |  |
| Running dictation  (plus translation) | Production (Comprehension) | Oral |  |
| Text comprehension tasks – open questions, multiple choice, translation | Comprehension | Written | Y |
| Comparison of two texts or two versions of the same text (sounds / words / imagery / rhymes / rhythm / style / meaning / tone / performance?) | Production | Written or Oral | Y |
| Spoken performance (from memory) | Production | Oral | Y |
| Creation of new text (substitution, in the style of, new genre) | Production (based on comprehension) | Written | Y |

## Detailed lesson planning Lesson **1**

**Objectives:**

* to identify the type of text
* to understand the text
* to learn some vocabulary

| Timing (mins) | Task | Resource | Purpose |
| --- | --- | --- | --- |
| 10 | Mini-dictation of previously learnt high- frequency words.   * pourquoi * avoir * un homme * demander * un frère * ouvre * je suis * je ne suis pas   + feedback | PowerPoint Slide 2 | Revisit the link between written and spoken form  Reactivate prior vocabulary in new context |
| 2 | Present LO “aujourd’hui nous allons voir/ on voit un texte authentique etc. | PPT Slide 3 |  |
| 6 | Listen to and read the first two verses of the poem. Identify the text as a poem, and pinpoint key features. | PPT Slides 4 & 5 | Introduce the text Associate oral and written forms. |
| 5 | Read aloud and cued translation, supported by pictures New: **à** = at/on (not just ‘to) and **ton, ta, tes** = your | PPT Slide 6 | Understanding of verse 1 of the poem |
| 5 | Sort previously learnt and new nouns from the poem by gender, pronouncing them from written text | PPT Slide 7 | Strengthen awareness of gender of nouns (indefinite article) and improve pronunciation |
| 8 | Use ton, ta, tes accurately, extending first two lines of the poem to other nouns. | PPT Slide 8 | Connect previous knowledge of mon, ma, mes to ton, ta, tes |
| 5 | Read aloud and cued translation, supported by pictures New: **si** = if, **de** = from | PPT Slide 9 | Understanding of verse 2 of the poem |
| 12 | Read biographical information and answer questions in French | PPT Slide 10 | Deepen understanding of question words and subject-verb inversion questions |
| 2 | Read aloud first two verses of the poem | PPT Slide 11 | Connect sounds and writing |

NB: Differentiation opportunities are outlined in the teacher notes under the PPT slides.

## Lesson 2

Objectives:

* to pronounce the text confidently
* to deepen understanding of the message of the poem
* to be creative with the text

| Timing (mins) | Task | Resource | Purpose |
| --- | --- | --- | --- |
| 2 | Present LO “aujourd’hui nous allons… | PPT Slide 13 |  |
| 2 | Read aloud selected words from the poem | PPT Slide 14 | Apply previously learnt SSC to new words – Develop decoding |
| 10 | Categorise vocabulary from the poem according to several SSC : SFC/EU/AU/OI/É/È | PPT Slides 15-16 | Deepen SSC knowledge |
| 5 | Listen and read the full poem text and put the five verses into the correct order | PPT Slide 17 |  |
| 10 | Read aloud and cued translation, supported by pictures New/extended: **de** = of (as well as from) **je ne suis pas** = I am not Students already met ne..pas with –ER verbs. | PPT Slides 18-20 | Understand verses 3-5 of the poem. Extend vocabulary and grammar knowledge. |
| 5 | Listen to 2-3 different versions of the poem and compare them. New/extended : **je n’aime pas** = I don’t like Recycle known adjectives | PPT Slide 21 | Engage students affectively through reflection on success of different interpretations of the poem Apply ne… pas to another verb |
| 2 | Read aloud the full poem text (in sync with a silent video version) | PPT Slide 22 | Apply SSC knowledge |
| 7 | Answer MT comprehension questions | PPT Slide 23 | Understanding of overall theme and messages / ideas of the poem |
| 5 | Telepathy reading/speaking | PPT Slide 24 | Develop memory / attention Practise pronunciation Introduce the pattern of substitution |
| 1 + homework | Create either a new, adapted text or prepare a spoken performance (from memory) of the original text | PPT Slide 25 |  |

NB: Differentiation opportunities are outlined in the teacher notes under the PPT slides.