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| **Text title** | La plaza tiene una torre |
| **Author** | Antonio Machado |
| **Suggested teaching** | Y7 Term 1.1 Week 6 |
| **Number of lessons** | 2 lessons (50-60 minutes) |

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| **Text composition** |  |
| Total number of words  (including words that are repeated) | 53 |
| % known words  (if following NCELP SOW) | 45% |
| % words in most frequent 1000 words\* | 77.4% |
| % words in most frequent 2000 words\* | 77.4% |
| % words in most frequent 3000 words\* | 92.5% |
| % words outside of most frequency 5000 words\* | --- |

**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 from the text are listed more than once where they include multiple SSC.

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| **SSC** | **Words from the text** | **SSC** | **Words from the text** |
| a | la, plaza, una, dama, ha, pasado | que | qué |
| o | torre, balcón, blanco, flor, por, pasó, con | qui | quién |
| e | sabe, se | ga/go/gu |  |
| i | tiene, y | ge/gi |  |
| u | un, su | j |  |
| ll/l | caballero, llevado | n/ñ |  |
| ca/co/cu | blanca, caballero, balcón | v/b | balcón |
| ce/ci |  | rr/r | torre, flor, por |
| z | plaza | h | ha |

**Vocabulary**

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| **Recycling of prior vocabulary  (as per NCELP SOW before suggested point of teaching)** | un/una, (el)/la, tiene, y, con, quién, blanco/a |
| **Understanding (Near) cognates** | balcón |
| **Encountering new vocabulary** | torre, plaza, dama, flor, ha pasado / pasó, caballero |
| **Extending / deepening vocabulary knowledge** | |
| *Previously met* | *In the text / lesson resources* |
| llevar | llevado |
| qué | por qué |
| caballo | caballero |

**Grammar**

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| **Previously met** | **In the text / lesson resources** |
| definite and indefinite articles | transition between the two – identifying one example, then referring to that particular one explicitly : una 🡪 la |
| working out the gender of nouns | detailed focus on gender indicators within text of new/unknown nouns |
| tener - tiene | tiene appears three times in the poem – students encounter it in a new context and use it to work out the meaning of the first 4 lines of the poem. |
| estar – está (in week 1 - location) estar – está (in weeks 2 & 3 – state) | students use it to describe the poet’s place of birth (Valencia) and his mood in the photo of him |
| quién | students identify the poet from three possible photos, responding to ‘Quién est Antonio Machado ? |

**Additional meaningful practice across modes and modalities**

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| **Activity** | **Mode**  (Comprehension / Production) | **Modality** (Oral/Written) | **Included Y/N** | **Details** |
| Read aloud known/unknown words | Production | Written | Y | Slide 2 – students read aloud the first four lines of the text and then identify its type.  Slide 11 – identify and read aloud matching SSCs from the poem text  Slide 13 – read the full text aloud |
| Transcribe familiar words (and translate) and/or zero-error translation | Comprehension Production | Oral |  |  |
| Transcribe (e.g. in gap-fill) unfamiliar words | Production | Oral |  |  |
| Aural 🡪 written translation | Comprehension | Oral |  |  |
| Dictogloss | Comprehension Production | Oral |  | Slide 8 – students can write any words they understand and compare with partner – try to re-form parts of the poem |
| Bi-modal presentation Listen and read | Comprehension | Oral Written |  | Slide 3 – students listen and read the first four lines of the poem |
| 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 |  | Slide 4 – students read biographical information and answer teacher’s questions orally Slide 10 – student match text extracts to L2 summary sentences |
| Comparison of two texts or two versions of the same text (sounds / words / imagery / rhymes / rhythm / style / meaning / tone / performance?) | Production | Written or Oral |  | Slides 8 and 13 – compare tone/mood of the reader |
| Spoken performance (from memory) | Production | Oral |  | Slide 18 – a gapped version of the text |
| Creation of new text (substitution, in the style of, new genre) | Production (based on comprehension) | Written |  | Slide 20-21 students produce an adapted version / performance |
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**Detailed lesson planning  
Lesson 1**

**Objectives:**

* To understand an authentic, literary text
* To encounter known grammar in a new context
* To learn new vocabulary

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| Timing (mins) | Task | Resource | Purpose |
| 5 | Students read aloud the first four lines of the text and then identify its type. | Slide 2 | Apply SSC knowledge Introduce the text |
| 5 | Listen and read the first four lines, deduce meaning (Re-use TENER) | Slide 3 | To deepen word knowledge of known language and encounter five new words. |
| 8 | Read and understand some brief biographical information | Slide 4 | Apply SSC knowledge Understand present tense verbs Learn key information about the author |
| 5 | Identify Antonio Machado from three possible photos, and suggest how he might be feeling from the photo (re-use SER/ESTAR) and adjectives serio / alegre / raro from weeks 2/3 | Slides 5-6 | Revisit known verbs/structures in new context Affective connection to the author |
| 10 | Learn some new language from the poem in pairs – Spanish:English meanings given | Slide 7 | Apply SSC knowledge and vocabulary learning strategies |
| 3 – 5 | Listen to two readings of the poem and identify the mood of the reader – re-use adjectives from term 1 | Slide 8 | In addition, students could write down any words they hear and understand, compare with a partner and see if they can re-form any complete sentences |
| 5 | Listen and order the 5 sections of the poem | Slide 9 | Attention to aural input |
| 5 | Read and identify overall meaning of each of the five sections | Slide 10 | Comprehension |
| 5 | Idenfication of key SSC from the poem and read aloud | Slide 11 | Consolidation of SSC |
| 2 | Listen and watch a further reading of the poem | Slide 12 | Supports understanding of the overall poem |
| 5 | Read aloud in pairs – use different tones of voice | Slide 13 | Develop spoken fluency and pronunciation |

**Lesson 2**

**Objectives:**

* To practise pronunciation and apply SSC knowledge
* To practise oral recall of known language
* To create a new version of a similar text

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| Timing (mins) | Task | Resource | Purpose |
| 5 | Students fill in gapped sentences from the poem with either the definite or indefinite article | Slides 15-17 | Re-visit known grammar features in new context |
| 10-15 | Students re-create the text filling in the gaps | Slide 18 | Retrieval of language learnt, application of grammar knowledge in context Oral production provides further practice |
| 5 | Students watch and listen to an adapted version of the poem | Slide 20 | Give ideas for their own productive task |
| 25 | Students either create their own adapted group performance of the text or write a modern version of the poem | Slide 21 | Give an opportunity for further production, written and spoken |