

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: Lonsdale, 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, longueur, nom
a	frappé, à, ta, ma, pas
ain/in	
i	si, suis
è/ê	frère
eu	feu, Europe, (cœur), la longueur, 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	

Phonic	Example(s)
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	demandeur, 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 perfect 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	

Activity	Mode (Comprehension / Production)	Modality (Oral/Written)	Included Y/N
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

Timing (mins)	Task	Resource	Purpose
			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 –

Timing (mins)	Task	Resource	Purpose
			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

Timing (mins)	Task	Resource	Purpose
			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.