

Plan : L'homme qui te ressemble

Learning objectives:

- to understand and express emotions in French
- to discuss and express views/empathy about immigration and difference
- to learn some facts about France's colonial past
- to learn a new way to ask questions and make suggestions
- to learn how to differentiate between nasal and oral vowels

Slide number	Activity	Timings
2	Pre-reading. Pupils guess what sort of reading (offer choices where necessary un essai/un poème/une liste). The link in the slide title takes you to an online version giving the whole poem within a map of Africa that you might choose to use instead. For copyright reasons we have not included the whole poem. The idea here is to create a sense of anticipation from learners regarding what they are going to read. You may need to scaffold/remind learners of vocab for types of text. An extension question would ask learners to say why they think it's a poem – clues in the repetition, short lines, it has verses	2 mins
3	Read aloud while pupils follow bullet points about context and background (either on screen or on sheets) for gist.	3 mins
4-5	Based on Slide 3 pupils decide on correct answers for True/False questions. Could be done as pairs first. Answers on slide 5.	5 mins
6	Based on Slide 3 pupils decide which picture might be the poet, using TL prompts to say why (Solution: middle image; Why? Details on previous slide describe person on that picture best). Could be done as pairs first.	3 mins
7	Based on Slide 3 pupils decide on other likely characteristics of the poet. Could be done as pairs first.	3 mins
8	Provide pupils with the meanings of key vocab, as a scaffold into the text.	3 mins
9	Listen to the poem (and possibly watch the Youtube clip) As they listen they should reflect on what the poet is like, using prompts. Feedback as a class.	5 mins
10	For copyright reasons, we can't show the verses in a jumbled up order. Please copy and paste verses from an online version into the right hand column in the slide. Learners then write a number against each letter – for example, if they think verse c was the first one read out, they would write 'C. 1' etc.	6 mins
11	Please copy and paste the poem with the verses in the right order so that learners have the finished version. If you are able to, give them a hard copy (or an online link to refer to for homework).	1 min
12	Again, please copy and paste in the 5 verses into the boxes above. Learners read the poem and match the statements to the appropriate part of the poem.	5 mins
13	Answers: Again, please copy and paste in the 5 verses into the boxes above.	2 mins
14-15	Focus on pronunciation: read out the sounds, clearly articulating difference between each set. Learners try to identify the rule, and find other examples in the text. Slide 15 gives answers.	5 mins
16-17	Focus on question form with Pourquoi? Explain structures to pupils and ask them to find other examples.	6 mins
18	Exploring feelings aroused by the poem. Remind learners how to say how they feel about something, to prepare them for the next activity. Remind them of adjective agreements. This slide could be modified to give more/fewer adjectives depending on what learners know/have met before.	5 mins
19-21	Focused attention on how the reading expresses different emotions at different points, using the youtube clip or, if you prefer, you can read the poem yourself to emphasis this more. The later verses express a greater sense of anger and impatience, while the early verses are calmer. Pupils listen, to see if they can hear the emotions expressed in the poem. Take responses from the class and note them down (slide 20). They then choose emotions to express how they themselves feel about. They can either note these down or share in pairs then in plenary (slide 21)	10 mins
22-23	Choice of homework activities and explanations. Help for Option 2 on slide 23.	4 mins

