

Plan: Les réfugiés

Learning Objectives:

- to learn how to understand, discuss and express views/emotions/empathy about immigration and difference
- to learn some facts about the refugee crisis
- to learn a new way to ask questions and make suggestions ('pourquoi' + infinitive?)
- to learn how to differentiate between nasal and oral vowels

Slide number	Activity	Timings
Slide 1	Pre-reading. Pupils guess what the topic and location of the text might be based on picture.	2 mins
Slide 2-3	Quiz: Read aloud while pupils follow and note their responses. Correct using slide 3.	3 mins
Slide 4	Provide key vocab as a scaffold into the text.	2 minutes
Slides 5-7	Read the text to class [full text appears on slide 11]. Slide 6 has mixed up paragraphs of text for pupils to put in order. Correct using slide 7. Feedback as a class.	5 minutes
Slides 8-10	Listen again and complete the gaps. Answers on slide 10. Optional translation work on any problematic phrases/words.	8 minutes
Slides 11-12	Reading task: pupils match themes to paragraphs of text. Answers on Slide 12	8 minutes
Slides 13-14	True or false activity. Answers slide 14. Can be done in pairs, groups or whole class.	5 minutes
Slide 15	Pupils read text again, to identify unknown/difficult words/sounds. They can just note these down if they don't have the text in front of them. Then, they identify facts vs emotions. Based on this, they judge whether the text is positive or negative.	6 minutes
Slides 16-18	Focus on question form with Pourquoi? Explain structures to pupils and ask them to find other examples.	8 minutes
Slides 19-20	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 (NB nasal 'i' doesn't have a further example in the text). Slide 20 gives answers.	6 minutes
Slide 21	Pupils discuss and decide on the tone of the text on a sliding scale of 1-10.	3 mins
Slide 22	Pupils choose a cover photo for the text, giving a reason.	5 minutes
Slide 23	Use slide 22 to a) introduce language of emotions to describe how refugees might feel (optional). In pairs/whole class, learners say or write down how they feel about the situation.	6 minutes
Slides 24-26	Read the text again to them, with some emotion. They note down for each paragraph firstly how they feel (slide 24), then for the second reading, how the child might feel (slide 26). Take some feedback	8 minutes
Slides 27-29	Choice of homework activities and explanations. Option 1: Record a reading of the text, stressing emotions (scaffolded, slide 28). Option 2: Imagine you are a child refugee. Write a letter to a child in France (scaffolded, slide 29).	4 minutes