

<p><b>Lesson:</b> Journey for Peace, Comics, French lesson 1 <b>Introduction to formats of describing people (comics 1,2,3,4,6,).</b> <b>Differentiated learning objectives depending on pupils age and their experience of French.</b></p>	<p><b>Comic:</b> Reference will be made to all 7 comics.</p>
<p><b>Overview of Key Skills</b> . looking up key vocab in word lists ; noting key vocab ; showing understanding of key vocab in firstly listening exercises and then in reading exercises ; translation of short descriptions using acquired knowledge- French into English and English into French- tangled translations. More able pupils will be encouraged to tackle unknown vocabulary and phrases using context and inference before searching in a dictionary.</p>	<p><b>Cross-curricular links</b> Literacy ; Citizenship</p>
<p><b>Learning Objectives:</b></p>	<ol style="list-style-type: none"> <li>1. Less able/ less experienced pupils to develop a bank of vocabulary, including consolidation of prior knowledge, to allow them firstly to understand a description of a person- name, physical appearance, guessed age, hobbies and interests, disabilities and abilities. Set format for 8 simple descriptions used (beginning of comic 1).</li> <li>2. Less able/ less experienced pupils to write a simple description of themselves/ someone they know, in French, using the set format referred to above.</li> <li>3. More able/ more experienced pupils to develop a bank of vocabulary- French to English and English to French- to allow them firstly to understand more complex descriptions including achievements. These descriptions may not always follow the same format.</li> <li>4. More able pupils to translate longer and more complex descriptions.</li> <li>5. More able pupils to write a complex descripton of a peson they know/ know about using key vocabulary from descriptions given.</li> </ol>
<p><b>Key Teaching Points / Research Opportunities</b></p>	<ol style="list-style-type: none"> <li>1. Understanding of written descriptions using prior knowledge, cognates, then dictionaries- books and online (<a href="http://www.wordreference.com">www.wordreference.com</a>) for research.</li> <li>2. Reading of simple descriptions with some teacher support.</li> <li>3. Translation exercises initially using the texts at the beginning of Comic 1 and then using teacher prepared 'tangled translations' (some words in French and some in English) to translate into English and then into French based on descriptions of our Liverpool heroes in comics 1, 2, 3, 4 and for more able pupils comics 6 and 7.</li> </ol>
<p><b>Independent Work</b></p>	<p>Less able/ experienced pupils to answer questions in English about the 6 pupils, dog and Dr. Patterson from a French description of them all- comic 1. Less able pupils to underline key vocab and note this vocab and write descriptions in English using a proforma. More able/experienced pupils to translate descriptions of the St. Vincent's gang from French into English without support. . More able/experienced pupils to translate descriptions of our Liverpool heroes, from comic 1 (John Hulley), comic 2 (Ken Dodd), comic 3 (the Liver Birds), comic 4 (John Lennon)- English into French.</p>
<p><b>Plenary</b></p>	<p>Less able pupils to present and then display their descriptions using images taken from the comics. More able pupils to read out their descriptions and we to guess, in turn , who they are talking about.</p>
<p><b>Resources, including ICT</b></p>	<p>The Comics- text in English and the Comics- text in French. Word lists and dictionaries.</p>

	Vocabulary notebooks.
<b>Key Words Questions</b>	Prénom, Nom de famille, passetemps, infirmité, né le, mort le, domicile, physique, réussite. Il s'appelle comment ? Quels sont ses passetemps, Il/ Elle a quel âge ?, Il/ Elle est comment ?, Qu'est-ce qu'il a fait d'intéressant ?, il est né quand ?, il est mort quand ?, Où exactement se trouve sa statue ?
<b>Success Criteria</b>	Pupils engage with all activities. Pupils note unknown vocab and show recall, with some prompts, of previously learned vocabulary. Pupils demonstrate understanding of texts written in French. More able pupils translate accurately descriptions of people from English into French.
<b>Assessment Opportunities</b>	Teacher observation, Q and A, speaking and writing of French that communicates to sympathetic native speaker (all pupils), written descriptions in correct French- (more able pupils).