

## French 6/7 Term 4

### Describing a character

Students will design and write a description of a new Santa and his or her helpers. They will learn how to describe his or her physical features, personality and superpowers. Students will write a wanted poster for the missing character using structured models and the processes of drafting and re-drafting. They will use present tense verb forms, conjunctions, connectives and adverbs and adjectives with modelling and support.

**Key questions** -How can we design a new Santa? What makes a character unique?

**Vocabulary and grammatical knowledge** - **Name- Nom:** *Il s'appelle or Elle s'appelle*, **Actions:** eg. *Il peut hurler, chasser et ronronner*, **Physical features-** eg. *Il a le visage carré, les yeux noirs, les dents écartées, le regard étonné et les cheveux violets et lisses. Il n'a pas de nez*, **Personality-** (Adjectifs) : eg. *Il est dynamique, petit et honnête*, **Habitat** : eg. *Il habite dans la jungle*. **Powers- Pouvoirs** : eg. *Il peut s'étirer*

**Cultures of Thinking** - How is this sentence like English? How is this sentence different to English? We will incorporate other thinking routines into our work.

### Directions (continued from term 3)

Students will use vocabulary and grammatical structures learnt through word work, songs, drama and games to write a conversation about giving directions to lost person.

**Key questions** - What makes a great conversation? How do we demonstrate politeness in a conversation? How do we give directions?

**Vocabulary and grammatical knowledge** - directions, cardinal and ordinal numbers, road signs, greetings, places, the present tense and the imperative, prepositions, when to use forms of address *vous* or *tu*, *aller* + (*à la, au, aux*)

**Cultures of Thinking** - How is this sentence like English? How is this sentence different to English? We will incorporate other thinking routines into our work.

## Achievement Standard

### Skills

Students:

- **ask** and answer questions in complete sentences in familiar contexts using appropriate pronunciation, intonation and non-verbal communication strategies
- **use** appropriate forms of address for different audiences, such as *tu* forms with friends and family members, and *vous* for teachers and other adults or when more than one person is involved
- **gather** and compare information from a range of texts
- **create** connected texts such as descriptions, conversations and picture books, using structured models and processes of drafting and re-drafting
- **convey** information in different formats to suit specific audiences and contexts
- **use** present tense verb forms, conjunctions and connectives, positive and negative statements and adverbs.

### Understandings

Students:

- **identify** differences between spoken and written forms of French, comparing them with English and other known languages
- **identify** differences in commonly-used text types commenting on differences in language features and text structures
- **make** comparisons between French and their own language and culture, drawing from texts which relate to familiar routines and daily life

