



Second Level Learning Journey - French

Theme: Astérix chez les Pictes

Curriculum area: Modern Languages (French)

Introduction

This learning resource develops learners' understanding and knowledge of French culture through the medium of 'bandes dessinées'- comic books. The resource takes learners through a number of tasks which build on their knowledge about the role of comic books in French culture and further reinforces vocabulary and phrases for personal information and descriptions. The resource can also be used to allow learners to make comparisons with life in Scotland and France during Roman times. Through such activities, learners continue to develop their language skills and their curiosity and understanding of the world around them.

Prior learning

Learners should:

- have experienced a variety and range of activities in the target language, which will encourage the development of their knowledge about language.
- be able understand the principles of using a bi-lingual dictionary.
- be familiar with the vocabulary of self/ descriptions/home area/ numbers /parts of the body/colours
- have a basic understanding about the Romans and their culture.

For further support with planning see National Assessment Resource flowchart:

http://www.educationscotland.gov.uk/Images/NAR-Flowchart_tcm4-671023.pdf

Experiences and outcomes

Modern Languages

- I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures. **MLAN 2-03b**
- I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written words to pictures and by reconstructing the text in a logical sequence, for example. **MLAN 2-08a**
- I have worked with others, using a variety of media including ICT where appropriate, and can contribute successfully to a presentation in English, supported by use of the language I am learning, on an aspect of life in a country where the language I am learning is spoken. **MLAN 2-06b**
- I can understand how a bilingual dictionary works and use it with support. **MLAN 2-11a**
- I can use familiar language to describe myself and to exchange straightforward information. **MLAN 2-13b**

Further interdisciplinary opportunities for other curriculum areas, including responsibility of all, can also be planned for as appropriate to your learners and context.

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Stimulus

Refer to Teacher's Notes.

- Read and share some information about comic books in Scotland and in other countries.
- Discuss what makes a good comic book character and story.
- Research some of the 'Bandes Dessinées' in France (or another Francophone country).

Skills

Through research activities and practical investigations learners will develop skills in:

- **research,**
- **interpretation of information,**
- **revise and recall**
- **listening and talking in the target language**
- **presentation of information to peers**
- **access a bi-lingual dictionary or other resource to inform learning**
- **write in the target language**
- **investigate another context**

For more info on skills visit: [Building the Curriculum 4](#) and [Modern Languages Principles and Practice](#) at <http://www.educationscotland.gov.uk/>

Suggested key learning

Learning intentions and success criteria should be established through dialogue with learners.

Learners can:

- understand short texts from the Astérix story
- through reading the texts understand how it feels to come to a new country and reflect on their own feelings if they were to move to another country.
- learn about aspects of life in Scotland and in Roman France and then compare and contrast life in these countries
- exchange personal information in the target language.
- learn new vocabulary on ideas from the story
- give a short presentation or role play based on the story - this can be done in English with some in French.
- use a bi-lingual dictionary and/or word bank to help comprehension.
- make connections between English and French.
- work collaboratively to create a comic strip using some French.
- design a new ride for the Astérix theme park.
- understand key information from the video clips.

Suggested learning activities

- After looking at the synopsis of the story, select a few key scenes to focus on. Learners can try and identify the main characters. This could be done through asking 'Qui est-ce? Working with a partner or in a group and using pictures. The third person could be revised here: Il/elle s'appelle, il/elle a etc.
- Using the short descriptions to match the characters, learners could write one for themselves, revising personal descriptions and qualities. Learners can then complete the linked activities in the pack
- Learners can listen to the sound files supporting the reporter interview and then create a role play, which could be recorded/filmed using the true/false questions to check understanding.
- Learners can use their knowledge of numbers and understanding of cognates to work out the magic potion recipe and can use a dictionary or other resource to create their own recipe. These could form part of a display in the classroom.
- Recycling personal vocabulary, learners can listen to and decode the text about Afnor, using the help box, then go on to create and label their own monster, revising part of the body.
- Learners can watch the video clips and create some of their own, as themselves or as characters from the story
- Learners can create their own comic strips using ICT as appropriate.

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Reflecting on learning

Dialogue with learners will establish how the **design principles** were addressed. These are generic prompts- relate to the context of your learners.

Breadth – What other curricular areas were covered during this topic? Can you relate learning to areas of real life and /or school learning?

Personalisation and choice – Were you given the opportunity to choose your own methods of investigation or recording?

Depth – Were you given the opportunity to show what you have learned and explain your learning to others? Have you led learning in any way?

Coherence – Can you discuss some of the knowledge and understanding and skills you have developed? How have you used these? Can you relate them to real life or other areas of learning?

Progression – Have you used the skills and knowledge and understanding you already had of the subject and have you built on these?

Relevance – Can you identify an everyday context where you would use your knowledge and understanding and skills?

Challenge & enjoyment – Did you enjoy the learning? Why/why not? Were you challenge enough throughout your learning to put your knowledge/understanding and skillset to use in different ways? Can you suggest how to make the learning more challenging and/or enjoyable e.g. how to take learning further?

Visit Education Scotland's early years pages: <http://bit.ly/1aN4uBK>

Evidence of learning

Possible methods of assessment are listed below. Select as appropriate or devise your own.

Say: Present information about the Astérix story in English and use some French where you can. Exchange your personal information with a partner or a group.

Write: With support, write a short paragraph about one of the characters, giving their personal information in the third person

Make: Design a new ride for Parc Astérix or create a poster or leaflet encouraging people to visit the theme park using as much French as you can. Design your own version of Afnor- the monster, using as much French as you can to describe its appearance.

Do: Research the popularity of Astérix in France

*For more information see: **Assessing progress and achievement resource** at <http://www.educationscotland.gov.uk>*

Taking learning further

Find ways to deepen and extend learning through dialogue with learners.

Suggestions to challenge learners:

- Investigate other French speaking comic books and explore new vocabulary.
- Recognise that applying learning about self / family /home area can be used in other contexts.
- Express orally and in writing facts about other characters in the target language.
- (home area/ appearance/country /special powers)
- Develop confidence in decoding real life short texts on this topic on various media.
- Write with greater confidence in the using the medium of a comic strip using ICT as appropriate.