

Overview

Learners will use the [Egyptian e-book](#) set in the shopping street of Rue Yacoubian and [the videos](#) as a context for the suggested learning opportunities. In this learning journey, the focus is to develop vocabulary in the areas of family and food.

An overview planning sheet is shown on the next page which provides a plan for learning, teaching and assessment, starting from the experiences and outcomes. Learning intentions, success criteria and possible evidence which could be gathered to assess learning are shown. The pages that follow the overview provide examples of learning experiences which would explore a variety of suggested learning intentions. They illustrate opportunities for learners to develop their knowledge and skills and, through exploration of vocabulary, provide opportunities for application.



Modern languages experiences and outcomes explored

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 can participate in familiar collaborative activities including games, paired speaking and short role plays. **MLAN 2-05b**

I can deliver a brief presentation on a familiar topic using familiar language and phrases. **MLAN 2-06a**

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 opportunities to express myself in writing, exploring and experimenting with words and phrases using resources, to ensure my writing makes sense. **MLAN 2-13a**

I use my knowledge about language and success criteria to help me, and I can check that I have written familiar words and phrases accurately. **MLAN 2-14a**

Overview of learning

Experiences and outcomes

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 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 have opportunities to express myself in writing, exploring and experimenting with words and phrases using resources, to ensure my writing makes sense. **MLAN 2-13a**

I can participate in familiar collaborative activities including games, paired speaking and short role plays. **MLAN 2-05b**

I use my knowledge about language and success criteria to help me, and I can check that I have written familiar words and phrases accurately. **MLAN 2-14a**

I can deliver a brief presentation on a familiar topic using familiar language and phrases. **MLAN 2-06a**

Learning intentions

- To practise using the correct words for *the*.
- To learn the words for 6 main family members.
- To have a conversation about family members.
- To understand and recognise the main shops in a street.
- To use the vocabulary that describes shop keepers.
- To describe food and personal likes and dislikes.
- To use verbs to express likes and dislikes.
- To talk about food using the words *some* or *any*.

Success criteria

- I can recognise the difference between masculine, feminine, singular and plural.
- I can select the correct word for *the*.
- I can use vocabulary that describes the members of the family.
- I can recognise and say 'I have', 'you have', 'I don't have' and 'you don't have', to talk about relatives and members of my family.
- I can answer questions about the members of my family.
- I can talk about shops and shopkeepers.
- I can write about the shops in my street or in a street of my choice.
- I understand that nouns are either masculine or feminine.
- I can talk about the food I like and don't like to eat.
- I can write about the food I like and don't like to eat.
- I can use the verb *aimer* (to like).
- I can use *ne ... pas* to talk about dislikes.
- I can use connecting words to join my sentences together.
- I can identify the gender and number of nouns and select the correct word for *some* or *any*.
- I can talk about the food I eat for breakfast.

Possible evidence

Family tree
Drawing
Research notes

Learner conversation
Survey
Graph

Family tree
Written description

Flash card game
Matching activities
Participation in game

French sentences
Oral conversation

Word bank
Presentation

Challenge 1

Introduction

In this challenge learners will explore the vocabulary required to describe family members.

Learning intentions

I will practise using the correct words for *the*.

I will learn the words for six main family members.

Success criteria

I can recognise the difference between masculine, feminine, singular and plural.

I can select the correct word for *the*.

I can use vocabulary that describes the members of the family.

Possible evidence

Family Tree
Drawing
Research notes

Possible tasks

Introduce Egypt/Ancient Egypt, linking to eventual studies done in English.

Ramses' family tree:

- Introduce family members
- Voici le père/ la mère/etc...
- Repeat / Vrai ou Faux.....
- Recap on: Il s'appelle / elle s'appelle...

Happy Family game.

Learners could draw their family or a famous family they know, for example The Simpsons. They should label the picture with:

- le père
- la mère,
- la soeur, etc

Taking it further

A home learning activity could be for learners to research the following people:

- Pharaoh Tutankhamun
- Queen Kiya
- Pharaoh Akhenaten
- Queen Tiye
- Pharaoh Amenhotep
- Queen Ankhesenatum

Language

Voici = here is

Le père = the father

Le grand-père = the grandfather

Le frère= the brother

La mère = the mother

La grand-mère = the grandmother

La soeur = the sister

Il / elle s'appelle...

Tu as le / la....

Oui, j'ai le / la....

Non, je n'ai pas le / la....

Knowledge about language

Definite article:

Le (masculine), la (feminine), les (plural) = the

Challenge 2

Introduction

In this challenge learners will explore the vocabulary required to describe brothers and sisters.

Learning intentions

I will have a conversation about family members.

Success criteria

I can recognise and say 'I have', 'you have', 'I don't have' and 'you don't have' to talk about relatives and members of my family.

I can answer questions about the members of my family.

Possible evidence

Learner conversation
Survey
Graph

Possible tasks

Practitioner recaps language and expands structures:

- C'est le père de....?
- Qui est le grand-père de...

Learners will discuss their siblings.

- Introduce question and answer : Tu as des frères et des soeurs? / Oui, j'ai... Non, e n'ai pas de...
- In pairs / group pupils consolidate [using mini-cards](#).
- Introduce demi-frère /demi-soeur / enfant unique as necessary.

Learners as a group could complete a group survey about the number of brothers / sisters they have. They could present their findings as a presentation or in graph form. Learners could report their findings to the rest of the class.

Language

C'est le père de.... ? = Is....the father of.....

Qui est la soeur de Tutankhamun? = Who is T's sister?

Tu as des frères et des soeurs ? = Do you have brothers and sisters?

Oui, j'ai un / une... = Yes I have a....

Non. je n'ai pas **de**..... = No I don't have **any**.....

Un demi-frère = a half brother / a step brother

Une demi-soeur = a half sister / a step sister

Un beau-père = a step dad / a father in law

Une belle-mère = a step mum / a mother in law

Je suis enfant unique = I'm an only child

Dans mon groupe, il y a ... personnes avec..... frères / soeurs = in my group there are ...person with ...brothers / sisters...

Knowledge about language

Indefinite article:

Un (masculine), une (feminine), des (plural) = a / some

Possessive:

No apostrophe used for possessive in French, hence: c'est le.....de.....

Challenge 3

Introduction

In this challenge learners will explore the vocabulary required to describe shop names.

Learning intentions

I will understand and recognise the main shops in a street.

I will use the vocabulary that describes shop keepers.

Success criteria

I can talk about shops and shopkeepers.

I can write about the shops in my street or in a street of my choice.

Possible evidence

Family tree
Written description

Possible tasks

Learners could listen to Egypt e-book about Miou the cat and fill [in the family tree](#).

Introduce the four shops mentioned in [the e-book](#) using [the flash cards](#).

Practitioners could use the Echo game to focus concentration. The teacher names a shop, learner 1 repeats alone, then learner 2 and after that the whole class repeats.

Learners could elicit possible spelling from pupils, referring to relevant previous knowledge:

- French alphabet for pronunciation of “i”; où habites-tu /douze for “OU”
- J’ai 10 ans / janvier for “AN”; onze /marron for “ON”
- This helps pupils to recognise patterns and create links between spelling and pronunciation.

Flash card activities:

- Match Flash cards to written word, focus on article.
- Match shops to name of owners. Underline masculine / feminine, focus on article.

Listening activities:

- Listen to the story and fill in the missing information.

Taking it further

Learners could write about shopkeepers in their street or in their favourite television programme.

Language

La boucherie = the butcher’s

La boulangerie = the baker’s

La poissonnerie = the fishmonger’s

L’épicerie = the greengrocer’s

Le boucher / la bouchère = the butcher (m / f)

Le boulanger / la boulangère = the baker (m / f)

Le poissonnier / la poissonnière = the fishmonger (m / f)

L’épicier / l’épicière = the greengrocer (m / f)

Knowledge about language

J’habite à + town / **en** (f) **au** (m) **aux** (pl) + country

Il habite **au** numéro = for street number

Sound system focus: do not pronounce the “R” at the end of the shopkeepers’ names unless it is followed by an “e” for the feminine

Challenge 4

Introduction

In this challenge learners will explore the vocabulary required to describe shops and items bought in particular shops.

Learning intentions

I will describe food and personal likes and dislikes.

Success criteria

I understand that nouns are either masculine or feminine.

I can talk about the food I like and don't like to eat.

Possible evidence

Flash card game
Matching activities
Participation in game

Possible tasks

Learners could engage in a game of Hangman or Pictionary to revise shop names.

J'aime le / la / les:

- Show a card and pupils sort items into relevant shops, for example: la viande, la boucherie.
- Introduce the written words and give learner the opportunity to work out which ones they can readily match (pâté? biscuits?)
- Focus on article/gender : hold a card, pupils point to a card, display F / M cards, use whiteboard to write F / M)
- Introduce *J'aime*.... + the items

Practitioners could distribute [flashcards](#) / props in a circle, 1 person in the middle says: "J'aime le/la...et le/la...". The "items" named have to get up, there are three people up but only two free chairs, all compete for a seat! The one left in the middle has to come up with a new sentence. "J'aime + two items.."

Taking it further

Learners could [take part in activities](#) such as: Find the odd one out

- Sort vocabulary under *le / la*,
- Writing sentences

Language

Le pain = bread

Le pâté = pate

Le poisson = fish

Le fromage = cheese

Le lait = milk

La viande = meat

Les crevettes = prawns

Les biscuits = biscuits

Knowledge of language

In this lesson

"J'aime" is followed by the **definite article** (le / la / les)

If you were ordering, you could use either:

- the indefinite article. For example: Je voudrais un pain (units)
or
- the partitive, for example: je voudrais de la viande (some) (See learning experiences part 6)

Challenge 6

Introduction

In this challenge learners will explore the vocabulary required to build longer sentences, to discuss what foods they eat.

Learning intentions

I will talk about food using the words 'some' or 'any'.

Success criteria

I can identify the gender and number of nouns and select the correct word for 'some' or 'any'.

I can talk about the food I eat for breakfast.

Possible evidence

Word bank
Presentation

Possible tasks

Practitioners could explore the last paragraph in the [e-book talking script](#).

Partitive / expressing "some" activities:

- Recap on: *le, la* and *les*
- Introduce the words for *some* and *any*
 - o Du fromage – some/any cheese (masc)
 - o De la viande – some/any meat (fem)
 - o Des biscuits – some/any biscuits (plural)

Learners could take part in a [dictionary / culture activity](#). Read about Egyptians' typical breakfast and create their own word bank.

Using a dictionary, learners could list what they have for breakfast. Use your notes to discuss what everyone has at breakfast in your group.

For example:

- Qu'est-ce que tu manges au petit déjeuner ?
- Je mange des céréales, du pain et de la confiture avec du café.

Taking it further

Learners could prepare a short presentation on a traditional Scottish breakfast / what you have for breakfast / the class' most popular breakfast.

Language

Je mange = I eat

Tu manges = you eat

Il / elle mange = he / she eats

Du + masculine item = some

De la + feminine item = some

De l' + noun starting with a vowel sound = some

Des + plural items = some

Knowledge about language

In French you must use "some" even in sentences where in English "some" is only implied as in:

He eats (some) fish.

He would like (some) cheese.

I eat (some) jam at breakfast.

Unless you are being specific, definite, about which item you want.