

## Overview

Learners will use the [France e-book](#) and [videos](#) to explore French regions and cities, food and weather as a context for the suggested learning opportunities. In this learning journey the focus is to develop vocabulary in the areas of countries, the cardinal points, the weather, numbers 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 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 can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language. **MLAN 2-08b**

I use the support of others and access appropriate reference materials of my choice to help me plan my writing in ways that engage my reader, using ICT when appropriate. **MLAN 2-12a**

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

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### Learning intentions

- I will find where France and its neighbouring countries are on a map.
- To be able to say in which countries people live.
- I will learn how to talk about the weather in French cities.
- I will learn how to use the word à to mean in a town.
- I will learn the French phrases for weather.
- I will learn how to talk about the weather in different towns and countries.
- I will learn about the monuments in Paris.
- I will learn how to describe the attractions in my local area.
- I will learn the compass points in French.
- I will explore the traditional foods of France.
- I will discover the different regions of France.

### Success criteria

- I can locate France and neighbouring countries on a map.
- I can use the verb 'habiter' and the words for foreign countries to say where people live.
- I can name and recognise 4 types of weather using the phrase il fait.
- I can use the word à to mean in a town.
- I can describe what the weather is like on a certain day and date.
- I can use the words à, en and au correctly.
- I can name the main monuments in Paris and pronounce their names correctly in French.
- I can describe attractions in my local area.
- I can describe the location of the monuments in Paris.
- I can research traditional French food.
- I can compare and contrast traditional French and Scottish meals.
- I can research and take notes about a region of France.

### Possible evidence

Map Activity

Maps  
Participation in the Magic Bag Game  
Peer speaking  
Weather forecast

Weather diary

Learner participation with video clip  
Leaflets/Blog/Wiki

Maps  
French Sentences

Presentation  
Meal/Menu/Recipe

Research notes  
Leaflets/Blog/Wiki

## Challenge 1

### Introduction

In this lesson learners will explore the vocabulary related to countries and cities.

### Learning intentions

I will find where France and its neighbouring countries are on a map.

To be able to say in which countries people live.

### Success Criteria

I can locate France and neighbouring countries on a map.

I can use the verb 'habiter' and the words for foreign countries to say where people live.

### Possible evidence

Map activity

### Possible tasks

Learners could [investigate the location of France on a map](#) of Europe and its neighbouring countries.

Use a European map to practise the countries with “Vrai ou Faux” activity.

Learners could take part in a [matching activity](#) where they have to match famous people to the countries where they live.

Elicit “J’habite en...+ country”. Use the example of the Luxembourg to point out that the names of the countries are masculine or feminine in French and as Luxembourg is masculine we say “J’habite au Luxembourg.”

The practitioner could say the name of a city/ monument / food / colours of flags and learners could name the related country in French.

Learners could play Hangman with the French names for the countries.

### Language

La France =France

La Belgique =Belgium

Le Luxembourg =Luxembourg

L’Allemagne =Germany

La Suisse= Switzerland

L’Italie= Italy

Andorre =Andorra

L’Espagne =Spain

J’habite en + feminine country

J’habite au + masculine country

### Knowledge about language

Most countries are feminine but Luxembourg is masculine.

## Challenge 2

### Introduction

In this lesson learners will explore the vocabulary related to weather.

### Learning intentions

I will learn how to talk about the weather in French cities.

I will learn how to use the word *à* to mean in a town.

### Success Criteria

I can name and recognise 4 types of weather using the phrase 'il fait'.

I can use the word *à* to mean in a town.

### Possible evidence

- Maps
- Participation in the Magic Bag Game Peer speaking
- Weather forecast

### Possible tasks

Identify some French cities and learners mark them on a [map](#).

Suggestions for teaching types of weather include:

- Introduce the four types of weather with a lot of repetition with flash cards/ mimes /props/ lotto...
- Using weather flashcards, show only a corner of a picture and learners try and name the weather.
- Play a [magic bag game](#).
- Place weather symbols on a map of France and practise "*à* + town... il fait...."
- Name the weather and learners place the correct illustration on the map.
- Paired practice: learner 1 names the weather in a French city and learner 2 draws the appropriate symbol on the city. After checking answers, learners swap role.

### Taking it further

In groups learners could present the weather forecast in French. Success Criteria could be agreed as a class, for example:

- Include a map
- Include 5 cities/towns
- Describe 4 different types of weather.

## Language

Quel temps fait-il?=What's the weather like?

Il fait chaud=It's hot

Il fait froid=It's cold

Il fait beau=It's nice

Il fait mauvais=It's drich

### Knowledge about language

When talking about towns / cities

Use "*à*" to mean "at."

## Challenge 3

### Introduction

In this lesson learners will explore the vocabulary related to weather and days of the week.

### Learning intentions

I will learn the French phrases for weather.

I will learn how to talk about the weather in different towns and countries.

### Success Criteria

I can describe what the weather is like on a certain day and date.

I can use the words à, en and au correctly.

### Possible evidence

Weather diary

## Possible tasks

Using “à” and “en / au” appropriately recap on previous language. Add “En France” or “En Ecosse” appropriately

Introduce more types of weather focusing on new structures “Il fait du..” and “il + verb”.

Pass cards showing pictures of the weather round the class and each learner must name the card they are passing on. Ask “Qui a + weather” and the person with that card must hold it up while the whole class repeats.

Revise / introduce the days of the week.

Learners could keep a diary of the weather for each day. They can choose their own town or a French one or a country. e.g: “Mardi 16, à Limoges, il fait beau” / “Lundi 2, il fait chaud en Espagne”.

## Language

Il fait du soleil=it is sunny

Il fait du vent=it is windy

Il pleu=it is raining

Il neige=It is snowing

### Knowledge about language

À + town

But

En + feminine countries: en France

Au + masculine countries: au Luxembourg

(Aux + plural: aux États-unis)

Days of the week are not proper nouns in French so don't have a permanent capital.

You can vary the order of the sentence's components:

Il fait beau, en France, lundi 16.

Lundi 16, il fait beau en France.

En France, lundi 16, il fait beau.

## Challenge 4

### Introduction

In this lesson learners will explore the vocabulary related to tourist attractions and cities.

### Learning intentions

I will learn about the monuments in Paris.  
I will learn how to describe the attractions in my local area.

### Success Criteria

I can name the main monuments in Paris and pronounce their names correctly in French.  
I can describe attractions in my local area.

### Possible evidence

Learner participation with video clip  
Leaflets/ Blog/ Wiki

### Possible tasks

Discuss the weather in Paris, the capital of France.

[View the Paris video](#) introducing the monuments.

Learners could complete the [Monument Match Activity](#), on the interactive board, in pairs or in groups.

Focus on the pronunciation of “ou” and “u”, “é” and “on/om” with the Fun Sounds activity provided.

Introduce “À Paris qu’est-ce qu’il y a?” They should use this phrase to describe tourist attractions in their local area, “À + your area.... qu’est-ce qu’il y a ?”

Learners could create their own French [Monument Wordsearch online](#).

Using the [Euro Culture website](#) learners can explore French monuments. In groups they could:

- create a tourist information leaflet about the various tourist attractions. Learners could look at leaflets from local tourist attractions and create Success Criteria for their leaflet. They could use [Just 2 Easy](#) to create their leaflets.
- create a [Glow Blog](#) or website about their tourist attraction
- create a class [Glow Wiki](#) about tourist attractions in France. Each group could have a page of the Wiki for their attraction.

### Taking it further

In groups or with a partner learners could research a tourist attraction in their local area and make a tourist information leaflet for French tourists.

### Language

À Paris qu’est-ce qu’il y a?  
À Paris il y a.....  
À .....qu’est-ce qu’il y a?  
À .....il y a.....

Un château=a castle  
Un parc=a park  
Un lac=a loch  
Un zoo=a zoo  
Un centre commercial=a shopping centre  
Une galerie d’art=an art gallery  
Un port=a harbour  
Une plage= a beach  
Des montagnes=mountains

### Knowledge about language

‘Il y a’ means both **there is** and **there are**.

### Language for Tourist Attractions

La Tour Eiffel	Le pont Alexandre III
Le Louvre	L’Arc de Triomphe
L’Obélisque	Les Champs Elysées
La Seine	Le Musée d’Orsay
Le Tombeau du	Le jardin du
Soldat Inconnu	Luxembourg
La place de l’étoile	



## Challenge 5

### Introduction

In this lesson learners will explore the vocabulary related to direction.

### Learning intentions

I will learn the compass points in French.

### Success Criteria

I can describe the location of the monuments in Paris.

### Possible evidence

Maps

French Sentences

### Possible tasks

Using the [Sightseeing tour](#) learners can highlight the itinerary on a [map](#).

Introduce “Le Nord, le Sud, l’Est et l’Ouest” with mimes and Simon says activity to practise. Add “Le centre”.

Learner could take part in a [four corner activity](#).

Practice reading and writing with a [gap fill activity](#).

### Taking it further

Learners could sort the French attractions they have researched under each cardinal point.

### Language

Le Nord=The North

Le Sud=The South

L’Est=The East

L’Ouest=The West

Le centre=The centre

## Challenge 6

### Introduction

In this lesson learners will explore the vocabulary related to direction and food.

### Learning intentions

I will explore the traditional foods of France.

### Success Criteria

I can research traditional French food.

I can compare and contrast traditional French and Scottish meals.

### Possible evidence

Meal/Menu/Recipe

Presentation

### Possible tasks

View the [e-book on France](#) paying particular attention to the menu for the picnic. Discuss the different dishes.

Use “Qu’est-ce que c’est? Qu’est-ce qu’il y a dans .....?”  
(From the e-book)

Focus on French specialities:

- dans le nord de la France, il y a les gaufres.
- dans le sud de la France, il y a la bouillabaisse.
- dans l’est de la France, il y a la choucroute.
- dans l’ouest de la France, il y a les crêpes.

Learners could research a dish per group. They can then present their findings to the class.

Learners could think of a Scottish meal. They could:

- create their meal from art materials
- write a menu for their meal
- find out the recipe for their meal

Learners should present their dishes to a French person using the recurring language from the e-book. In turn learners present their menu with their notes to the rest of the group and receive marks. The learners could vote for their favourite meal.

### Language

Ton plat qu’est-ce que c’est?=What is your dish?

Qu’est-ce qu’il y a dans ....?=What is in...?

Ton plat? =Your dish?

La recette? =The recipe

Et l’accompagnement qu’est-ce que c’est?=What is the side dish?

Et comme dessert?=And as a dessert?

### Knowledge about language

“Some” in French is expressed by:

Du + masculine

De la + feminine

Del’+ a vowel

Des + plural



## Challenge 7

### Introduction

In this lesson learners will explore the vocabulary related to tourist attractions and number.

### Learning intentions

I will discover the different regions of France.

### Success Criteria

I can research and take notes about a region of France and what makes it unique.

### Possible evidence

Research notes  
Leaflets/Blog/Wiki

### Possible tasks

Introduce the different regions of France using the [interactive map](#). Each region is made of departments and each has a number. That number is used in post codes and car registrations mainly.

Call out a number in French and see who can identify the region first using the [map](#). Learners can use the map to work in pairs for oral practice of numbers.

Explain that each region has its own food speciality and often wine too. Learners can explore this further at:

- [interactive map](#)
- [Glossary of French regional food](#)
- [Crossword](#)

In groups Learners could:

- create a fact file about one of the regions
- create an information leaflets about of the regions. Learners could look at leaflets from local areas and create Success Criteria for their leaflet. They could use [Just 2 Easy](#) to create their leaflets.
- create a [Glow Blog](#) or website about their region.
- create a class [Glow Wiki](#) about French regions. Each group could have a page of the Wiki for their region.

### Taking it further

Learners could research the [32 local councils](#) in Scotland and they are similar/different.

### Language

0=zéro	11=onze
1=un	12=douze
2=deux	13=treize
3=trois	14=quatorze
4=quatre	15=quinze
5=cinq	16=seize
6=six	17=dix-sept
7=sept	18=dix-huit
8=huit	19=dix-neuf
9=neuf	
10=dix	

20=vingt	30=trente
21=vingt et un	40=quarante
22=vingt-deux	50=cinquante
23=vingt-trois	60=soixante

70=soixante-dix
71=soixante et onze
72=soixante-douze

80=quatre-vingts
90=quatre-vingt-dix
100=cent