

### Overview

Learners will use the [Gabon e-book](#) and [videos](#) which explore the people and animals of Gabon for the suggested learning opportunities. In this learning journey, the focus is to develop vocabulary in the areas of animals, colours, family and time.

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 explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding. **MLAN 2-01a**

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

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**

### Overview of learning

#### Experiences and outcomes

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 explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding. **MLAN 2-01a**

I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding. **MLAN 2-01a**

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

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

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

#### Learning intentions

- I will learn the French names of exotic Gabonese animals.
- I will find out information about a Gabonese animal.

I will learn how to name the colours in French.

I will make the colour agree with the noun it describes.

I will learn the names of the 6 main family members in French.

I will learn how to answer and ask questions about family.

I will learn how to tell the time in French.

#### Success criteria

- I can say and recognise 5 Gabonese animals.
- I can research a Gabonese animal and describe it in French.
- I can say the colours in French.
- I can identify whether a noun is singular or plural, masculine or feminine.
- I can select the appropriate adjective ending.
- I can talk about the 6 main members of my family.
- I can recognise whether a noun is masculine, feminine, singular or plural.
- I can recognise and use 'I have' and 'I don't have' in French.
- I can ask a question using the words 'I have' in French.
- I can recognise and use the numbers to 24.
- I can understand and use digital time in French.
- I can understand and use the 24 hour clock.

#### Possible evidence

Participation in games  
Animal posters/presentation/Wiki  
Footprint activity

Participation in games  
Artist's palette  
Song

Participation in a song  
Participation in activity

Participation in games  
Family collage

Participation in games  
Conversation game

Participation in games  
Paired discussion

### Learning challenge 1

#### Introduction

In this lesson learners will explore the vocabulary required to describe animals.

#### Learning intentions

I will learn the French names of exotic Gabonese animals.

I will find out information about a Gabonese animal.

#### Success criteria

I can say and recognise 5 Gabonese animals.

I can research a Gabonese animal and describe it in French.

#### Possible evidence

Participation in games  
Animal posters/presentation/Wiki  
Footprint activity

#### Possible tasks

Introduce the animals with photos from the e-book. As they listen to the practitioner naming the different animals, the learners demonstrate their understanding as they:

- Echo the names of the animals, like a parrot. Each group taking it in turn to repeat as an echo.
- Mime the animals.
- Make the sound of the different animals.
- Name a colour that matches each animal like a chameleon would do.
- Point to a part of the body prominent in the animals, like the elephant's big ears, chameleon's big tongue, bongo's big horn, gorilla's big belly, parrot's big beak /nose.

To practise and consolidate, practitioners can organise a carousel of activities with a choice of:

- Playing Hangman with the name of the animals.
- Miming and naming animals.
- Playing Pictionary, trying to name in French the animal being drawn.
- Create a class Glow Wiki where each group researches an animal and makes a page on the Wiki about their animal, trying to include some info in French (*En français, il s'appelle..... mais en anglais, il s'appelle....; il habite au Gabon, il est + colour, il mange... etc..* according to previous knowledge). This could also be done as a poster, presentation or wildlife video.
- [Matching footprints to animals](#).

#### Language

Voici = here is

Un perroquet = a parrot

Un gorille = a gorilla

Un bongo = a bongo

Un caméléon = a chameleon

Un éléphant = an elephant

#### Knowledge about language

Indefinite article:

Un = a (masculine)

Subject pronouns:

Il = he

### Learning challenge 2

#### Introduction

In this lesson learners will explore the vocabulary required to name the colours in French.

#### Learning intentions

I will learn how to name the colours in French.

#### Success criteria

I can say the colours in French.

#### Possible evidence

Participation in games  
Artist's palette  
Song

#### Possible tasks

Introduce the colours a few at a time, pointing out similarities and differences to English. Practise:

- Name colours and learners point to something of that colour in the room
- Distribute felt tips / crayons and learners have to raise them as practitioner calls out the colours.
- Dictate a [colouring activity](#) (*coloriez numéro six en jaune, numéro trois en rouge* etc...)

Display the colours with the written words for them. Focus on *violet, vert, blanc, gris*, pointing out that the last consonant is not sounded. Contrast with *jaune, orange, rose* where the "e" at the end allows the consonant to be heard. Practise reading aloud. Draw two word clouds, one for sounded last consonant, one for mute last consonant and ask learners to work with their shoulder partner for two minutes, thinking about possible French words to fill them with. Let them use their vocabulary jotters or reference materials as needed. Collate answers, review and discuss as appropriate.

Practise productive language playing "*Qu'est-ce qu'il manque?*" displaying coloured crayons/ bricks, then hiding one. This can be played in pairs or as a whole class. Alternatively, using bricks, one pupil can build a tower of three colours in secret and the partners have to guess the sequence of colours he / she used.

Draw and label an artist's palette with 11 colours as a record of vocabulary.

#### Language

C'est de quelle couleur ? = Which colour is it?

C'est = it is

Bleu = blue

Orange = orange

Gris = grey

Violet = purple

Marron = brown

Rose = pink

Jaune = yellow

Vert = green

Rouge = red

Noir = black

Blanc = white

Qu'est-ce qu'il manque? = What is missing?

Devine les couleurs dans l'ordre = Guess the colours in the right order

### Learning challenge 3

#### Introduction

In this lesson learners will explore the vocabulary required to talk about colours.

#### Learning intentions

I will make the colour agree with the noun it describes.

#### Success criteria

I can identify whether a noun is singular or plural, masculine or feminine.

I can select the appropriate adjective ending.

#### Possible evidence

Participation in a song

Participation in activity

#### Possible tasks

Recap on colours with [the rainbow song](#).

Complete the [Colour Maths activity](#).

Before you show the e-book to your learners, click on the Talking script and read about the descriptions of the animals. Point out how the sound of the colours are different when describing a masculine or a feminine animal. Look at the French Script: can learners spot *vert and vertes*? Learners should underline all the colours mentioned and reflect on their spelling. Can they work out why it changes? Focus on notion of gender (feminine and masculine) and numbers. Introduce adjectives as a bit like chameleons who take on the attributes of the noun they follow. Introduce the feminine for colours. Regular ones first, pointing out the difference the extra 'e' makes to pronunciation.

Name the colours, alternating masculine and feminine and learners use their whiteboard / blue or pink cards to show which gender they hear. (Only works with purple, white, green or grey)

Consolidate with song rhyme:

- [Poule grise](#)
- [J'ai trouvé dans mes cheveux](#)

Matching Activities:

- [Matching activities](#)
- [Interactive Colour Activities](#)
- [Interactive Colour Activities](#) (Activities 13-18)

#### Language

##### Knowledge about language: feminine colours

Rose = pink  
Jaune = yellow  
Rouge = red

They already have an "e", so nothing changes

Marron = brown  
Orange = orange

Are invariable so they never change

Noire = black  
Bleue = blue

Get an "e" but it doesn't change the

Grise = grey  
Verte = green

Get an "e" and the last consonant is now sounded

Violette = purple  
Blanche = white

Get a special ending that changes the pronunciation

### Learning challenge 4

#### Introduction

In this lesson learners will explore the vocabulary required to describe their family.

#### Learning intentions

I will learn the names of the 6 main family members in French.

#### Success criteria

I can talk about the 6 main members of my family.

I can recognise whether a noun is masculine, feminine, singular or plural.

#### Possible evidence

Participation in games  
Family collage

#### Possible tasks

Introduce family members:

- *Voici le père/ la mère/etc...*
- Repeat / Vrai ou Faux.....
- Recap on: *il s'appelle / elle s'appelle...*

Practise with a [four corners game](#): placing pictures of the family members in the four corners, learners wander about singing in French, when the practitioner calls out a member of the family. Learners have to run to the correct one.

Alternatively, at the end of the song, the practitioner covers his / her eyes, learners go and stand in a corner of their choice, then the practitioner names a corner (e.g. "*La soeur*") and learners in that corner get a forfeit (*un gage*). (Count to 20 backward / recite the alphabet / name 5 colours, etc...)

Make a collage of a famous family (celebrity, Royalty, fictional character):

- Label: *le père, la mère, la soeur*, etc...
- What are their names?
- Where do they live?

#### 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...

Il / elle habite à

#### Knowledge about language

Definite article:

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



### Learning challenge 5

#### Introduction

In this lesson learners will explore the vocabulary required to discuss their family.

#### Learning intentions

I will learn how to answer and ask questions about family.

#### Success criteria

I can recognise and use 'I have' and 'I don't have' in French.  
I can ask a question using the words 'you have' in French.

#### Possible evidence

Participation in games  
Conversation game

#### Possible tasks

Using a 'famous people family' that pupils have chosen together, the teacher recaps language and expands structures:

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

Introduce question and answer:

- *Tu as des frères et des soeurs?*
- *Oui, j'ai... Non, je n'ai pas de....*
- Focus on the change of article: *le = un, la = une, les = des*
- Display the [question and answer prompt](#).

Practise with a ball game where the practitioner firstly asks the question repeatedly to different learners. She / he throws a soft ball only looking for the answer at this point. Progressively let the pupils ask the question as they take the role of throwing the ball to the next person. (Introduce *demi-frère /demi-soeur / enfant unique* as necessary)

Pupils can work out what the e-book animals might say eg:

- *"J'ai une soeur, elle habite au Congo"*

and the rest of the class has to guess who is speaking.

Learners can work on a presentation of their own siblings:

- *"J'ai une soeur/un frère."*
- *"Elle/il s'appelle....., elle/il habite....., elle/ il a....ans."*

#### Language

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

Qui est la soeur de.....? = Who is X'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.....

### Learning challenge 6

#### Introduction

In this learning experience practitioners will find possible tasks in relation to telling the time on the hour and/or with minutes, both in analogue and digital formats. The practitioner can differentiate tasks according to the needs of their learners.

#### Learning intentions

I will learn how to tell the time in French.

#### Success criteria

I can recognise and use the numbers to 24.

I can understand and use digital time in French.

I can understand and use the 24 hour clock.

#### Possible evidence

Participation in games  
Paired discussion

#### Possible tasks

Revise the 24-hour time system in English using digital displays.

Do a buzz/stations game to revise numbers up to 24.

Say a number in French and learners reply "*matin, après-midi, soir, nuit*" accordingly. Mention: "*bonsoir, bonne nuit*" as new greetings. (**Note\*** *Bon après-midi* is not a greeting, it means "enjoy your afternoon", "*bon matin*" doesn't exist, French just use "*bonjour*").

Explain that in French the word "*heure(s)*" is used for o'clock - although it means "hour(s)".

Dictate times and learners can fill in the blanks on [the activity sheet](#).

Play a lotto game with time.

Place numbers 1-12 on the floor, call out the time and learners jump onto the appropriate number. Easy when using 1-12 for the morning, harder in the afternoon when *14 heures* means you jump on number two. In pairs, learner A fills in part two of the [activity sheet](#), then tells the time to partner B who writes it down, then A&B compare that the clocks match.

Introduce the different 'feelings' of the animals. Listen to [the e-book](#) and [fill in part three](#), matching the feelings. Practitioner says the time, learners mime feelings; practitioner says feelings, learners tell the time.

#### Language

Quelle heure est-il ? - What time is it?

Il est.. - it is.....

Une heure - one o'clock

Deux heures - two o'clock

Trois heures - three o'clock

Le matin - the morning

L' après-midi - the afternoon

Le soir - the evening

La nuit - the night

Bonsoir - good evening

Bonne nuit - goodnight

**KAL** Some expressions use a different verb

- J'ai faim - I'm hungry
- J'ai chaud - I am hot
- J'ai soif - I am thirsty

But not all:

- Je suis fatigué(e) - I am tired
- Je suis content(e) - I am happy
- Je suis triste - I am sad