|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **GENERAL INFORMATION AND PROFILE** | | | | | | | |
| **Content/Language** | | **Biology** | | **French: The Five Senses** | | | |
| **Age** | | **11 - 14** | | | **Date** |  | *(to be completed by teachers)* |
| **Language level** | | **A1/A2** | | | **Lesson length** | **5 hours** | |
| **Rationale**  *(links to previous content and language* | | *(to be completed by teachers)* | | | | | |
| **Materials needed** | | **See Resources in Biology folder** | | | | | |
| **OUTCOMES**  4 Cs integrated focus (Coyle, 2006; Coyle, Hood & Marsh, 2010) | | | | | | | |
| **Main teaching aims** | | | | | | | |
| **Content** | | | Learners can:   * Discuss the fact that humans have five senses. * Name and memorise key vocabulary linked to the five * senses and the parts of the body related to each sense. * Use verbs linked to the five senses (*Je vois / sens / entends / goûte / touche).* * Use adjectives linked to the five senses (*sucré, salé, amer, acide, doux*). * Use the 4 skills (Listening, Speaking, Reading, Writing) to describe the five senses and the parts of the body. * Understand the concept of optical illusions. * Present the results of various experiments using the five senses. | | | | |
| **Cognition** | | | Learners can:   * Follow a series of experiments. * Analyse and present the results of experiments. * Conduct their own experiments. * Describe the link between the five senses and the   associated parts of the body.   * Reflect on the fact that humans have five senses. * Understand the concept of optical illusion. * Learn to match a flavour with a taste. * Learn to match a sound with an object or an animal. * Learn to describe what you feel with your hands. | | | | |
| **C**  **o**  **m**  **m**  **u**  **n**  **i**  **c**  **a**  **t**  **i**  **o**  **n** | Language **of** learning | | Learners can:   * Memorise and apply vocabulary linked to the experiments, such as *sucré, salé, amer, acide, doux, dur, mou, rugueux, lisse, je vois / regarde, je sens, je touche, j’écoute / j'entends, je goûte.* | | | | |
| Language **for** learning | | * Language related to following, analysing, presenting and conducting an experiment. * Asking questions: *Qu’est-ce que vous sentez, touchez, voyez, entendez, goûtez ?* * Using adjectives to describe a taste. * Using adjectives to describe what they touch. * Creating positive / negative statements: *je goûte / je ne goûte pas le sel*. * Explaining a biological phenomenon: *Un être humain a 5 sens et des parties du corps associées à ces sens*. | | | | |
| Language **through** learning | | * Recycle language linked to the five senses in new contexts through new objects/flavours. * Discover language linked to new noises. | | | | |
| **Culture** | | | Learners can:   * Discuss topic in groups. * Present their work to their peers. * Explore and analyse some principles of scientific experiment. | | | | |
| **PROCEDURE: Stage, teacher and student activity** | | | | | | | |
| **Lead-in** | | | * Teacher presents topic of the five senses. | | | | |
| **Presentation** | | | * Learners to discuss what human senses they are aware of. * Learners to discuss which parts of the body are involved. * Associate senses verbs with adjectives and parts of the body. * Organise experiments to test the five senses. * Observe, analyse and discuss the results. | | | | |
| **Guided practice** | | | * Watch the three animations. * Introduce the activities provided for each animation. * Organise the experiments linked to each of the five senses. * Observe, analyse and discuss the results. | | | | |
| **Free production** | | | Learners   * Create new experiments linked to one of the five senses. * Present the experiments and discuss results. | | | | |
| **EVIDENCE AND ASSESSMENT** | | | | | | | |
| **Success criteria** | | | **Language** | | | | **Content** |
| Learners can:   * Memorise and manipulate names of parts of the body, the five senses and associated adjectives. * Ask/answer the questions *Qu’est-ce que vous sentez, touchez, voyez, entendez, goûtez ?* * Present the results of the experiments and use verbs and adjectives to describe what they can see/smell/feel/hear/taste. | | | | Learners can:   * Discuss the five senses using prior cognitive knowledge. * Observe, analyse and discuss the results of the experiments. * Name through verbs and adjectives what they can see/smell/feel/hear/   taste. |
| **Assessment** | | | **Formative**  Observation:   * Ongoing feedback while performing the activity. * Reviewing pupil’s activity sheets linked to experiments/animations. | | | | **Summative**   * Activity sheets for experiments. * Oral/written presentation of results/observations. |
| **NEXT STEPS** | | | | | | | |
| **Content** | | | * Organise other experiments, using other sounds, visuals, items of food/object. * Conduct the experiment. * Research onomatopoeic description of animal sounds in various countries. * Research favourite tastes linked to food around the world. | | | | |
| **Language** | | | * Discover new vocabulary – objects, food, animals. * Recycle the question/answer: *Qu’est-ce que vous sentez, touchez, voyez, entendez, goûtez ?* | | | | |