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| **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.
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| **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.
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| **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.*
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| 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*.
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| Language **through** learning | * Recycle language linked to the five senses in new contexts through new objects/flavours.
* Discover language linked to new noises.
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| **Culture** | Learners can:* Discuss topic in groups.
* Present their work to their peers.
* Explore and analyse some principles of scientific experiment.
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| **PROCEDURE: Stage, teacher and student activity** |
| **Lead-in** | * Teacher presents topic of the five senses.
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| **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.
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| **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.
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| **Free production** | Learners * Create new experiments linked to one of the five senses.
* Present the experiments and discuss results.
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| **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.
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| **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.
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| **Language** | * Discover new vocabulary – objects, food, animals.
* Recycle the question/answer: *Qu’est-ce que vous sentez, touchez, voyez, entendez, goûtez ?*
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