

Unit 4 Les animaux

ABOUT THE UNIT

In this unit children learn to talk about animals. They continue to gain confidence in manipulating numbers and they also learn further vocabulary associated with festivals, including Easter.

WHERE THE UNIT FITS IN

Children learn and use vocabulary to describe themselves and their pets. They consolidate knowledge of spelling, question forms and parts of the verb *avoir*, positive and negative, colours and weather. They continue to gain confidence in using numbers, applying techniques practised in previous units. They widen their knowledge of festivals at home and abroad.

PRIOR LEARNING

- It is helpful if children already know:
- basic aural/oral spellings of numbers
 - sounds/spelling patterns met in previous units
 - how to ask and answer questions using *avoir*

NEW LANGUAGE CONTENT

- singular and plural of common nouns
- nouns for animals
- numbers 32 to 40
- vocabulary for festivals, including Easter

RESOURCES

- pictures of animals
- pair cards
- word cards
- number dice
- number fans
- printed information or information from the internet about festivals
- materials for making greetings cards

LINKS WITH OTHER SUBJECTS

The number activities link to aspects of the numeracy strategy. The alphabet and work on sounds and spellings link to aspects of the literacy strategy. The activities in which the children learn about different festivals reinforce aspects of citizenship. Exercises using ICT consolidate learning in that area.

EXPECTATIONS

At the end of this unit

most children will:

ask and answer questions about pets; understand and use numbers from 32 to 40; communicate in French in pairs, asking and answering simple questions; develop their understanding of the way sounds are represented in writing

some children will not have made so much progress and will:

understand and respond to simple questions with prompts or visual support; understand names of pets with the support of visual clues

some children will have progressed further and will:

use short phrases for asking and answering questions, using mainly memorised language; begin to apply simple aspects of grammar in new contexts; use the number patterns with increasing flexibility

FUTURE LEARNING

Future units will build progressively on the use of numbers, the time, use of verbs and sounds and spellings.

CORE VOCABULARY AND STRUCTURES

As-tu un animal?

Oui, j'ai ...

Non, je n'ai pas d'animal

*Je n'ai pas de chien/cheval/
poisson*

un animal/des animaux

un chat/des chats

un chien/des chiens

un oiseau/des oiseaux

un cheval/des chevaux

un poisson/des poissons

une souris/des souris

un hamster

un cochon d'inde

un oeuf (singular)

des oeufs (plural)

Joyeuses Pâques

les numéros

trente-deux à quarante



LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

CHILDREN SHOULD LEARN

1

- to understand and answer questions about pets
- Introduce only one or two names of pets, in singular and plural, using drawings, soft toys, flashcards, posters or on an overhead projector (OHP), allowing plenty of repetition. Introduce with a verb, eg *As-tu un animal? Oui, j'ai un chien*. Ask children if they have a particular pet.
- When children can understand and use the verb construction, introduce more nouns.
- Play a guessing game, eg *Je pense à un animal qui commence par C. Un chien? Un chat?*
- Children could work in pairs or groups with animal playing cards, using games such as 'Matching pairs' or 'Snap'. They score only if they pronounce the word correctly and clearly.
- As the children gain confidence, build in the question *Comment il s'appelle?* Allow one-word responses but encourage children to use the set phrase, eg *il s'appelle ...*
- As a reading activity, children read aloud and match short sentences about animals to the appropriate picture, eg *Je m'appelle Céline. J'ai deux chats*.
- As a listening activity, read out short statements or use suitable audio/videotape, asking children to identify the main points using a grid or tick box, eg *children circle or tick the animal mentioned*.
- Children take part in a survey to find out the most usual pet owned by children in their class. They ask and answer the question with other children. If they have a French-speaking partner school, classes can exchange information by e-mail.
- ▲ Use songs and/or 'Big Books' that contain references to animals. Ask the children to listen out for keywords and to respond with an action or sound.

2

- to understand and use numbers up to 40
- Revise numbers using techniques introduced in work in numeracy, eg *number dice, number fans*.
- Explain in English how numbers from 20 to 40 are made up and ask children to try to predict what the French will be for numbers 40 to 49. Encourage them to take risks as they work.
- Count backwards. Say the numbers out of sequence.
- Perform a 'Mexican wave' using numbers forwards and backwards, and in steps of one, two, three, four and five, starting from a random number.
- Play 'Bingo' with numbers 20 to 40 to give practice in listening and understanding.
- Reinforce number patterns in French, using techniques from children's work in numeracy.
- Do times tables in French at a level suited to the class, eg *une fois quatre font quatre; deux fois quatre font huit*.
- Sing a song that incorporates numbers.

3

- how others celebrate festivals
- Discuss ways in which festivals are celebrated in different countries, eg *Easter*, if using this unit at that time of year. Children could consider the differences and similarities between festivals, eg *common features would include food and drink, family get-together, closure of businesses, religious traditions*.
- Encourage children to exchange greetings cards with their French-speaking partner school.
- Teach seasonal greetings using visuals or objects.

LEARNING OUTCOMES

CHILDREN

- give details of pets in response to the question, *eg As-tu un animal? Oui, j'ai un chat or Non, je n'ai pas d'animal. As-tu un chien? Non, je n'ai pas de chien*
- pronounce words clearly and correctly
- develop their response to the question, *eg J'ai un chat. Elle s'appelle Mini*
- show understanding of short phrases presented in a familiar context by matching sound to print and by reading aloud
- listen carefully to identify meaning and show their understanding of familiar statements
- ask others if they have any pets, *eg As-tu un animal?* and respond appropriately
- develop listening skills by picking out keywords

POINTS TO NOTE

- Handling objects, finger puppets, toys and cards will help children to remember the words.
- If introducing a large number of new words, introduce the different genders separately. Place the flashcards on separate parts of the board or use two colours of card to highlight the difference visually.
- Vary the presentation of new words by using high and low pitch, increasing and decreasing volume, by varying the pace, and by multiple repetition of the same word.
- Children may enjoy saying the words in a voice that suits the character of the animal.
- Provide extra support, if necessary, in the form of visual clues to the animals mentioned, displayed in the correct order.
- Children can note more detailed information, *eg the names and quantities of pets, the name and age of the person speaking.*
- The survey might be a timed activity in order to provide a challenge and ensure children complete the task in a similar time. Some children may need support when initiating conversation. Children who are more confident can volunteer further information.
- Children could use block graph techniques to present their findings.
- Children could learn where certain animals live and what they eat, *eg Le tigre habite en Inde et mange de la viande. L'éléphant habite en Afrique et en Inde et il est herbivore.*
- Further progression can be achieved by introducing adjectives, *eg grande, petite, colours.* Gradually combine the descriptions with the question, *eg Il est comment?* to elicit a response containing an adjective. Allow one-word responses but encourage children to use the set phrase *il* and *elle est*, according to your question.

- understand and use numbers 1 to 40, both in and out of sequence

- Children could practise using numbers and letters together to read out car number plates. If possible, use pictures of international car number plates from French-speaking countries or copy them.

- consider their own culture and compare it with others
- work with English language materials to research other countries and cultures
- use the foreign language for real purposes

- Festivals taking place at springtime include Passover, Easter, Holi, Mardi Gras. Children could research the celebration of festivals in other countries using appropriate books or CD-ROMs.
- Children could use ICT to produce their greetings cards. They select and import appropriate images and combine them with text. They use skills of centring, aligning and resizing graphics. Some will choose effects to match their purpose, ensuring that the text and graphics complement each other.
- If children use ICT to produce the card, they may be able to send their greetings by e-mail.

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

CHILDREN SHOULD LEARN

4

- more about the sounds and spelling of certain words

- Remind children of the sound/spelling rule of the 'silent final consonant' for plurals met in unit 2.
- Present plural names of animals using paintings or flashcards. Stress the sound of the irregular plurals in this unit, eg *des animaux, des chevaux, des oiseaux*. Children show understanding by picking the appropriate flashcard when the singular and plural are used together.
- Add children's names and names of famous people to the bank of words children learn to spell, when playing spelling games.
- ▲ Introduce children to the spelling and sounds of words with accents. Use words they have met previously:
 - grave accent (*è grave*), eg *père, très, frère, où*
 - acute accent (*é aigu*), eg *préférée*
 - circumflex (*â circonflexe*), eg *âge*
 - cedilla (*ç cédille*), eg *garçon, ça va*
- ▲ Revise previous phoneme work. Introduce *oiseau, poisson, joyeux/joyeuse* asking children to discriminate the sounds, eg *hands up when they hear the sound from a list of words*.

END-OF-UNIT ACTIVITIES

- to apply the knowledge, skills and understanding developed in this unit

- Children create a wall display featuring the different animals they have come across in French. They write a profile in French of an animal, including details like name, age, where they live, what they eat and other family members. They label the colours of the animal. Children could use ICT to create their display work.
- Children could reinforce their knowledge of the alphabet through music and rhythm. They could be encouraged to record their performances.

LEARNING OUTCOMES

CHILDREN

POINTS TO NOTE

- listen carefully to discriminate sounds and develop strategies for using correct pronunciation

- These activities need not be discrete items, and can be easily integrated into the possible activities in the unit as the teacher deems appropriate.
- Once they are very familiar with the sounds of the letters, children could spell other subject-specific words in French.
- Children could take the part of a bingo caller or direct a game of 'hangman' on the board, using all vocabulary learnt so far.

- This activity can help reinforce work in art, ICT and music.