

Unit 5 Mon anniversaire

ABOUT THE UNIT

In this unit children learn more language relating to special occasions and celebrations. They also learn how to tell the time on the hour (analogue only) and to ask and answer questions about birthdays and the calendar.

WHERE THE UNIT FITS IN

Children have already learnt numbers 0 to 41, and will be familiar with some dates from daily use. They can consolidate previous work on likes, dislikes, festivals and celebrations.

PRIOR LEARNING

It is helpful if children already know:

- numbers 0 to 41
- how to say some dates

OUT-OF-SCHOOL LEARNING

Children could:

- use the internet to find material relating to festivals, seasons and weather
- be encouraged to read storybooks or use CD-ROMs for independent learning
- make their own French calendar and a French birthday card
- research the birth dates of famous media personalities, historical figures, sporting heroes, for example, and find copies of their pictures to bring into school to produce a wall display on the topic of birthdays

NEW LANGUAGE CONTENT

- asking and answering questions about birthdays and dates
- numbers 42 to 60
- the analogue time on the hour
- months of the year

RESOURCES

- large clockface
- alarm clock
- digit/text flashcards for numbers
- 'Bingo' cards
- text flashcards for months
- French calendar
- birthday cards
- songs, audio/videotapes and CD-ROMs with which to demonstrate times on the hours, months of the year, and numbers
- storybooks on related themes and with relevant keywords and phrases

LINKS WITH OTHER SUBJECTS

There are opportunities to reinforce aspects of the geography and RE curricula when comparing festivals and celebrations around the world.

There will be opportunities to tell the time in French throughout the school day and to use the date daily. Children will be familiar with using rhymes and recitation to reinforce sound patterns in English (NLS year 1).

EXPECTATIONS

At the end of this unit

most children will:

understand and use numbers from 42 to 60; understand the time on the hour; ask someone when their birthday is, and say when their own is; listen to a story and select keywords and phrases from it; sing a song or recite a poem from memory; write a birthday greeting; devise and perform a short sketch, using structures learnt in the unit

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

respond with *oui* or *non* to questions about the time, date and birthdays; refer to text or visual clues when singing songs or reciting poems; copy or label using single words or short phrases

some children will have progressed further and will:

write a short description of the seasons, using months and weather phrases; speak about a festival or season; spell most of the key vocabulary accurately

FUTURE LEARNING

Children will learn full analogue times, including minutes past and to the hour in unit 7; and more about festivals and celebrations to broaden cultural awareness in unit 8.

CORE VOCABULARY AND STRUCTURES

Quelle heure est-il?

Il est une heure

Il est deux heures

Il est trois heures

Il est quatre heures

Il est cinq heures

Il est six heures

Il est sept heures

Il est huit heures

Il est neuf heures

Il est dix heures

Il est onze heures

Il est midi

Il est minuit

du matin

de l'après-midi

du soir

Quelle est la date de ton anniversaire?

C'est le ...

*Mon anniversaire est le ...
premier*

Joyeux anniversaire!

quarante-deux à soixante



LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

CHILDREN SHOULD LEARN

1

- to ask and tell the time on the hour
 - Use a large clockface to model the question and the answers.
 - Encourage children to repeat in chorus and individually.
 - Play a 'true or false' game with clock times. Children can respond with *oui/non* or *vrai/faux*.
 - Play an 'Only repeat if it's true' game with clock times. As you display a clock time on a flashcard, encourage the children to echo whatever you say. However, if what you say does not match what you show on the card, the children must remain silent.
 - Play 'What's the time, Mr Wolf?' game.
 - Perform a 'Mexican wave' in which each child says the time on the hour, in sequence. Play forwards, backwards, counting in steps of one and two and starting from a random time.
 - Ask the children if they can work out when the word *heure* must have an *s* added. Point out that a final *s* is nearly always silent in French (an exception to this rule is the word *fi*ls, meaning son), unless it is followed by a vowel sound when it is pronounced **z** as in *il est trois heures*.
 - Perform a 'Mexican wave', passing an object around the circle. Children take turns to speak around the circle, alternating between asking *Quelle heure est-il?* and giving the next answer in the sequence.
 - As a reading, listening and speaking activity, play a 'Secret signal' game to give the children an opportunity to chorus repeatedly and to memorise spoken phrases. Choose five or six phrases, eg
 - *Quelle heure est-il?*
 - *Il est onze heures*
 - *Il est sept heures*
 - *Il est une heure*
 - *Il est quatre heures*Display the phrases clearly, then choose a volunteer who leaves the room while the secret signaller is chosen. The first phrase is chorused aloud repeatedly by the class until the signal is given to move on to the next one. The volunteer must guess who is giving the signal, by noticing what happens when the class moves to the next phrase.
- ▲ As a reading aloud activity, show the children a text flashcard of a number from 1 to 12, eg *trois*. Show them also the written phrase *Il est trois heures*. Choose children to read both aloud. Discuss pronunciation.

2

- to recognise how analogue times on the hour are abbreviated in French, eg *1h, 2h, 3h*
 - Show flashcards with abbreviated times, eg *11h, 3h*, and invite the children to respond to *Quelle heure est-il?* with a full sentence, eg *il est onze heures, il est trois heures*.
 - Play 'Only repeat if it's true'.

3

- to link the times on the hour with the phrases *du matin, de l'après-midi, du soir*
 - Teach the meaning of the phrases *du matin, de l'après-midi* and *du soir* by showing pictures of everyday activities, eg *getting up in the morning, having breakfast, arriving at school, having lunch, evening meal, going to bed*. Say the whole phrase in French. Show a picture of children going home from school and say *Il est quatre heures de l'après-midi*.
 - Play the 'true or false' games suggested earlier using the longer time phrases. Show a picture of someone having lunch and say *Il est trois heures du matin. Faux!*
 - Use longer time phrases to play 'bingo'.

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN

- show their understanding of times by holding up a number card or turning the hands of a clock, for example
- pronounce time phrases accurately when copying/echoing
- ask and give the time
- predict the next time in the sequence by participating orally in a 'Mexican wave'
- predict what time it will be in a given number of hours, eg *Maintenant il est quatre heures. Dans trois heures il sera ... sept heures*
- read time phrases aloud from text, showing understanding of pronunciation
- read aloud a poem, or join in singing a song, containing time references

- Develop techniques for memorising vocabulary. Show the children a flashcard with a time, eg *7h*, for a split second; children have to tell you what they saw. Show several cards with different times written on them, and challenge children to remember and say the times in the correct order.
- It is important to demonstrate how the **sound** of words can change when used in phrases and sentences, eg *dix* and *il est dix heures*. Show the written phrases and compare pronunciation, eg **une** heure, **deux** heures, **trois** heures, **six** heures, **neuf** heures, **dix** heures.
- Use of 'Big Books' builds on classroom techniques used in the Literacy Hour.
- Play 'Time dominoes', linking pictures of time on a clockface with word cards.
- Using the school hall or playground for action games and activities in French makes learning fun and memorable.
- Looking at text, guided reading from 'Big Books', looking at a passage from a story, and reading aloud of poems and song texts provide opportunities to reinforce work in English.
- In France, the 24-hour clock is used more frequently.
- The teaching activities give the children practice in speaking in chorus and in reading text, and reinforce both aurally and visually the syntax of the sentences being practised.
- Introduce the question *A quelle heure?* followed by the use of a simple verb, eg *A quelle heure est-ce que tu arrives à l'école/ regardes 'Neighbours'?*

- show understanding of abbreviated times by responding with a spoken phrase, a gesture, by writing 1h00, or writing a sentence in French

- show understanding of time phrases such as *il est trois heures de l'après-midi* by writing 3.00 p.m.

- The use of objects, props, puppets, actions and mime by children will help them remember the vocabulary.
- There is the opportunity to make comparisons with English and other languages known by the children. Explore the origin and exact definitions of the terms **a.m.** and **p.m.** in English. Compare this concept with the French phrases *du matin*, *de l'après-midi* and *du soir*. Compare the abbreviated use of 6h00 and 06.00.

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

CHILDREN SHOULD LEARN

4

- to understand and use numbers 41 to 60
- Count from 0 to 41, then use modelling and chorusing to demonstrate how to count from 41 to 60. Encourage accurate pronunciation.
- Perform 'Mexican waves' using numbers from 0 to 60. Count forwards and backwards, and in steps of one, two, three, four and five, and starting from a random number.
- Play 'Bingo' with numbers to give practice in listening and understanding.
- Sing a song which incorporates the numbers.
- Practise using mental arithmetic at a level suited to the class, eg *Deux fois quatre font huit, trois et deux font cinq*.

5

- to ask and give a birthday date
- to wish someone happy birthday
- Model the sentence *Mon anniversaire est le vingt-cinq février*. Show children the meaning of the sentence by holding a picture or model of a birthday cake or card. On a calendar, circle the date so that the children can see it as well as hear it spoken. Encourage children to chorus the new words *Mon anniversaire*.
- The teacher can offer a birthday cake or picture to a child who would like to say his/her own birth date. Birthday cake is passed round to children who would like to say their birth date.
- Perform a 'Mexican wave' in which each child says his/her birth date.
- Timed game: invite five children to stand in a line at the front of the class. The first child says his/her birth date, eg *Mon anniversaire est le sept mai. Et toi?* Time the activity, then invite five different children to do the same. Compare.
- Repeat the above activity, but use *Quelle est la date de ton anniversaire?* instead of *Et toi?*
- Play a group response game. Divide the class into groups and give each group a set of flashcards, each showing a different month. In response to saying the name of the month, children hold up a card showing that word. The fastest correct group wins.
- Teach the phrase *Joyeux anniversaire!* Whenever a member of the class has a birthday, the whole class could sing *Joyeux anniversaire* and make birthday cards.
- ▲ Use more complex language, eg *Montrez-moi le mois après mai, montrez-moi le troisième mois de l'année*.
- ▲ Introduce the seasons:
 - *Au printemps*
 - *En été*
 - *En automne*
 - *En hiver*Play a 'true or false' game, eg *Juillet est en hiver. Vrai ou faux?*

END-OF-UNIT ACTIVITIES

- to apply the knowledge, skills and understanding
- In groups of two or three, children could create and participate in a short sketch or dialogue that uses the questions, answers and information covered in this unit.
- Songs, poems and sketches could be performed in assemblies and at concerts for parents.
- Opportunity to use art or ICT: create a mural depicting the cycle of a year, showing months, seasons, festivals, weather, and create labels/captions in French.

LEARNING OUTCOMES

CHILDREN

- count with accurate pronunciation
- can name in French any digit from 0 to 60 at random

POINTS TO NOTE

- Reinforce both the foreign language and number concepts by performing some numeracy activities in French.
- French CD-ROMs exist which practise number vocabulary and manipulation of numbers up to 60.

- say their birth date: *Mon anniversaire est le douze novembre*
- ask when a birthday is, using *Quelle est la date de ton anniversaire?* or *Et toi?*
- ask and give written information about birthdays in a letter, card or e-mail to a friend
- can sing a song about birthdays

- Children have already learnt how to answer *Quelle est la date aujourd'hui?* They already have daily practice in saying the date and understand the syntax:
 - *C'est le cinq mai*
 - *C'est le mardi cinq mai*
 - *Aujourd'hui c'est le cinq mai*
- Children can write the question and answer sequences they have learnt using ICT (creating a speech bubble), and a scanned photo of themselves.
- Teaching children to say when their birthday is provides an opportunity to look at the whole calendar year and to talk about dates other than today's.
- Use famous people, as used in the *Qui est-ce?* activities. Children can make a mural of photographs of famous people cut out of magazines/newspapers and research their birth dates.
- It is important to show children that the date on the first day of each month is *le premier*, not *le un*. Make comparisons with English: film première, premier league in football, premiersip.
- The timed game can be repeated frequently throughout the unit, and can be played sometimes using *Et toi?* and sometimes using *Quelle est la date de ton anniversaire?*
- Children listen to a story in French, and react to keywords and phrases, eg *stand up when hearing your own birthday month*, or other specific vocabulary in the story.
- The responding game and the 'true or false' game using months can be revisited frequently in this and in later units. When confident, children can put the questions or phrases to the class themselves.
- Children could produce birthday graphs using questionnaires to seek information from other classes.
- Children will be used to creating their own texts in English using ICT.