

## Language

## Core language

<i>le cheval</i>	the horse
<i>le mouton</i>	the sheep
<i>le lapin</i>	the rabbit
<i>la souris</i>	the mouse
... <i>galope</i> (eg <i>Le cheval galope</i> )	... gallops (eg The horse gallops)
... <i>court</i>	... runs

<i>Il/Elle est ...</i>	It is ...
<i>gris(e)</i>	grey

*Non, le lapin ne galope pas, etc* No, the rabbit doesn't gallop, etc

## Additional language for this unit

<i>la pomme</i>	the apple
<i>le pommier</i>	the apple tree

... <i>sautille</i>	... hops
... <i>trottine</i>	... scurries

<i>toc, toc, toc!</i>	knock, knock, knock!
<i>croc, croc, croc</i>	crunch, crunch, crunch

## Additional language for teachers

<i>Ecoutez/Écoute l'histoire</i>	Listen (plural/singular) to the story
<i>Cherchez/Cherche la bonne carte</i>	Find (plural/singular) the right card
<i>Regardez/Regarde les cartes</i>	Look (plural/singular) at the cards
<i>Levez-vous/Lève-toi!</i>	Stand up! (plural/singular)
<i>Asseyez-vous/Assieds-toi!</i>	Sit down! (plural/singular)
<i>Tournez-vous/Tourne-toi!</i>	Turn around! (plural/singular)

<i>vite</i>	quickly
<i>lentement</i>	slowly

<i>On va jouer aux pouces</i>	We're going to play Heads Down, Thumbs Up
<i>On va jouer au signe secret</i>	We're going to play Secret Signal
<i>Quel est le signe?</i>	What is the signal?
<i>Qui va faire le signe?</i>	Who will do the signal?

<i>Le cheval est de quelle couleur?</i>	What colour is the horse?
<i>Le cheval est noir</i>	The horse is black
<i>Qu'est-ce qu'il fait, le lapin?</i>	What does the rabbit do?
<i>Est-ce que le lapin galope?</i>	Does the rabbit gallop?
<i>à la maison</i>	to the house/home
<i>C'est qui?</i>	Who is it?
<i>donc</i>	so
<i>puis</i>	then

See also the French and English texts for 'The four friends' at the end of the unit.

## Unit 5 Les quatre amis (The four friends)

## About the unit

In this unit children listen and respond to a story. The story used here is called *Les quatre amis* and the text is provided at the end of this unit, with an English translation. Children learn to talk about animals and describe their colour and movement. They add to their repertoire of verbs and continue to gain confidence in using simple language for classroom interaction. An alternative story to the one suggested here can be used.

## Where the unit fits in

Children develop language and vocabulary from a simple story. There are opportunities to join in with mimes and the telling of the story, and the unit culminates in a performance. Children consolidate some verbs introduced in Unit 3 and learn some new ones.

## Prior learning

It is helpful if children already know:

- some classroom instructions from previous units
- the *on* sound met in previous units
- colours: *blanc, noir, marron*
- *nage, danse, chante* (see Unit 3).

## New language

- Giving a simple description (of an animal)
- Making simple statements (about movement)
- Regular *-er* verbs: *il/elle court*
- *courir* (irregular): *il/elle court*
- Pronouns: *il/elle* used for 'it'
- Negatives (*ne ... pas*)
- Phonic focus: *on, ch*

## Resources

- The text of the story *Les quatre amis*
- Picture flashcards, props or interactive whiteboard presentation for telling the story
- Picture flashcards and large text cards for the animals in the story
- Text cards for verbs of movement in the story
- Sets of small animal pictures and text verb cards
- Picture flashcards for colours
- Text cards for colours
- Music for Pass the Parcel

## Links with other subjects

Primary framework for English: speak with clarity (year 2); prepare a story for performance, identifying appropriate expression, tone, volume and use of voices and other sounds; sustain concentration when listening; identify and respond to sound patterns in language; reading aloud and reciting; read on sight high-frequency words and other familiar words

Music: explore and explain own ideas and feelings about music using movement

## Expectations

## At the end of this unit

*most children will:*

listen to a story and select keywords and phrases from it; begin to recognise, read and pronounce combinations of letters, words and set phrases; speak clearly and confidently; understand words displayed in the classroom; write familiar words and phrases from a model

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

require support from a spoken model or visual clue in producing responses to simple questions or commands; discriminate among sounds and identify meaning when items are repeated several times

*some children will have progressed further and will:*

take an individual part in a brief, prepared oral task; write and say phrases from memory

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 1. The four friends

- to listen and respond to simple rhymes, stories and songs (O3.1)
- to recognise and respond to sound patterns and words (O3.2)
- to use gesture or mime to show they understand (LLS)
- to imitate pronunciation (KAL)

- Use flashcards, props or an interactive whiteboard presentation to tell the story *Les quatre amis*. Ask children to join in with *toc, toc!* (knock, knock!) as they become familiar with the story.
- Work on some mimes to secure understanding and pronunciation of the animal words, eg *le cheval* (the horse), *le mouton* (the sheep), *le lapin* (the rabbit), *la souris* (the mouse):
  - you give an animal word and children mime as a class
  - you ask individual children to mime and you respond with an animal word
  - you mime and the class chorus an animal word
  - you ask individual children to give an animal word and you respond with a mime.
- Extension: More confident children can be asked to lead the mimes.
- Read the story again and, this time, children join in with *toc, toc!* and animal mimes.
- Play *Pouces* (Heads Down, Thumbs Up).

- listen with care
- join in with storytelling
- recall vocabulary
- use mime to convey meaning and show understanding

- Encourage children to look at mouth shapes when practising new vocabulary.
- If digital images of the flashcards are available, use these to make an electronic big book on presentation software or the interactive whiteboard. A confident teacher, foreign language assistant or native speaker can record the text and incorporate it into the pages. If copied onto a word processor or publishing program, the file can be printed out as a real book.
- On the second retelling of the story, you can use the children's mimes to prompt recall of the animal names.
- To play *Pouces*:
  - choose four children to be animal characters from the story and give them a flashcard to show this
  - the rest of the class put their head down on one arm, close their eyes and put a thumb in the air
  - the chosen four walk around the room and gently squeeze one thumb each
  - the class sit up and those with squeezed thumbs stand up. They have one guess as to which animal touched them
  - if they guess correctly, they swap places with that animal.

## Section 2. Animal characters

- to listen attentively and understand instructions and everyday classroom language (O3.4)
- to recognise some familiar words in written form (L3.1)
- to recognise that some words occur in both English and the language being learnt, although they may sound different (KAL)
- to notice the spelling of familiar words (KAL)
- to play games to help remember (LLS)
- to hear main word classes (KAL)

- Divide children into four groups and give each group one of the animal characters from Section 1. Combine classroom instructions with the animal characters, eg *Les moutons, levez-vous!* (Sheep, stand up!)
- Extension: Combine the adverbs *vite* (quickly) and *lentement* (slowly) with classroom instructions to add enjoyment to the activity, eg *Les moutons, levez-vous lentement!* (Sheep, stand up slowly!)
- Highlight verbs of movement in the story, eg *le cheval galope* (the horse gallops) and ask children for an appropriate mime.
- Play *Répétez si c'est vrai* (Repeat if it's True) with spoken phrases such as *le cheval galope*. Some children may need time and/or support to fully understand the concept of the game.
- Read out the story again and ask children to put their fingers to their lips each time they hear the *sh* sound, eg *champs* (fields), *cheval*, *chercher* (to look for).
- Show children a familiar word starting with *ch* such as *cheval*, *chat* (cat), *chouette!* (cool!) Ask them to work out how these words begin. Can they create a rule for the *sh* sound in French?
- Introduce some written phrases through the interactive whiteboard or on large text cards. Play *Répétez si c'est vrai* again. Children read aloud if it's true in the story, eg *le cheval galope*. If they see *le mouton galope*, they remain silent because this is not true in the story. Stress the phonic focus on (*mouton, monte, mon, donc*).
- Children play Pelmanism, matching animal pictures and text verb cards.
- Ask for volunteers to demonstrate learning so far. Children could hold up a picture card and read out the correct verb in a simple sentence, eg *Le mouton court* (The sheep runs).
- Extension: Play Pelmanism with written animal and verb cards.
- Extension: Put animal and verb word cards in dictionary order.

- match words and pictures
- identify and read simple words
- repeat words and phrases modelled by the teacher

- Follow-up: Throughout the week, play *Pouces*, asking a confident child to take the lead.
- Follow-up: Display word cards on the board and play Kim's Game.
- If you have made an electronic big book (see Section 1), add pages leading from the main story so that children can, for example, move the characters around to narrate the story. They can drag verbs to the animals to build up the text.
- In literacy work, discuss English words that contain the letter string *ch* where it is pronounced *sh*, such as *chef* or *machine* – even better if there is a Charlotte in the class! Start collecting these words. Children create posters of a word each for a display, using ICT, drawing or collage, eg create a picture in matchsticks of a chalet.
- Follow-up: Contrast the sounds made by *ch* in English and French by using the puppets used in Unit 1, Section 2.
- Create a page for *ch* in the word bank (see Unit 1, Section 2) and add *cheval* from this unit. Ask children if they can think of any other words containing this letter string, eg *Cache-cache* (Hide and Seek), *bouche* (mouth), *cheveux* (hair).
- Follow-up: Try practising the verbs of movement and the adverbs as part of a PE warm-up.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 3. Animal colours

- to recognise and respond to words (O3.2)
- to recognise some familiar words in written form (L3.1)
- to experiment with the writing of simple words (L3.3)
- to recognise question forms (KAL)
- to recognise how sounds are represented in written form (KAL)
- to use a physical response (LLS)

- Give children text cards for animals. Hold up a picture flashcard for an animal and they show you the word.
- Revisit phonic focus with *on* (see Units 1 and 3), using words from the story (see Section 2). Show the grapheme. Trace it in the air, pronouncing it at the same time. Ask children to watch the shape of your mouth carefully as you model the sound. Encourage them to imitate the sound and add a whole-body mime to illustrate it (such as a rounded shape, with their head down).
- Introduce the colour *blanc* (white). Re-read the story and ask children to respond (eg raise their hand or pass on a multi-link cube) each time they hear *blanc*.
- Show pictures of each animal and describe the colour, eg *Le cheval est noir* (The horse is black). Show a text card for each colour and invite children to place them next to the correct animal picture. Keep these labelled pictures displayed for the children to use as a memory aid later in the session.
- Display text cards for the four verbs of movement, eg *galope*, *court*, *sautille* (hops), *trottine* (scurries), and read them aloud with actions. Ask children to match the verbs with the correct animal, eg *Le mouton, qu'est-ce qu'il fait?* (What does the sheep do?) to elicit *Le mouton court*. Some children may only be ready to give a one-word answer, eg *court*.
- Organise the children into small groups. Give each group a text card for each of the verbs describing animal movement, eg *sautille*. Ask the question *Qu'est-ce qu'il fait, le lapin?* (What does the rabbit do?) The children look for the correct text card. Repeat the activity with the other animals.
- Give children one of the animals to draw. They select the correct animal name and verb from lists on the board and copy-write these as a simple sentence, eg *Le cheval galope* (The horse gallops). They then copy-write *Il/Elle est ...* (It is ...) and choose the correct colour from the board. For some children, writing even one sentence will be a sufficient challenge. They will benefit from having individual word lists with picture prompts rather than copying from the board. Alternatively, give them some small slips with words to rearrange into a sentence. They can then stick these in their books.
- Extension: Children write from memory familiar *on* words on mini-whiteboards.

- write familiar words and sentences using a model
- understand words displayed in the classroom
- listen with care to identify specific information

- The writing activity can be done electronically, combining text and graphics. Ask children to use a whiteboard pen to highlight the graphemes they are learning.
- Children learnt *Il/Elle est ...* (He/She is ...) in Unit 4, Section 5. Here the same words are used to mean 'it'.
- The colour *marron* is invariable, so there is no change when using this adjective to describe a feminine noun such as *la souris*.
- Make colour-coded word lists of the key nouns, verbs and adjectives from the story.
- Follow-up: Children complete their animal pictures and sentences and present these to their classmates.
- Use the interactive whiteboard to make a grid into which children can drag elements of a sentence. It is a visual way of modelling sentence structure before they attempt to write the sentences by themselves.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 4. Animal magic

- to perform simple communicative tasks using single words, phrases and short sentences (O3.3)
- to listen attentively and understand instructions (O3.4)
- to recognise question forms and negatives (KAL)
- to use actions to aid memorisation (LLS)

- Display nine pictures (animals, verbs and colours from the story) and divide the class into two teams. Children score a point by selecting a picture and saying the correct word.
- Play Pass the Parcel by placing toy animals or pictures in a bag and text cards for the four verbs (*galope, trottine, sautille, court*) in a pile. Play some music. When the music stops, ask the child holding the bag to take out an animal. The child to their left picks a card. They hold them up for the class to see. Ask the class, for example, *Est-ce que le cheval sautille?* and introduce the negative *Non, le cheval ne sautille pas*. Accept *oui/non* but encourage answers in sentences if appropriate.
- Use an interactive whiteboard or 'human sentence' to show how the negative is formed with *ne ... pas*.
- Encourage children to repeat these sentences with gestures.
- Introduce some additional verbs, eg *danse, chante, nage* (see Unit 3). With a partner, children choose an animal and a verb. They practise a mime to illustrate a simple sentence, eg *Le lapin danse*.
- Invite volunteers to show their mime and the class guess the sentence.
- Extension: Explore musical excerpts to represent animals and verbs.

- remember a sequence of spoken words
- answer questions with an awareness of the negative
- recall, retain and use vocabulary

- Help children remember the two parts of *ne ... pas* by incorporating a gesture for each. Encourage them to use actions for the animal and verb as well. Display the pictures and sentences in a whiteboard notebook or on a flipchart. Clone the page. Insert *ne* and *pas* around the verbs on the second page, to give the impression that they have pushed their way into the sentence when you move from one page to the next. This will show children how the negative particles affect the structure of the sentence.
- Accept *oui/non* or thumbs up/down when asking questions involving use of the negative.
- Follow-up: Throughout the week, play games to reinforce the verbs.
- Make animal masks in preparation for a performance.
- Explore music and ideas for animal *hashtas* (traditional Indian hand gestures closely linked to traditional storytelling).

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 5. Animal chorus

- to listen and respond to simple rhymes, stories and songs (O3.1)
- to listen attentively and understand instructions (O3.4)
- to imitate pronunciation (KAL)
- to say words to a rhythm (LLS)
- to play games to help remember (LLS)

- Re-read the story, with children doing actions and mimes to aid understanding.
- In preparation for performing the story, focus on suitable repetitive extracts for choral speaking (see below). Children listen to the story and memorise the repetitive language. Use clapping to reinforce the rhythm of phrases, eg:  
*Quelle belle pomme rouge. Je voudrais bien manger la belle pomme rouge.*  
*Je vais chercher mon ami(e)...*  
*Toc, toc, toc. Qui est là?*  
*Viens m'aider s'il te plaît.*  
*Alors les deux amis retournent au pommier.*  
*Croc, croc, croc.*
- Play Secret Signal. Two children leave the room, while the rest of the class choose a signal, eg a wink or scratch of nose, and a signaller. Choose two of the story extracts (see examples above). The children come back in and the class repeat the first extract continuously until the signal is given, at which point the class switch to repeating the second extract. The two children try to spot who is making the signal.
- Divide the class into four and give each group one extract to practise. They will recite this in a class performance.

- join in with storytelling
- remember a sequence of chosen words
- speak clearly and confidently

- Link with literacy work: The first activity links with performing stories and poems in literacy in year 3 and identifying appropriate expression and tone.
- Follow-up: Throughout the week, take every opportunity to rehearse the choral speaking.

## Section 6. Animals on show

- listen and respond to simple rhymes, stories and songs (O3.1)
- listen attentively and understand instructions (O3.4)
- say words to a rhythm (LLS)
- play games to help to remember (LLS)
- imitate pronunciation (KAL)

- In preparation for the class performance, allocate four confident children to memorise one short sentence each, eg *le mouton court, le mouton court*, in addition to their group extract.
- Select an additional four children to take on the role of one of the animals and mime their part of the story. You take the role of narrator.
- Practise putting together the teacher narrative, choral speaking, individual lines and actors.
- Identify four confident children as group leaders, who will cue in the rest. Less confident children will need practice in remembering to watch and follow the leader.
- Extension: Consider how expression and intonation can bring the performance to life.

- join in with storytelling
- remember a sequence of chosen words
- speak clearly and confidently

- Preparation for the class performance is best done in a hall or other large space.
- Link with literacy work: These activities build on drama work in year 2, when children presented dramatic work to children in their own class.
- Follow-up: Throughout the week, practise speaking parts as a class, in groups and pairs.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## End-of-unit activity

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

- Perform the story to another class or at an assembly.

- take part in a brief, prepared task in front of an audience

*Les quatre amis*

Il fait beau. Le soleil brille. Le petit cheval noir se promène dans les champs. Il voit un beau pommier avec une grosse pomme rouge.

«Oh» dit le petit cheval noir, «quelle belle pomme rouge.

Je voudrais bien manger la belle pomme rouge.»

Alors, le petit cheval noir essaie de prendre la pomme mais c'est impossible! «Hmmm» dit le petit cheval noir, «je vais chercher mon ami, le mouton.» Le cheval galope, le cheval galope vers la maison du petit mouton blanc.

Toc, toc, toc!

«C'est qui?» dit le petit mouton blanc.

«C'est moi, le petit cheval noir. Viens m'aider, s'il te plaît.»

«Oui, j'arrive tout de suite.»

Alors les deux amis retournent au pommier. Le mouton voit la belle pomme rouge.

«Oh» dit le petit mouton blanc. «Quelle belle pomme rouge.

Je voudrais bien manger la belle pomme rouge.»

«Vite, vite» dit le petit cheval noir, «monte sur mon dos.» Donc, le mouton monte sur le dos du cheval. Il essaie de prendre la pomme mais c'est impossible!

«Hmmm» dit le petit mouton blanc, «je vais chercher mon ami le lapin.» Le mouton court, le mouton court vers la maison du petit lapin gris.

Toc, toc, toc!

«C'est qui?» dit le petit lapin gris.

«C'est moi, le petit mouton blanc. Viens m'aider, s'il te plaît.»

«Oui, j'arrive tout de suite.»

Alors les deux amis retournent au pommier. Le lapin voit la belle pomme rouge.

«Oh» dit le petit lapin gris, «quelle belle pomme rouge. Je voudrais bien manger la belle pomme rouge.»

«Vite, vite» dit le mouton blanc, «monte sur ma tête.» Donc, le mouton monte sur le dos du cheval et le lapin monte sur la tête du mouton. Il essaie de prendre la pomme mais c'est impossible!

«Hmmm» dit le petit lapin gris, «je vais chercher mon amie la souris.» Le lapin sautille, le lapin sautille vers la maison de la petite souris marron.

Toc, toc, toc!

«C'est qui?» dit la petite souris marron.

«C'est moi, le petit lapin gris. Viens m'aider s'il te plaît.»

«Oui, j'arrive tout de suite.»

Alors les deux amis retournent au pommier. La souris voit la belle pomme rouge.

«Oh» dit la petite souris marron, «quelle belle pomme rouge.

Je voudrais bien manger la belle pomme rouge.»

«Vite, vite» dit le petit lapin gris, «monte sur mon nez.»

Donc, le mouton monte sur le dos du cheval, le lapin monte sur la tête du mouton et la souris monte sur le nez du lapin. Elle étend la main et ... elle prend la belle pomme rouge.»

«Youpi!» crie la petite souris marron et elle descend.

«Youpi!» crie le petit lapin gris et il descend.

«Youpi!» crie le petit mouton blanc et il descend.

«Youpi!» crie le petit cheval noir.

Croc, croc, croc. Les quatre amis mangent la belle pomme rouge. Miam!

Puis le petit cheval noir galope à la maison. Au revoir!

Le petit mouton blanc court à la maison. Au revoir!

Le petit lapin gris sautille à la maison. Au revoir!

Et la petite souris marron trotte à la maison. Au revoir!

*The four friends*

It is a beautiful day. The sun is shining. Little black horse is walking in the fields. He sees a big red apple in a beautiful apple tree. 'Oh', says little black horse, 'what a beautiful red apple. I would really like to eat the beautiful red apple.'

So little black horse tries to take the apple but it is impossible! 'Hmmm' says little black horse, 'I am going to look for my friend the sheep.' The horse gallops, gallops to little white sheep's house.

Knock, knock, knock!

'Who is it?' says little white sheep.

'It's me, little black horse. Please come and help me.'

'Yes, I'll come now.'

So the two friends return to the apple tree. The sheep sees the beautiful red apple.

'Oh', says little white sheep, 'what a beautiful red apple. I would really like to eat the beautiful red apple.'

'Quick, quick', says little black horse, 'climb on my back.' So the sheep climbs on the horse's back. He tries to take the apple but it is impossible!

'Hmmm', says little white sheep, 'I am going to look for my friend the rabbit.' The sheep runs, runs to little grey rabbit's house.

Knock, knock, knock!

'Who is it?' says little grey rabbit.

'It's me, little white sheep. Please come and help me.'

'Yes, I'll come now.'

So the two friends return to the apple tree. The rabbit sees the beautiful red apple.

'Oh', says little grey rabbit, 'what a beautiful red apple. I would really like to eat the beautiful red apple.'

'Quick, quick', says little white sheep, 'climb on my head.' So the sheep climbs on the horse's back and the rabbit climbs on the sheep's head. He tries to take the apple but it is impossible!

'Hmmm', says little grey rabbit, 'I am going to look for my friend the mouse.' Rabbit hops, hops to little brown mouse's house.

Knock, knock, knock!

'Who is it?' says little brown mouse.

'It's me, little grey rabbit. Please come and help me.'

'Yes, I'll come now.'

So the two friends return to the apple tree. The mouse sees the beautiful red apple.

'Oh', says little brown mouse, 'what a beautiful red apple. I would really like to eat the beautiful red apple.'

'Quick, quick', says little grey rabbit, 'climb on my nose.'

So the sheep climbs on the horse's back, the rabbit climbs on the sheep's head and the mouse climbs on the rabbit's nose. She reaches out her hand and ... takes the beautiful red apple.

'Hoorah!' cries little brown mouse and she gets down.

'Hoorah!' cries little grey rabbit and he gets down.

'Hoorah!' cries little white sheep and he gets down.

'Hoorah!' cries little black horse.

Crunch, crunch, crunch. The four friends eat the beautiful red apple. Yum!

Then little black horse gallops home. Goodbye!

Then little white sheep runs home. Goodbye!

Then little grey rabbit hops home. Goodbye!

And little brown mouse scurries home. Goodbye!