

Les Quatre Amis (The Four Friends)

Overview Unit 5

ABOUT THIS UNIT		WHERE THIS UNIT FITS IN
<p>In this unit children listen and respond to a story called <i>Les Quatre Amis</i>. 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.</p>		<p>Children develop language and vocabulary from a simple story. There are opportunities to join in with mimes and the telling of the story. The unit culminates in a performance. Children consolidate knowledge of nouns, pronouns, adjectives and learn new verbs.</p>
<p><u>Prior Learning</u></p> <p>It is helpful if children already know:</p> <ul style="list-style-type: none"> • some classroom instructions from previous units • colours: <i>blanc, noir, marron</i> • pronouns <i>il / elle</i> 	<p><u>New Language Content</u></p> <ul style="list-style-type: none"> • Animals • <i>Ne ... pas</i> • Phonic focus: [ʃ] <i>ch</i>, [ɔ̃] <i>on</i> • Some verbs of movement 	<p><u>End of Unit Activity</u></p> <p>Perform the story to another class or at an assembly.</p>
<p><u>Expectations:</u> At the end of this unit:</p> <p><i>Most children will:</i> listen to a story and select keywords and phrases from it; begin to recognise, read and pronounce sounds of combination of letters, words and set phrases; speak clearly and confidently; understand words displayed in the classroom; write familiar words and phrases from a model</p> <p><i>Some children will not have made so much progress and will:</i> require support from a spoken model or visual clue in producing responses to simple questions or commands; discriminate sounds and identify meaning when items are repeated several times</p> <p><i>Some children will have progressed further and will:</i> take an individual part in a brief prepared oral task; write and say phrases from memory</p>		<p><u>Links to the new National Curriculum for KS2 Foreign Languages</u></p> <p><i>Where there is a specific focus within the objective, this is shown in bold.</i></p> <ul style="list-style-type: none"> • Listen attentively to simple spoken language and show understanding by joining in and responding. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Appreciate stories, songs, poems and rhymes in the language • Read carefully and show understanding of words, phrases and simple writing • Understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

<u>Resources</u>		
<ul style="list-style-type: none"> • The text of the story <i>Les quatre amis</i> (see end of Session 6) • Picture flashcards, props or interactive whiteboard presentation for telling the story • 'CH' word cards • Picture flashcards and large text cards for the animals in the story • Text cards or IWB for story verbs (Session 3) • Sets of small animal pictures and text verb cards 	<ul style="list-style-type: none"> • Multimedia presentation for revising animals • Animal flashcards and Animal text cards • Multi-link cubes • Colour text cards • Worksheet listing key vocabulary • 9 pictures from the story, either on flashcards or the IWB • Bag and music for 'Pass the parcel' • Text cards for 'human sentence' to show how the negative is formed (Session 4) 	<ul style="list-style-type: none"> • Text cards for verbs (Session 4) • Interactive whiteboard presentation software • Picture flashcards for colours • Mini white boards/multi-link cubes • Microphone (see Teaching tips, Session 5) • Key phrase cards, cut into individual words (see Teaching Tips, Session 5) • Animal masks • Digital camera and video camera