

Les quatre amis (The Four Friends)

4. Animal magic

Prior Knowledge: It is helpful if the children already know how to play 'pass the parcel'

Objectives

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

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.

Support

Ensure key vocabulary is clearly displayed for children to refer to.

Accept *oui/non* or thumbs up/down when asking questions involving use of the negative.

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.

Extension

Explore musical excerpts to represent animals and verbs.

Some children could write down one of the negative sentences.

Main

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.

With a partner, children choose an animal and a verb. They practise a mime to illustrate a simple sentence e.g. *Le lapin galope*. Invite volunteers to show their mime and the class guess the sentence.

Play 'Pass the parcel' by placing toy animals or pictures in a bag and text cards for the four verbs (*galope, trotte, 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 text card. They hold them up for the class to see. Ask the class e.g. *Est-ce que le cheval sautille?* and introduce the negative *Non, il ne sautille pas*. Contrast this with the affirmative response to *Est-ce que le cheval galope? Oui, il galope*. Accept *oui/non* but encourage answers in sentences if appropriate.

Make a 'human sentence' to show how the negative is formed with *ne ... pas*.

ICT Opportunities: Display the pictures and sentences in a whiteboard notebook or flipchart. Duplicate the page. Insert *ne* and *pas* around the verbs in 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.

Grammar

For teachers:

Question forms: using *Est-ce que ...?*

Negatives – a negative sentence is formed by placing *ne* in front of the verb and *pas* after it e.g. *le cheval ne sautille pas*.

Grammar

For children

How to use the negative e.g. *le cheval ne sautille pas*.

Use of pronouns: **il** ne sautille pas.

Phonics focus

For teachers:

No specific focus

Phonics focus

For children:

No specific focus

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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • remember a sequence of spoken words • answer questions with an awareness of the negative • recall, retain and use vocabulary 	<p><u>New National Curriculum Links</u></p> <p>No specific links</p>
<p><u>Throughout the week:</u></p> <p>Play games to reinforce the verbs.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • 9 pictures from the story, either on flashcards or the interactive whiteboard • Picture flashcards or toys for the animals in the story • Bag for 'Pass the parcel' • Music for 'Pass the Parcel' • Text cards for verbs • Text cards for 'human sentence' to show how the negative is formed • Interactive whiteboard presentation software
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • Accept <i>oui/non</i> or thumbs up/down when asking questions involving use of the negative. • Explore music and ideas for animal <i>hasthas</i> (traditional Indian hand gestures closely linked to traditional story telling). 	

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Regardez les cartes</i>	Look at the cards	<i>oui / non</i>	yes / no
<i>Faites une phrase, par exemple,</i>	Make a sentence, for example,		
<i>le lapin court</i>	the rabbit runs	<i>le lapin</i>	rabbit
<i>oui / non</i>	yes / no	<i>le cheval</i>	horse
<i>le lapin</i>	rabbit	<i>le mouton</i>	sheep
<i>le cheval</i>	horse	<i>la souris</i>	mouse
<i>le mouton</i>	sheep		
<i>la souris</i>	mouse	<i>court</i>	runs
<i>court</i>	runs	<i>galope</i>	gallops

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<p><i>galope</i></p> <p><i>trottine</i></p> <p><i>sautille</i></p> <p><i>Répétez si c'est bon ex.</i></p> <p><i>le cheval galope</i></p> <p><i>le mouton danse</i></p> <p><i>le mouton trottine</i></p> <p><i>le lapin galope</i></p> <p><i>la souris court</i></p> <p><i>le lapin sautille</i></p> <p><i>Est-ce que le lapin court?</i></p> <p><i>Non, il ne court pas.</i></p> <p><i>Est-ce que le cheval sautille ?</i></p> <p><i>Non, il ne sautille pas etc.</i></p> <p><i>Écoutez la musique.</i></p> <p><i>Passez/ passe le cadeau.</i></p> <p><i>Retirez / Retire une carte / un animal.</i></p>	<p>gallops</p> <p>scurries</p> <p>hops</p> <p>Repeat if it's right e.g.</p> <p>the horse gallops</p> <p>the sheep dances</p> <p>the sheep scurries</p> <p>the rabbit gallops</p> <p>the mouse runs</p> <p>the rabbit hops</p> <p>Does the rabbit run?</p> <p>No, it does not run.</p> <p>Does the horse hop?</p> <p>No, it does not hop etc.</p> <p>Listen to the music.</p> <p>Pass the present.</p> <p>Pull out a card / an animal.</p>	<p><i>trottine</i></p> <p><i>sautille</i></p> <p><i>le cheval galope</i></p> <p><i>le mouton trottine</i></p> <p><i>le lapin court</i></p> <p><i>Non, il ne galope pas.</i></p> <p><i>Non, elle ne sautille pas.</i></p> <p><i>Non, il ne trottine pas. etc.</i></p>	<p>scurries</p> <p>hops</p> <p>the horse gallops</p> <p>the sheep scurries</p> <p>the rabbit runs</p> <p>No, it does not gallop.</p> <p>No, it does not hop.</p> <p>No, it does not scurry. etc.</p>
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