



TEACHER'S NOTES

Unité 13 Les animaux

(Covers aspects of QCA Unit 4. For links to the KS2 Framework for MFL see mapping document on the main menu screen.)

Learning Intentions

This unit introduces vocabulary for pets.

Children will be asked to:–

- Understand and use vocabulary for pets
- Understand and use plurals and negative expressions

Grammar covered in this unit:–

- French plurals
- Plural animal words
- Negatives

(NB. The grammar content is designed to be a stand-alone section, for use at the teacher's discretion as part of the study of this unit. For grammar points covered in other units see the grammar index on the main menu screen.)

Vocabulary

As-tu un animal? – Do you have an animal?

Oui, j'ai ... – Yes, I have...

Non, je n'ai pas d'animal – No, I don't have an animal

Je n'ai pas de... – I don't have a ...

un animal/ des animaux – an animal/animals

un chat – A cat

un chien – A dog

un oiseau – A bird

un cheval – A horse

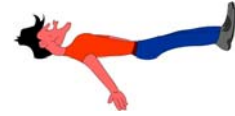
un poisson – A fish

une souris – A mouse

un hamster – A hamster

un cochon d'Inde – A guinea pig

un serpent – A snake



Lesson notes (sections 1–5)

1. Voir et lire

Learning Objectives

Children should learn:

- To listen and respond to vocabulary for pets
- To integrate this new vocabulary into a simple phrase
- Press the play button to see different pets move across the screen. The audio is heard simultaneously, and the text appears in the top right corner of the screen (see below for the order in which animals appear).
- Play the full sequence, asking children to identify any similarities with English. Also ask them to try to spot any 'silent' letters (souris, hamster, serpent, chat).
- Now play the sequence again, this time pausing after each animal. The children should repeat each word as they hear it.
- Play the list of animals a third time, this time emphasising the gender of each word (un/ une) in your voice and encouraging children to do the same. Ask children if they can hear the difference in the sounds and if they can remember why there is a difference (masculine/ feminine – check they can identify which is which).
- Finally move onto the second screen and play the sequence again. This version integrates the pets vocabulary into the simple phrase structure 'I have a called ...'. Ask children if they can remember what 'j'ai' and 's'appelle' mean, then practise the pronunciation of each phrase as it appears.

Transcript

1st screen : un poisson, une souris, un hamster, un oiseau, un serpent, un cochon d'Inde, un chat, un chien, un cheval

2nd screen : J'ai un/ une... qui s'appelle...



Notes



Lesson notes (sections 1–5)

2. Parler

Learning Objectives

Children should learn:

- To use vocabulary for pets in simple phrases
- First of all check that children can identify and pronounce accurately each pet by pointing to each picture and asking 'Qu'est-ce que c'est?'. Children should answer 'C'est (un chat)'.
- Now focus on the text on the right of the screen. Ask children if they can guess what the question 'As-tu un animal?' ('Do you have a pet?') means. Also ask if they can work out what the phrase 'Non, je n'ai pas d'animal' ('No, I don't have a pet') means. For a more detailed explanation of negative phrases in French, see the 'grammaire' section of this unit.
- Now click on the reveal button to make a random picture of a person with a pet appear. Ask volunteers to pretend to be the person in the picture and choose a suitable answer to the question 'As-tu un animal?' using the prompts on the right of the screen. For example, for a person holding a mouse, the answer should be 'Oui, j'ai une souris'. Click on the reveal button for new pictures. When the person with no pet appears, the answer should be 'Non, je n'ai pas d'animal'.
- Ask more able children to extend their answer phrases to include a name, i.e. 'Oui, j'ai un/une ... qui s'appelle ...'. Check pronunciation by clicking the audio button.
- Alternatively, this screen could be used as a stimulus for a writing activity.



Notes



Lesson notes (sections 1–5)

3. Chanter et réciter

Learning Objectives

Children should learn:

- To listen and respond to a rhyme featuring familiar and unfamiliar vocabulary
- To perform a rhyme as a group
- Press play to hear the rhyme in full. Encourage children to listen for any words that they recognise and any patterns (each pet word rhymes with its name, and every other line contains the same question 'As-tu un animal à la maison?'). Play the rhyme again, this time pausing after each pair of lines and asking children to tell you which animal has just been mentioned (see transcript below). Now reveal the transcript and play the rhyme again. Point out the words that the group were able to identify when they first listened to the rhyme, and ask children to guess what the question 'As-tu un animal à la maison?' means.
- Play the rhyme again, pausing after each line and instructing children to respond orally as a group. Devise gestures based on each animal to enable the group to perform the rhyme in a creative way. Work through the rhyme in this way several times until the group can pronounce each line accurately. Finally perform the rhyme as a group, using the audio/ transcript as appropriate. Alternatively, children could choose one of the animals featured in the rhyme and make a picture/ name card for it. You ask the question 'As-tu un animal à la maison?', and children respond when their pet comes up in the rhyme by calling out the answer phrase and holding up their card.
- Finally move onto the activity on the next screen. Children should drag the animals up to the circles 1–5 in the order that they are mentioned in the rhyme. Replay the audio to help them. Press reveal to see the solutions.

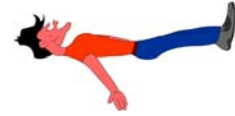
Transcript

As-tu un animal à la maison? (Do you have a pet at home ?)
 Oui, j'ai un poisson qui s'appelle Gaston. (Yes, I have a fish called Gaston.)
 As-tu un animal à la maison? (Do you have a pet at home ?)
 Oui, j'ai un chat qui s'appelle Chocolat. (Yes, I have a cat called Chocolat.)
 As-tu un animal à la maison? (Do you have a pet at home ?)
 Oui, j'ai un chien qui s'appelle Marianne. (Yes, I have a dog called Marianne.)
 As-tu un animal à la maison? (Do you have a pet at home ?)
 Oui, j'ai une souris qui s'appelle Nathalie. (Yes, I have a mouse called Nathalie.)
 As-tu un animal à la maison? (Do you have a pet at home ?)
 Je m'appelle Attal, je n'ai pas d'animal. (I am called Attal, I don't have a pet.)

chanter et réciter

As-tu un animal à la maison?
 Oui, j'ai un poisson qui s'appelle Gaston.
 As-tu un animal à la maison?
 Oui, j'ai un chat qui s'appelle Chocolat.
 As-tu un animal à la maison?
 Oui, j'ai un chien qui s'appelle Marianne.
 As-tu un animal à la maison?
 Oui, j'ai une souris qui s'appelle Nathalie.
 As-tu un animal à la maison?
 Je m'appelle Attal, je n'ai pas d'animal.

Notes



Lesson notes (sections 1–5)

4. Jouer

Learning Objectives

Children should learn:

- To identify spellings of vocabulary for pets
 - To pronounce accurately vocabulary for pets
- Jouer 1: Children should unscramble the letters in the anagram boxes at the bottom of the screen and drag them up to the matching text boxes. If they are correct, they will hear the appropriate animal sound. Use the stopwatch to set a timed challenge, or press reveal to see the solutions. As an extension activity, children could work in pairs to create and solve different written anagrams.
 - Jouer 2: Noughts and crosses. Divide the group into two teams. One team (the noughts) starts by pointing to a pet and naming it (including gender). If they are correct, they can touch the object to turn it into a nought. If they are incorrect, touch the square again to display a cross. Next, it is the crosses' turn. The first team to get three in a row wins. Press the reset button for a new grid.
 - Jouer 2: Click on the star button to make one of the pets disappear. Ask children to tell you which one is missing. Click again on the star button to make that pet reappear and another pet disappear. This game can be played using volunteers around the class or as a two-team/ two-pupil game in which points are scored for the quickest answers.



Notes



Lesson notes (sections 1–5)

5. Revoir et apprendre

Learning Objectives

Children should learn:

- To apply the knowledge, skills and understanding learnt in this unit
- First of all check that children can identify and pronounce accurately each pet by pointing to each picture and asking 'Qu'est-ce que c'est?'. Children should answer 'C'est (un chien)'. Now ask volunteers to tell you how to spell out the word for each pet, using the French alphabet pronunciation and including the correct gender (un/ une). Click on the pictures to check the spellings.
- Now move onto the activity on the second screen. Play each audio clip and ask children to come up and drag the animal pictures to the appropriate circle. Press reveal to see the solutions.
- Finally move onto the activity on the third screen. This time children need to listen for the pets' names, then drag each name box up to the appropriate picture.

Transcript

2nd screen

Top row : un serpent, un poisson, un oiseau, un hamster
Middle row : une souris, un cochon d'Inde, un chien
Bottom row : un cheval, un chat

3rd screen

- 1) J'ai un chat qui s'appelle Félix.
- 2) J'ai un cheval qui s'appelle Prince.
- 3) J'ai un chien qui s'appelle Snoopy.
- 4) J'ai un cochon d'Inde qui s'appelle Myrtille.
- 5) J'ai un hamster qui s'appelle Crocket.
- 6) J'ai un oiseau qui s'appelle Titi.
- 7) J'ai un poisson qui s'appelle Robert.
- 8) J'ai un serpent qui s'appelle Cobra.
- 9) J'ai une souris qui s'appelle Blanche.



Notes