

## Language

## Core language

Où habites-tu? Where do you live?  
J'habite dans ... I live in ...

rapide quick  
lent slow

rapidement quickly  
lentement slowly  
doucement softly  
fort strong, loud(ly)

Quelle heure est-il? What's the time?

une heure, deux heures, trois heures, quatre heures, cinq heures, six heures, sept heures, huit heures, neuf heures, dix heures, onze heures, douze heures one o'clock, etc

## Additional language for this unit

le lion the lion  
le coq the cock  
le kangourou the kangaroo  
le poisson the fish  
le coucou the cuckoo  
l'éléphant (m) the elephant  
l'âne (m) the donkey  
l'oiseau (m) the bird  
la tortue the tortoise  
la poule the hen  
le cygne the swan

timide timid  
féroce fierce  
plat flat

C'est l'heure du carnaval! It's carnival time!

la savane the savanna  
la forêt the forest  
la mer the sea  
une ferme a farm



## Additional language for teachers

C'est quel animal? What animal is it?

le chef d'orchestre the orchestra conductor  
plus more  
moins less

## Unit 11 Le Carnaval des animaux ('Carnival of the Animals')

## About the unit

This unit is based on the 'Carnival of the Animals' by Saint-Saëns. Children learn to describe animals characterised by the music and to talk about their habitats. They also learn how to tell the time on the hour (analogue only).

## Where the unit fits in

Children learn and use new vocabulary to talk about animals. They are already familiar with numbers to 12 and learn to use these to tell the time. Children continue to develop confidence in speaking and consolidate work from this and previous units by preparing a performance.

## Prior learning

It is helpful if children already know:

- colours
- feminine agreements for colours
- numbers 1–12
- *grand, petit*
- the names of some animals
- *Joyeux anniversaire!*

## New language

- Giving a simple description (of animals and habitats)
- Telling the time on the hour
- Asking and answering simple questions
- Adverbs: formation with *-ment*
- Use of *l'* before a vowel
- Phonic focus: revision of *ou*; difference between *ou* and *u*; synthesising known phonemes to form phonetically regular words

## Resources

- Recording of the 'Carnival of the Animals' by Saint-Saëns
- Pictures of the animals in large format and as a class set of mini-flashcards
- Large ball
- Large clock
- Word cards for numbers 1–12
- Word cards for adjectives
- Large red letter e
- Large word cards for sentence building
- Images of animal habitats
- Word cards of animal habitats
- Sheets of A4 paper and coloured pens

## Links with other subjects

Primary framework for literacy: compose sentences using adjectives, verbs and nouns for precision, clarity and impact (year 3); develop a range of personal strategies for learning new and irregular words; comment constructively on plays and performances, discussing effects and how they are achieved

Science: know about the different plants and animals found in different habitats; know about how animals and plants in two different habitats are suited to their environment

Music: listen with attention to detail and internalise and recall sounds with increasing aural memory

PE: create and perform dances using a range of movement patterns, including those from different times, places and cultures; respond to a range of stimuli and accompaniment

## Expectations

## At the end of this unit

## most children will:

ask and answer questions about animals; describe animals and begin to use feminine agreements; understand time on the hour; devise and perform a short dialogue, using structures learnt in this and previous units

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

understand the names of animals with the support of visual or musical clues; respond with a single-word answer to questions about the time

## some children will have progressed further and will:

give extended descriptions in accurate French, showing some attention to feminine agreements; show creativity and imagination in using known language in a new context

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 1. Meet the animals

- to listen for specific words and phrases (O4.2)
  - to listen for sounds, rhyme and rhythm (O4.3)
  - to use mental associations to remember words (LLS)
  - to sort words into categories (LLS)
  - to apply phonic knowledge of the language to support reading and writing (KAL)
- Ask children which names of animals they know in French.
  - Play an extract from 'Carnival of the Animals'. Play it again and ask children to discuss with a partner which animal they think it is.
  - Explain about this piece of music and that they are going to learn the names in French of animals it characterises.
  - Introduce the names of the animals with pictures or actions by using the following teaching sequence: *le lion, le coq, le kangourou, le poisson, le coucou, l'éléphant, l'âne, l'oiseau, la tortue, la poule*.
  - Give children a set of mini-picture flashcards of the animals. Display large flashcards on the board one by one, as you say the word. Children listen and point to their corresponding mini-flashcard.
  - Present the vocabulary on the interactive whiteboard. Play the relevant extract from the suite to accompany each picture.
  - Show a large picture flashcard of an animal and say the word. Children repeat the word and hold up the correct mini-flashcard.
  - Play *Répétez si c'est vrai*. Say the word and hold up a picture flashcard. If the two match, children repeat. If they don't, they remain silent.
  - Show the flashcard and children say the word.
  - Play Name that Tune. Divide the class into two teams and play the first bars of each musical extract. Ask *C'est qui?* (Who is it?) Children respond by saying which animal they have heard.
  - Some children may not yet be ready to give a verbal response. Allow them to give the action instead of saying the word.
  - Extension: Encourage children to give a reason for their choice of animal, eg *C'est ... lent* (slow), *rapide* (quick), *grand* (big), *fort* (strong).
  - Write the words *kangourou, poule, coucou* on the board with the *ou* highlighted in red and say them.
  - Read a list of animals from the song *Dans la Forêt Lointaine* ('In the Faraway Forest'). Children do an action when they hear the *ou* sound.
  - Sing the song *Dans la Forêt Lointaine* or play a recording of it. Children do an action when they hear the *ou* sound. Sing the song again and encourage them to join in.
  - Practise saying the sounds *ou* and *u*, using whole-body actions to mimic the sounds (such as flopping backwards for *ou* with arms outstretched).
  - Play a sorting game to practise distinguishing *ou* and *u*. Use pictures of two desert islands (on the interactive board or on flipchart paper) labelled *ou* and *u*. Show the children a selection of picture cards (or clip art) of animals and ask a volunteer to choose one. Say the word. The children listen and decide on which island to place it. The game continues with the remaining animals. The animals do not need to be familiar to the children since you are saying the words. A selection could include *poule, kangourou, tortue, loup, furet, fourmi, mouton* and *libellule*.
  - Extension: Children make a word bank for different animals.
  - Play Human Phonemes to help the children build phonetically regular words. Give out large phoneme cards, such as *on, ou, k, t, m, r, g, an, i* and *f*, say a word and ask the children to arrange themselves to form that word. Possible words to try include *mouton, kangourou* and *fourmi*.

- name some animals
- give a physical response to something they hear

- Some animal names were covered in Units 2 and 5 and can be incorporated into activities in this unit.
- The composer of *Le Carnaval des animaux*, Camille Saint-Saëns, was born in Paris in 1835. He died in 1921. The work comprises a set of short orchestral pieces which represent a particular animal by mimicking its sounds or characterising the way it moves. More information on Saint-Saëns can be obtained on the internet.
- As an alternative to using mini-picture flashcards, animal mimes can be used.
- When working on a phonic focus such as *ou*, demonstrate the shape that the mouth makes when making the sound. Get children to practise in front of a mirror.
- The words of the song *Dans la Forêt Lointaine*:

*Dans la forêt lointaine  
On entend le coucou  
Du haut de son grand chêne  
Il répond au hibou  
Coucou, coucou  
On entend le coucou  
Coucou, coucou  
On entend le coucou*

In the faraway forest  
You hear the cuckoo  
From the top of his big oak tree  
He replies to the owl  
Cuckoo, cuckoo  
You hear the cuckoo  
Cuckoo, cuckoo  
You hear the cuckoo

- You can find the tune for this song at: <http://descomptines.free.fr/chansons/>
- Follow-up: Throughout the week, practise animal names through games such as Charades.
- Follow-up: Use the music as a stimulus for writing poetry or for descriptive writing in literacy work. Or children could write non-fiction reports on the animals.
- Follow-up: Research the instruments used in *Le Carnaval des animaux*.
- Present the song on the interactive whiteboard with, if possible, an attached recording of the words and music. Children can circle words with the *ou* sound. Add more slides to add words suggested by the children, and add the child's name to the word.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 2. Animal sounds

- to listen for specific words and phrases (O4.2)
  - to listen for sounds, rhyme and rhythm (O4.3)
  - to use mental associations to remember words (LLS)
  - to sort words into categories (LLS)
  - to apply phonic knowledge of the language to support reading and writing (KAL)
- Revise animal vocabulary from the previous session by playing Pictionary. Draw pictures on the board, asking after each stroke *C'est quel animal?* Children guess the animal and say the word in French.
  - Extension: Children play Pictionary in pairs with mini-whiteboards.
  - Children have a selection of coloured pens or pencils. Give an instruction to draw an animal, eg *une tortue verte*. They draw this on paper or a mini-whiteboard.
  - Make an animal sound in the way that would be familiar to a young French child. Ask *C'est qui?* Children guess.
  - Compare French animal sounds with English ones and display in a table on the board.
  - Discuss the job of the orchestra conductor. Teach the adverbs *fort* (loudly), *doucement* (softly), *rapidement* (quickly) and *lentement* (slowly) with hand signals, as a conductor might.
  - 'Conduct' the class as they make one of the French animal sounds. Give them instructions using the French adverbs and hand signals.
  - Extension: Add *plus* (more) and *moins* (less) to the adverbs, for example *plus rapidement* (more quickly).
  - Create a soundscape. Divide the class into groups. Give each group a different animal sound to make. Give them a few minutes to come up with a rhythm for their sound. Conduct the class, using instructions, eg *rapidement*, to create a soundscape. Individual children can then take the role of conductor.

- name some animals
- recognise some words to describe the music

- Animal sounds in French:  
*roarr!* (lion)  
*cocorico!* (cock)  
*brrrr!* (elephant)  
*coucou!* (cuckoo)  
*hihan!* (donkey)  
*cuicui!* (bird)  
*cotcotcodet!* (hen)  
*miaou!* (cat)  
*bêêê!* (sheep)  
*ouah! ouah!* (dog)  
*meuh!* (cow).
- Follow-up: Record soundscapes conducted by children and play them back to the class.
- Follow-up: Throughout the week, practise animal words and sounds through games. For example, children find the animal card which corresponds to a given sound.
- Follow-up: Experiment with instruments to create different animal sounds.

## Section 3. What's the time?

- to listen for specific words and phrases (O4.2)
  - to listen for sounds, rhyme and rhythm (O4.3)
  - to write simple words and phrases using a model (L4.4)
  - to practise new language with a friend and outside the classroom (LLS)
- Ask children to move around the room in the style of a particular animal. Use phrases such as *plus rapidement* to vary the movements.
  - Children stand in a circle to play *Passez le ballon* (Pass the Ball) to revise numbers 1–12. Say *un* and pass the ball to a child, who says *deux* and passes the ball to someone else, and so on.
  - Use a large clock as you say times on the hour, eg *une heure, deux heures*. Children listen and repeat.
  - Practise saying *Quelle heure est-il?* (What's the time?) Children chorus the question and you respond with a time in French, eg *six heures*. Children stamp their feet or clap their hands six times in response.
  - Play a variation of What's the Time Mr Wolf? Change the name of the animal so that children move in the appropriate style, eg *Quelle heure est-il Monsieur Eléphant?* Stand at one end of the room and call out a time, eg *trois heures*. Children take three steps forward in the style of the chosen animal. If you call *miam, miam!* children must run back to the start, in the style of that animal. The first child to reach you or to be caught when they run back becomes the animal in the next round.
  - Children who become the animal can choose a partner to come with them if they are not yet confident with the language.
  - Show children word cards of the numbers 1–12. Ask children to copy-write them, making large letters in the air with their writing hand.
  - Extension: Children copy-write the numbers in the air using other parts of their body, eg *la tête*.

- understand the time
- give a physical response to something they hear

- This session is best taught in a hall or large space.
- Follow-up: Encourage children to play *Quelle heure est-il Monsieur Loup?* in French at playtime.
- What's the Time Mr Wolf? can also be played in the classroom, with children standing behind their chairs and pacing out steps on the spot. They sit down when they hear *miam, miam!* The last one to sit down becomes the animal in the next round.
- Follow-up: Throughout the week, ask children the time on the hour.
- Some interactive whiteboards provide clock faces with little and big hands. There are also interactive clocks whose hands move when clicked. These offer an engaging way of presenting the time.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 4. Animal descriptions

- to memorise and present a short spoken text (O4.1)
- to read and understand a range of familiar written phrases (L4.1)
- to recognise and apply simple agreements, singular and plural (KAL)
- to apply phonic knowledge of language to support reading and writing (KAL)
- to sort words into categories (LLS)
- to use mental associations to remember words (LLS)

- Display pictures of the animals. Show children a selection of adjectives on word cards, eg *fort, lent, rapide, grand, petit*.
- Ask children what they think these mean. Give clues with actions. Ask children to come out and stick the adjectives next to the animal they think they describe.
- Introduce some new adjectives in the same way, eg *timide* (shy), *féroce* (fierce). Ask children to mime these.
- Divide the board in two and ask children to suggest animals. As children suggest them, write the name in blue on one side if they are masculine and in red on the other side if they are feminine. Explain the use of *l'* for nouns beginning with vowels, eg *l'oiseau*. Alternatively, draw two rectangles on the interactive whiteboard, one in each colour. As children suggest animals, type them in black. Change the colour of the definite or indefinite article to white (or the colour of the background outside the coloured rectangles) so that it is invisible until moved into the coloured rectangle.
- Ask children if they can guess why the names have been written up in two groups. Explain that some are masculine and some are feminine nouns.
- Refer back to *grand* and *petit*. Display these on word cards written in black.
- Describe the animals in a sentence, beginning with masculine ones, eg *L'éléphant est grand. Le poisson est petit*.
- Bring out a large red letter *e*. Make a point of moving across to the other side of the board to focus on the feminine words. Give a description, eg *La tortue est petite*. Use the red *e* to emphasise the grammatical change. Repeat with *la poule* and *la souris*. Ask children to explain why the change has been made. Add a screen to the interactive whiteboard file described above and add an invisible *e*, which the children can see when you move it into the coloured rectangle.
- Continue with *lent* and *fort*. Ask children to explain the changes again.
- Practise pronunciation of *petit/petite, grand/grande, lent/lente, fort/forte*.
- Refer back to *rapide, timide, féroce*. Use the red *e* to show how, with these adjectives, it is unnecessary to add an extra *e*.
- As a whole class, practise these feminine agreements by building sentences on the board with a large set of word cards. Make a grid on the interactive whiteboard and model sentences by dragging elements into the right cell of the grid. Colour-code the nouns and adjectives to reinforce the concept of agreement. Make a copy of the page and change the colour of all the words to black. This will show whether children have grasped the concept when you remove the support.
- Extension: Children write new sentences using other known adjectives, eg colours.
- Sing *Un éléphant ça trompe* to the tune of *Un kilomètre à pied* (see Unit 2).

- understand and say a number of adjectives
- understand the agreement of simple nouns and adjectives
- pronounce the feminine form of some adjectives appropriately
- understand the use of the apostrophe with the article before a noun beginning with a vowel

- Introduce new adjectives with a picture or action and always check that all children understand the meaning.
- Link with literacy work: These activities link to work on adjectives in year 3 literacy.
- Follow-up: Create an interactive display. Each day, a pair of children builds a new sentence with the word cards and animal pictures.
- Ensure that you stick to the colour code you have established for masculine and feminine.
- Follow-up: Look at the relationship between nouns and adjectives in English. Compare these with French.
- Link with literacy work: Children will have had experience of composing sentences in literacy using nouns, adjectives and verbs for precision, clarity and impact from year 3 onwards.
- Text of the song *Un éléphant ça trompe*:

*Un éléphant ça trompe, ça trompe, ça trompe  
Un éléphant ça trompe, ça trompe bien souvent*

Repeat with *Deux éléphants ... Trois éléphants ...*, etc.

This is a nonsense song that plays on the word *une trompe*, translated as an elephant's trunk or a trumpet. *Bien souvent* means 'very often'.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 5. Animal habitats

- to memorise and present a short spoken text (O4.1)
  - to read and understand a range of familiar written phrases (L4.1)
  - to reinforce and extend recognition of word classes and understand their function (KAL)
  - to use question forms (KAL)
  - to apply phonic knowledge of the language to support reading and writing (KAL)
  - to use mental associations to help remember words (LLS)
  - to read and memorise words (LLS)
- Revise feminine agreements by drawing a picture of a large or small tortoise. Ask *C'est quel animal?* Children answer. Ask *La tortue est grande ou petite?* Children answer. Repeat with *une poule*.
  - Repeat with other animals using *lent, fort, rapide*.
  - Display a picture of an animal habitat, eg *la savane* (savanna). Show word cards with the adjectives *grand, petit* and a new one, *plat* (flat).
  - As a class, build sentences with word cards on the board, eg *La savane est grande*. Highlight the adjectival ending and draw out from children that an *e* is needed at the end of *grande* because *savane* is feminine.
  - Show images of four habitats where animals from the 'Carnival of the Animals' live, eg *la savane, la forêt* (forest), *la mer* (sea), *une ferme* (farm).
  - Hold up word cards with the names of each habitat in French. Children discuss in pairs which pictures and words match. Ask individual children to come out to match them.
  - Use the images to practise saying the words for the habitats.
  - Write each word on a separate sheet of A4 paper, using different-coloured pens. Add a picture of the habitat to each.
  - Show, for example, the 'orange' word, *une ferme*. Ask children to remember the orange word. Stick this sheet somewhere in the classroom. Do the same with the other three words, using different colours.
  - Ask children to look at the four words displayed around the room and remember them. Ask them to watch you as you turn each sheet to face the wall.
  - Ask children to discuss in pairs which word was where. They feed back.
  - Show animal pictures from previous sessions. Ask children to discuss in pairs where the animals live. Individual children come out to stick the animals on the appropriate habitat picture.
  - Using animal pictures or puppets, model the question and answer *Où habites-tu? J'habite dans ...* (Where do you live? I live in ...) Ask children to guess what you are saying.
  - Hold up animal pictures and ask the question again. Model the answer. Children listen and repeat. Practise with the other pictures.
  - Children work in pairs to ask the question and to take on the animal roles to give the answer.

- understand that French adjectives agree with the noun they describe
- say the names of some habitats
- say where some animals live

- Keep short the activity in which the first animal habitat is introduced. It is meant to reinforce the idea that adjectives agree with all nouns.
- If your interactive whiteboard has the function, make a slide for each habitat, import a picture of the habitat and make it a background. Children can then drag pictures of animals and sit them on top of the background, adding text, either from a writing frame or from memory.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 6. Carnival time

- to memorise and present a short spoken text (O4.1)
- to ask and answer questions on several topics (O4.4)
- to learn about festivals and celebrations in different cultures (IU4.1)
- to use question forms (KAL)
- to plan and prepare for a language activity (LLS)

- Revise time by playing What's the Time Mr Wolf?
- Introduce the phrase *C'est l'heure du carnaval!* (It's carnival time!) Practise saying this in chorus.
- Use this session as preparation for an end-of-unit performance based on the 'Carnival of the Animals'. This can involve music, dance, dialogue and soundscapes.
- Children work in groups or pairs. They take on animal roles and work out dialogues using questions and answers, eg
  - A) *Bonjour!*
  - B) *Bonjour!*
  - A) *Comment tu t'appelles?*
  - B) *Je m'appelle Lion. Comment tu t'appelles?*
  - A) *Je m'appelle Oiseau. Quel âge as-tu?*
  - B) *J'ai 8 ans.*
  - A) *J'ai une sœur.*
  - B) *J'ai un frère.*
  - A) *J'habite dans la forêt.*
  - B) *J'habite dans la savane.*
  - A) *Quelle heure est-il?*
  - B) *Cinq heures.*
 (Together) *C'est l'heure du carnaval!*
- Extension: Introduce *Je suis* to enable children to say, for example, *Je suis féroce.*
- Some children may prefer to perform a shorter dialogue or do a dance with some dialogue interspersed.
- More confident children will be able to prepare an extended dialogue.

- understand simple role-plays
- ask and answer questions on different topics
- perform in front of an audience

- Link with literacy work: This work links to literacy work on performing scenes and commenting constructively on performances (year 4).
- Encourage children to use language from previous units, in addition to this one, in their role-plays. You can import language from previously saved presentations or interactive whiteboard files.
- Suggest to children that the animals could be celebrating a birthday and remind them of the phrase *Joyeux anniversaire!*
- Follow-up: Throughout the week, practise the dialogues.
- Link with literacy work: The final activity links to developing sustained conversations in literacy (from year 2 onwards).
- Follow-up: Practise dance scenes and prepare masks, scenery or other props.
- Follow-up: Talk to the children about *Mardi Gras*, a carnival celebrated in Nice around the time of Lent. Use the internet to find images of and information about this annual carnival.
- Follow-up: Talk to the children about the Ice Carnival celebrated in Quebec, Canada, at the beginning of February. Use the internet to find images and information.

## End-of-unit activities

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

- Children perform their pieces to the class.
- Class evaluate the performances. They discuss effects and how they were achieved.

- take part in a performance in front of an audience

- Follow-up: Performances are repeated in a show for year 3 children.
- Children record their performances on handheld devices and play them back on the interactive whiteboard to evaluate them. They could store them on their personal space on a learning platform as evidence of achievement.