

Le Carnaval des Animaux (Carnival of the Animals)

4. Animal descriptions

Prior Knowledge: It is helpful if children already know the function of adjectives.

Objectives

Describe people, places, things and actions orally and in 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.

Support

Accompany each new adjective with a picture/ illustration and ensure the meaning of the words is understood.

Some children might only work with masculine animals to start with.

Extension

Children write new sentences using other known adjectives, e.g. colours.

Main

Display pictures of animals. Show children a selection of adjectives on word cards, e.g. *fort*, *lent*, *rapide*, *grand*, *petit*.

Ask children what they think these words mean. (Remind them of adjectives from Unit 9.) 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, e.g. *timide* (shy), *féroce* (fierce). Ask children to mime these.

Divide the interactive whiteboard board in two. Ask children to suggest animals and as they do so, write the name in blue on one side if they are masculine and in red on the other if they are feminine. Explain the use of 'l' for nouns beginning with vowels, e.g. *l'oiseau*. 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. Ask the question *Il est comment l'éléphant?* Describe the animals in sentences *L'éléphant est grand*. Repeat for another masculine animal, e.g. *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. Ask the question *Elle est comment la tortue?* Give a description, e.g. *La tortue est petite*. Encourage the children to listen for the clues that it's a feminine word, e.g. *elle*, *la*, the sounding of the final consonant in the adjective and use the red 'e' to emphasise how the adjective changes.

ICT Opportunities: 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.

Repeat with *la poule* and *la souris*. Ask children to explain why the change has been made. Continue with *lent* and *fort*. Ask children to explain the changes again.

As a whole class, practise feminine agreements by building sentences on the board with a large set of word cards.

ICT Opportunities: 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.

Practise pronunciation of *petit/petite*, *grand/grande*, *lent/lente* and *fort/forte*.

Refer back to *rapide*, *timide* and *féroce*. Use the red 'e' to show how with these adjectives, it is unnecessary to add an extra 'e'.

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| Grammar | Grammar | Phonics focus | Phonics focus |
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| <u>For teachers:</u> (See Grammar for children) Note that the order in the question could be reversed: <i>L'éléphant, il est comment?</i> | <u>For children:</u> Adjectival agreement – adjectives need to agree with the noun they describe. If an adjective describes a feminine noun (<i>la souris</i>) it will usually add an <i>e</i> (<i>grand – grande, fort – forte, lent – lente, petit – petite</i>). If the masculine singular adjective already ends in –e there is no need to add another one (<i>rapide – rapide, féroce – féroce, timide – timide</i>). Subject pronouns – <i>il / elle</i> . Note that these words do not just refer to people. They can also refer to things (and animals!). <i>Il</i> is used for masculine nouns and <i>elle</i> is used for feminine nouns. Definite article – children should be familiar with <i>le</i> (masculine) and <i>la</i> (feminine), both meaning 'the'. If a noun begins with a vowel or 'h' or 'y', the <i>le / la</i> becomes <i>l'</i> (<i>l'oiseau</i>), regardless of whether the following noun is masculine or feminine. Asking questions – <i>Il est comment, l'éléphant?</i> Remind children of the rising intonation, which indicates the question. | <u>For teachers:</u> [i] i – <i>petit, rapide, timide, souris</i> [ɑ̃] an / en – <i>comment, lent, grand, éléphant, Montauban</i> [e] é – <i>féroce, éléphant</i> [ɔ] o – <i>trotte</i> [u] ou – <i>poule, souris, Toulouse</i> | <u>For children:</u> Pronunciation of final consonant – silent unless a final –e is added: <i>grand – grande</i> <i>fort – forte</i> <i>lent – lente</i> <i>petit – petite</i> |

| Learning Outcomes | | New National Curriculum Links | |
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| Children can: <ul style="list-style-type: none"> Understand and say a number of adjectives Understand that French has masculine and feminine nouns and use language such as <i>le/la</i> to tell the difference 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, e.g. <i>l'oiseau</i> | | ENGLISH <u>Writing</u> - Years 3-4 Pupils should be taught to draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. | |
| Throughout the week: | Resources | | |
| Sing <i>Trotte, petit cheval</i> (Trot, little horse) (See Resources) Look at the relationship between nouns and adjectives in English. Compare these with French. | <ul style="list-style-type: none"> Pictures of the animals Word cards for the adjectives Card with a large red letter <i>e</i> Music by Camille Saint-Saëns: <i>Carnival of the Animals</i> | | |

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| <p>Teaching Tips</p> <ul style="list-style-type: none"> Introduce new adjectives with a picture or action and always check that all children understand the meaning. Ensure that you stick to the colour code you have established for masculine and feminine. Build up a bank of question words which the children have now encountered and refer to these regularly – <i>comment, quel / quelle. que, qu'est-ce que</i> Some children may benefit from having the opportunity to make a human sentence, to illustrate the adding of the extra –e to a feminine adjective | <ul style="list-style-type: none"> Words to the song <i>Trotte, Petit Cheval (Trot, little horse)</i> <table style="width: 100%; border: none;"> <tr> <td><i>Trotte, petit cheval rouge</i></td><td><i>Trotte, petite tortue rouge</i></td></tr> <tr> <td><i>Pour aller jusqu'à Toulouse,</i></td><td><i>Pour aller jusqu'à Toulouse,</i></td></tr> <tr> <td><i>Trotte, petit cheval gris.</i></td><td><i>Trotte, petite tortue noire.</i></td></tr> <tr> <td><i>Pour aller jusqu'à Paris,</i></td><td><i>Pour aller jusqu'à Yvoire,</i></td></tr> <tr> <td><i>Trotte, petit cheval jaune</i></td><td><i>Trotte, petite tortue jaune</i></td></tr> <tr> <td><i>Pour aller à Carcassonne,</i></td><td><i>Pour aller à Carcassonne,</i></td></tr> <tr> <td><i>Trotte, petit cheval blanc</i></td><td><i>Trotte, petite tortue blanche,</i></td></tr> <tr> <td><i>Pour aller 'à Montauban.</i></td><td><i>Pour aller jusqu'à La Manche.</i></td></tr> </table> Verse 2 is not part of the original song. Additional screen with an invisible 'e', which the children can see when you move it into a coloured rectangle Drag and drop function on the interactive whiteboard | <i>Trotte, petit cheval rouge</i> | <i>Trotte, petite tortue rouge</i> | <i>Pour aller jusqu'à Toulouse,</i> | <i>Pour aller jusqu'à Toulouse,</i> | <i>Trotte, petit cheval gris.</i> | <i>Trotte, petite tortue noire.</i> | <i>Pour aller jusqu'à Paris,</i> | <i>Pour aller jusqu'à Yvoire,</i> | <i>Trotte, petit cheval jaune</i> | <i>Trotte, petite tortue jaune</i> | <i>Pour aller à Carcassonne,</i> | <i>Pour aller à Carcassonne,</i> | <i>Trotte, petit cheval blanc</i> | <i>Trotte, petite tortue blanche,</i> | <i>Pour aller 'à Montauban.</i> | <i>Pour aller jusqu'à La Manche.</i> |
| <i>Trotte, petit cheval rouge</i> | <i>Trotte, petite tortue rouge</i> | | | | | | | | | | | | | | | | |
| <i>Pour aller jusqu'à Toulouse,</i> | <i>Pour aller jusqu'à Toulouse,</i> | | | | | | | | | | | | | | | | |
| <i>Trotte, petit cheval gris.</i> | <i>Trotte, petite tortue noire.</i> | | | | | | | | | | | | | | | | |
| <i>Pour aller jusqu'à Paris,</i> | <i>Pour aller jusqu'à Yvoire,</i> | | | | | | | | | | | | | | | | |
| <i>Trotte, petit cheval jaune</i> | <i>Trotte, petite tortue jaune</i> | | | | | | | | | | | | | | | | |
| <i>Pour aller à Carcassonne,</i> | <i>Pour aller à Carcassonne,</i> | | | | | | | | | | | | | | | | |
| <i>Trotte, petit cheval blanc</i> | <i>Trotte, petite tortue blanche,</i> | | | | | | | | | | | | | | | | |
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| <i>Le langage du prof</i> | Teacher Language | <i>Le langage des enfants</i> | Children's Language |
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| <i>Il est comment, l'éléphant ?</i> <i>Elle est comment, la souris ?</i> <i>grand(e)</i> <i>petit(e)</i> <i>féroce</i> <i>timide</i> <i>lent(e)</i> <i>rapide</i> <i>fort(e)</i> | What is the elephant like? What is the mouse like? big small fierce shy slow fast strong See animal vocabulary from Session 1. | <i>L'éléphant est...</i> <i>La souris est...</i> <i>grand(e)</i> <i>petit(e)</i> <i>féroce</i> <i>timide</i> <i>lent(e)</i> <i>rapide</i> <i>fort(e)</i> | The elephant is... The mouse is... big small fierce shy slow fast strong See animal vocabulary from Session 1. |