

## Le Carnaval des Animaux (Carnival of the Animals)

### 3. What's the time?

**Prior Knowledge:** It is helpful if children already know numbers 1-23.

#### Objectives

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

#### Support

Children who become Mr Wolf could choose a partner to come with them if they are not yet confident with the language.

Some children will need support with how the 24-hour clock works in English and may be able to use only the 12-hour clock at this stage.

#### Extension

Some children may be able extend their responses to include the half hours.

#### Main

Ask children to move around the room in the style of a particular animal. Use phrases such as *plus vite* to vary movements.

Children stand in a circle to play *Passez le ballon* (Pass the ball) to revise numbers 1-23. Say *un* and pass the ball to a child, who says *deux* and passes the ball to someone else, and so on.

Children work in pairs with a mini whiteboard. They take it in turns to write the French word for any of the numbers to 23 helping each other as they go. How many did they get? Which were easier and why? Practise as a class any words that children found especially difficult.

Use a large clock as you say times on the hour, e.g. *une heure, deux heures* etc. up to *onze heures*. Children listen and repeat. Introduce *midi* (midday). What do children think the word means? Ask the children what they think happens after *midi*. Explain that French people use the 24-hour clock so, rather than going back to 1 they just carry on with *treize heures*. Practise saying times up to *vingt-trois heures*. Introduce *minuit* (midnight). What do children think it means? Practise *midi* and *minuit* with actions to show the difference.

ICT Opportunities: You can make use of interactive whiteboard resources for clock faces.

Draw children's attention to the changes in pronunciation of some of the numbers. When we say 1 normally we say *un* but now it changes to *une*. Why might this be? Remind children of names of classroom items in Unit 7. Ask them what happens to the sound of the words *six* and *dix*. The final 's' sound changes to a [z] 'z'. Can they say why? Remind children about how to say ages and show them that *six* and *dix* work the same here. Practise saying the phrases again in pairs and encourage children to listen carefully to each other and comment on pronunciation.

Practise saying *Quelle heure est-il?* (What's the time?) Children chorus the question and you respond with a time in French, e.g. *six heures*. Children stamp their feet or clap their hands six times in response.

Write the question on the board and ask children to identify the letters which make the *qu* sound. Can they remember any other words like this? (See Unit 10, Session 5.) What do children notice about the pronunciation of *heure*? Can they identify the silent letter?

ICT Opportunities: Hide animals behind different times on a clock face. Children guess which animal is behind each time.

Play a variation of 'What's the time Mr Wolf?' Change the name of the animal so that children move in the appropriate style, e.g. *Quelle heure est-il Monsieur Éléphant?* Stand at one end of the room and call out a time, e.g. *trois heures*. Children take three steps forward in the style of that 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 becomes the animal in the next round.

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<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>Imperatives – keep adding to the bank of commands children are used to hearing – <i>prenez le ballon, écrivez, bougez...</i></p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Asking and answering questions – <i>Quelle heure est-il? Il est ...</i></p> <p>Telling the time – Note that the French form <i>il est ... heure(s)</i> literally translates as 'It is ... hour(s)', which explains why <i>heure</i> is sometimes written in the singular form, without the final –s (<i>il est une heure</i> but <i>il est deux heures</i>).</p> <p>Because <i>heure</i> is a feminine word, we use <i>une</i> rather than <i>un</i>.</p> <p>The <i>h</i> at the start of <i>heure</i> is silent, so the children will be able to hear the final sound from the preceding number which is usually not pronounced:</p> <p><i>Il est deux heures, Il est trois heures</i></p> <p>The –s and the -x sound is pronounced as a z in the following examples:</p> <p><i>Il est trois heures, Il est six heures, Il est dix heures</i></p> <p>The –f sound at the end of <i>neuf</i> is pronounced as a v: <i>Il est neuf heures</i></p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>Silent final consonant – <i>loup, est, éléphant, souvent</i></p> <p>Note that the final <i>t</i> in <i>est</i>, which is usually silent, is sounded in the question <i>Quelle heure est-il?</i> because of the following vowel (<i>est-il</i>)</p> <p>[Ø] eu – <i>heure, deux, neuf</i></p> <p>[s] ç – <i>ça</i> (the cedilla is placed below the c when it is used before a, o or u to soften the c sound, e.g. <i>garçon</i>)</p> <p>[ɑ̃] en / an – <i>éléphant, souvent</i></p> <p>[u] ou – <i>souvent</i></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>[k] qu – <i>quelle</i></p> <p>silent h – <i>heure</i></p>
<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>Understand the time</li> <li>Give a physical response to something they hear</li> </ul>	<p><b><u>New National Curriculum Links</u></b></p> <p><b>Mathematics</b></p> <p><u>Measures</u> – Years 3 – 4</p> <p>Read, write and convert time between analogue and digital 12 and 24-hour clocks</p>		
<p><b><u>Throughout the week</u></b></p> <p>Ask children the time on the hour. Develop this into a class routine so that children continue using the question and answer beyond the end of the unit.</p> <p>Sing <i>Un éléphant ça trompe</i> to the tune of <i>Un kilomètre à pied</i> (see Resources) to practise the change in pronunciation with <i>six</i> and <i>dix</i>.</p> <p>Encourage children to play <i>Quelle heure est-il Monsieur Loup?</i> in French at playtime.</p>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>Ball</li> <li>Mini whiteboards</li> <li>Large clock</li> <li>Clock faces from the bank of interactive whiteboard resources</li> <li>Text of the song <i>Un éléphant ça trompe</i>:  <i>Un éléphant ça trompe, ça trompe, ça trompe</i>  <i>Un éléphant ça trompe, ça trompe bien souvent</i>  Repeat with <i>deux éléphants, trois éléphants</i> etc.</li> </ul> <p>This is a nonsense song, which plays on the word <i>une trompe</i>, translated as an elephant's trunk or a trumpet. <i>Bien souvent</i> means 'very often'.</p>		
<p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"> <li>This session is best taught in a hall or large space.</li> </ul> <p>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.</p>			

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<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>Bougez comme un / une ...</i>	Move like a ...	<i>Quelle heure est-il Monsieur Loup?</i>	What's the time Mr Wolf?
<i>plus / moins vite</i>	more quickly / more slowly [Lit. less quickly]		
<i>passez le ballon</i>	pass the ball	<i>Il est...</i>	It is...
<i>Ecrivez le numéro</i>	write the number	<i>une heure</i>	one o'clock
<i>Quelle heure est-il ?</i>	What's the time?	<i>deux heures</i>	two o'clock
<i>Il est...</i>	It is...	<i>trois heures</i>	three o'clock
<i>une heure</i>	one o'clock	<i>quatre heures</i>	four o'clock
<i>deux heures</i>	two o'clock	<i>cinq heures</i>	five o'clock
<i>trois heures</i>	three o'clock	<i>six heures</i>	six o'clock
<i>quatre heures</i>	four o'clock	<i>sept heures</i>	seven o'clock
<i>cinq heures</i>	five o'clock	<i>huit heures</i>	eight o'clock
<i>six heures</i>	six o'clock	<i>neuf heures</i>	nine o'clock
<i>sept heures</i>	seven o'clock	<i>dix heures</i>	ten o'clock
<i>huit heures</i>	eight o'clock	<i>onze heures</i>	eleven o'clock
<i>neuf heures</i>	nine o'clock	<i>midi</i>	midday
<i>dix heures</i>	ten o'clock	<i>treize heures</i>	one o'clock (pm) / thirteen hundred hours
<i>onze heures</i>	eleven o'clock	<i>quatorze heures</i>	two o'clock (pm) / fourteen hundred hours
<i>midi</i>	midday	<i>quinze heures</i>	three o'clock (pm) / fifteen hundred hours
<i>treize heures</i>	one o'clock (pm) / thirteen hundred hours	<i>seize heures</i>	four o'clock (pm) / sixteen hundred hours
<i>quatorze heures</i>	two o'clock (pm) / fourteen hundred hours	<i>dix-sept heures</i>	five o'clock (pm) / seventeen hundred hours
<i>quinze heures</i>	three o'clock (pm) / fifteen hundred hours	<i>dix-huit heures</i>	six o'clock (pm) / eighteen hundred hours
<i>seize heures</i>	four o'clock (pm) / sixteen hundred hours	<i>dix-neuf heures</i>	seven o'clock (pm) / nineteen hundred hours
<i>dix-sept heures</i>	five o'clock (pm) / seventeen hundred hours	<i>vingt heures</i>	eight o'clock (pm) / twenty hundred hours
<i>dix-huit heures</i>	six o'clock (pm) / eighteen hundred hours	<i>vingt-et-une heure</i>	nine o'clock (pm) / twenty-one hundred hours
<i>dix-neuf heures</i>	seven o'clock (pm) / nineteen hundred hours	<i>vingt-deux heures</i>	ten o'clock (pm) / twenty-two hundred hours
<i>vingt heures</i>	eight o'clock (pm) / twenty hundred hours	<i>vingt-trois heures</i>	eleven o'clock (pm) / twenty-three hundred hours
<i>vingt-et-une heure</i>	nine o'clock (pm) / twenty-one hundred hours		
<i>vingt-deux heures</i>	ten o'clock (pm) / twenty-two hundred hours	<i>minuit</i>	midnight
<i>vingt-trois heures</i>	eleven o'clock (pm) / twenty-three hundred hours		
<i>minuit</i>	midnight		