

Le Carnaval des Animaux (Carnival of the Animals)

2. Animal Sounds

Prior Knowledge: It is helpful if children already know the names of some animals in French.

<p><u>Objectives</u></p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p>	<p><u>Support</u></p> <p>For the soundscape activity, ensure children are in mixed ability groups.</p> <p><u>Extension</u></p> <p>Children play Pictionary in pairs with mini-whiteboards.</p> <p>Add <i>plus</i> and <i>moins</i> to the adverbs, for example <i>plus rapidement</i> (more quickly).</p>	<p><u>Main</u></p> <p>Sing the song <i>Dans la Forêt Lointaine</i> (In the Faraway Forest) from Session 1.</p> <p>Play ‘Human Phonemes’ to help the children build phonetically regular words. Give out large phoneme cards such as [ɔ̃] <i>on</i>, [u] <i>ou</i>, [k] <i>k</i>, [t] <i>t</i>, [m] <i>m</i>, [ʀ] <i>r</i>, [g] <i>g</i>, [ɑ̃] <i>an</i>, [i] <i>i</i> and [f] <i>f</i>, say a word and ask children to arrange themselves to form the word. Possible words include <i>mouton</i>, <i>kangourou</i> and <i>fourmi</i>.</p> <p>Revise animal vocabulary from the previous session by playing Pictionary. Draw pictures on the board, asking after each stroke <i>Quel est cet animal?</i> Children guess the animal and say the word.</p> <p>Children have a selection of coloured pens or pencils. Give an instruction to draw, e.g. <i>une tortue verte</i>. They draw this on paper or a mini-whiteboard.</p> <p>Make an animal sound in the way that would be familiar to a French child at primary school (see Teaching Tips). Ask <i>Quel est cet animal?</i> Children guess.</p> <p><u>ICT Opportunities:</u> Embed sound files into the words for the animal noises so that the children can click to check if they have matched the English and French correctly.</p> <p>Discuss the job of the orchestra conductor. Teach the adverbs <i>fort</i> (loud), <i>doucement</i> (softly), <i>rapidement</i> (quickly), <i>lentement</i> (slowly) with hand signals, as a conductor might.</p> <p>‘Conduct’ the class as they make one of the French animal sounds. Give them instructions using the French adverbs and hand signals.</p> <p>Divide the class into groups. Give each group a different animal sound to make. Give them a few minutes to choose a rhythm for their sound. Conduct the class, using instructions, e.g. <i>rapidement</i>, creating a soundscape. Individual children can then take the role of conductor.</p>
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<p>Grammar</p> <p><u>For teachers:</u></p> <p>Adjectival agreement and position - when asking children to draw animals, the colour will follow the noun and may need to add an agreement if the noun is feminine, e.g. <i>un mouton noir</i>, but <i>une tortue noire</i>.</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Adverbs – Some French adverbs are formed by adding <i>–ment</i> to the adjective. Ask children to compare the English adverb ending ‘-ly’ with the French <i>–ment</i> e.g. ‘softly’ - <i>doucement</i>, ‘quickly’ - <i>rapidement</i> and ‘slowly’ - <i>lentement</i></p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>Silent final consonant – <i>plus</i>, <i>moins</i>, <i>c’est</i>, <i>fort</i>, <i>doucement</i>, <i>lentement</i>, <i>rapidement</i>, <i>partout</i></p> <p>NB: Note that the each of the <i>–t</i> sounds in <i>cotcotcot</i> is pronounced.</p> <p>[ɔʀ] or – <i>fort</i>, <i>tortue</i> [y] u – <i>plus</i>, <i>cuicui</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>[ɔ̃] on - <i>mouton</i></p> <p>[u] ou – <i>mouton</i>, <i>kangourou</i>, <i>fourmi</i></p> <p>[ɑ̃] an – <i>kangourou</i></p>
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<p>This will affect the pronunciation of any colours ending in a consonant – <i>blanc / blanche, vert / verte, violet / violette, gris / grise</i>.</p>	<p>NB: Note for teachers: If the masculine form of the adjective ends in a consonant (<i>doux, lent</i>) add the <i>–ment</i> to the feminine form of the adjective (<i>douce, lente</i>). If the masculine form ends in a vowel, add the <i>–ment</i> directly to this (<i>rapide</i>). There are some exceptions, such as <i>fort</i>.</p> <p>Asking questions – <i>Quel est cet animal?</i> Children should by now be familiar with the rising intonation of this question form.</p>	<p>[wa] oi – <i>moins</i> [o] o – <i>cocorico</i></p> <p>[ø] eu – <i>meuh</i></p> <p>[u] ou – <i>doucement, coucou, miaou, ouah, partout</i></p> <p>[ɑ̃] en – <i>doucement, lentement, rapidement, centaines</i></p> <p>[a] a – <i>rapidement, animal, miaou, ouah</i></p> <p>[i] i – <i>rapidement, cocorico, cuicui, miaou,</i></p>	<p>[i] i - <i>fourmi</i></p> <p>[ʀ] r – <i>kangourou, fourmi</i></p>
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<u>Learning Outcomes</u>		<u>New National Curriculum Links</u>
Children can:		Music – Key Stage 2
<ul style="list-style-type: none">Name some animalsRecognise some words to describe the music		Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers
<u>Throughout the week:</u>		<u>Resources</u>
Use a site like www.momes.fr to find other freely downloadable animal songs. Sing <i>Dans la ferme à Mathurin</i> . (Old MacDonald had a Farm)		
<u>Teaching Tips</u>		
<ul style="list-style-type: none">For the sorting game the items do not need to be familiar to the children since you say the words.Use picture symbols for support when comparing animal sounds in French and EnglishAnimal sounds in French:		<ul style="list-style-type: none">Song words <i>Dans la Forêt Lointaine</i>Large phoneme cardsFlipchart or notebook page with sound files embedded into the words for the animal noisesWords to <i>Dans la ferme à Mathurin</i>. (Old MacDonald had a Farm)
<div><div><i>roarr!</i> (Lion)</div><div><i>coucou!</i> (Cuckoo)</div><div><i>hihan!</i> (Donkey)</div><div><i>bêêê!</i> (Sheep)</div></div> <div><div><i>cotcotcot!</i> (Hen)</div><div><i>cocorico!</i> (Cock)</div><div><i>ouah! ouah!</i> (Dog)</div><div><i>meuh!</i> (Cow)</div></div> <div><div><i>cuicui!</i> (Bird)</div><div><i>miaou!</i> (Cat)</div><div><i>brrr!</i> (Elephant)</div></div>		<div><i>Dans la ferme à Mathurin i,a,i,a,o</i></div> <div><i>Y a des centaines de moutons, i,a,i,a,o</i></div> <div><i>Y a des bê par-ci, y a des bê par-là</i></div> <div><i>Ici des bê, par-là des bê.</i></div> <div><i>Partout des bê bê bê</i></div> <div><i>Dans la ferme à Mathurin i,a,i,a,o</i></div> <ul style="list-style-type: none">Add other verses with any of the other animals and sounds.

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Le langage du prof	Teacher Language	Le langage des enfants	Children's Language
<p><i>Nous allons chanter notre chanson, Dans la Forêt Lointaine</i></p> <p><i>Je vais vous donner des phonèmes.</i></p> <p><i>Je vais dire un animal, par exemple, 'mouton'.</i></p> <p><i>Vous devez faire le mot.</i></p> <p><i>Dessinez par exemple une tortue verte.</i></p> <p><i>Choisissez un rythme</i></p> <p><i>Quel est cet animal ?</i></p> <p><i>Ecoutez bien les instructions.</i></p> <p><i>Ce groupe, vous êtes par exemple les ânes.</i></p> <p>Les cris des animaux</p> <p><i>roarr ! (lion)</i></p> <p><i>cocorico ! (cock)</i></p> <p><i>brrrr ! (elephant)</i></p> <p><i>coucou ! (cuckoo)</i></p> <p><i>hihan ! (donkey)</i></p> <p><i>cuicui ! (bird)</i></p> <p><i>cotcotcot ! (hen)</i></p> <p><i>miaou ! (cat)</i></p> <p><i>bêêê (sheep)</i></p> <p><i>ouah ouah ! (dog)</i></p> <p><i>meuh ! (cow)</i></p> <p><i>le chef d'orchestre</i></p> <p><i>fort</i></p> <p><i>doucement</i></p> <p><i>rapidement</i></p> <p><i>lentement</i></p> <p><i>plus / moins</i></p>	<p>Let's sing our song, <i>Dans la Forêt Lointaine</i></p> <p>I'm going to give you some phonemes.</p> <p>I'm going to say an animal, for example, 'mouton'.</p> <p>You have to make the word.</p> <p>Draw e.g. <i>une tortue verte</i>.</p> <p>Choose a rhythm</p> <p>Which animal is it?</p> <p>Listen carefully to the instructions.</p> <p>This group, you are e.g. donkeys.</p> <p>Animal sounds</p> <p>Grrrr!</p> <p>Cock-a-doodle-doo!</p> <p>(trumpet)</p> <p>Cuckoo!</p> <p>Hee-haw!</p> <p>Tweet tweet!</p> <p>Cluck cluck!</p> <p>Miaow!</p> <p>Baaa!</p> <p>Woof woof!</p> <p>Moo!</p> <p>conductor</p> <p>loudly</p> <p>softly</p> <p>quickly</p> <p>slowly</p> <p>more / less</p>	<p><i>roarr ! (lion)</i></p> <p><i>cocorico ! (cock)</i></p> <p><i>brrrr ! (elephant)</i></p> <p><i>coucou ! (cuckoo)</i></p> <p><i>hihan ! (donkey)</i></p> <p><i>cuicui ! (bird)</i></p> <p><i>cotcotcot ! (hen)</i></p> <p><i>miaou ! (cat)</i></p> <p><i>bêêê (sheep)</i></p> <p><i>ouah ouah ! (dog)</i></p> <p><i>meuh ! (cow)</i></p>	<p>Grrrr!</p> <p>Cock-a-doodle-doo!</p> <p>(trumpet)</p> <p>Cuckoo!</p> <p>Hee-haw!</p> <p>Tweet tweet!</p> <p>Cluck cluck!</p> <p>Miaow!</p> <p>Baaa!</p> <p>Woof woof!</p> <p>Moo!</p>