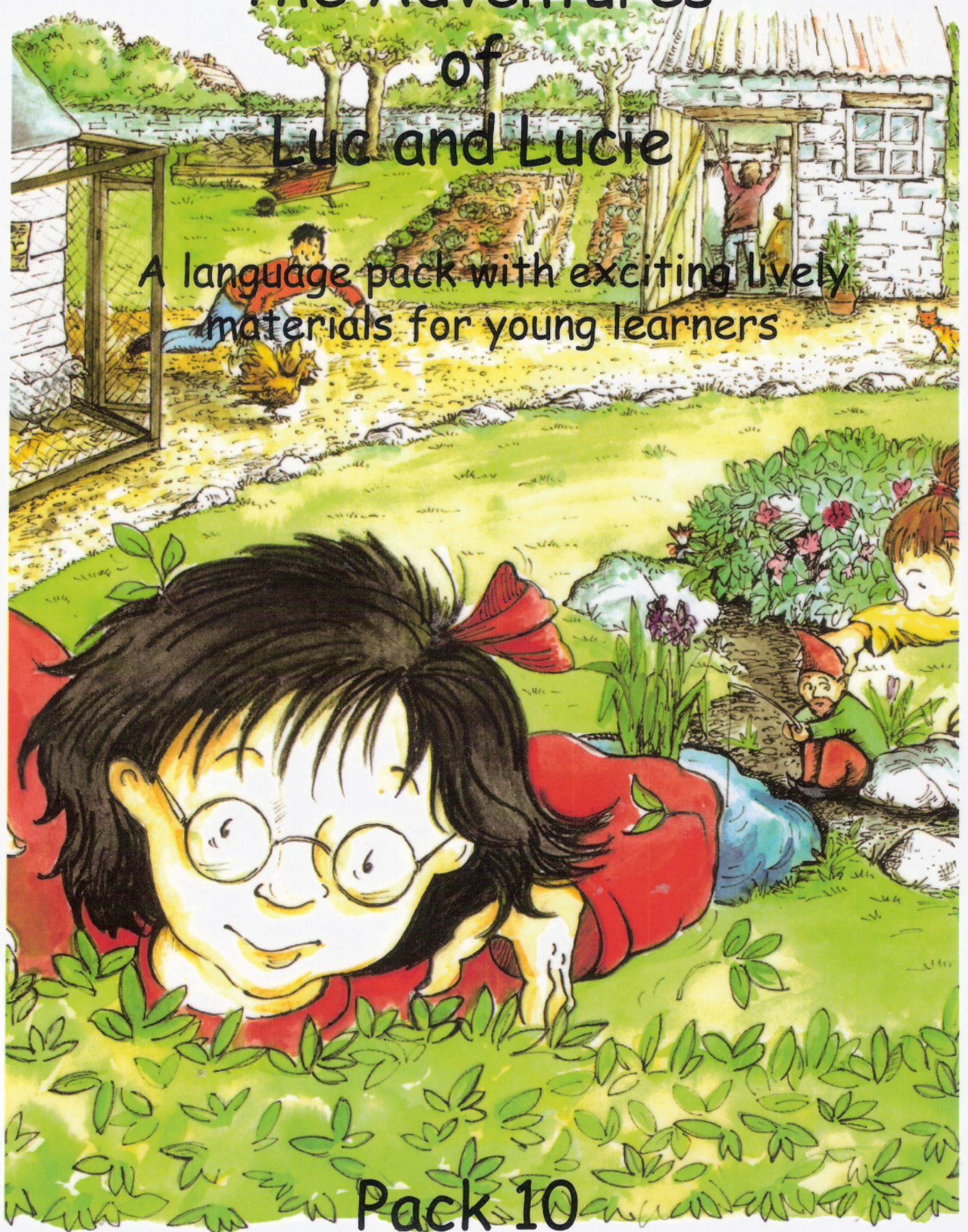


The Adventures of Luc and Lucie

A language pack with exciting lively
materials for young learners



Pack 10
Pâques

PACK 10

TEACHERS' GUIDANCE

PÂQUES : Easter

CONTENTS

General introduction to materials	(i)
Grid to show how Yr 5 Framework Objectives are covered in Packs 8, 9, 10, 11	(v)
Pack 10 Introduction to Easter	
Pack 10 Structures and Grammar	
Assessment Sheet	
Lesson plan	
Resource sheet	

Year 5

Learning Objectives Year 5 children should be taught to		The objectives are covered in the following places:			
Oracy		Pack 8	Pack 9	Pack 10	Pack 11
O5.1	Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts	Pages 1, 2, 3, 5, 6, 7	Pages 1, 2		Pages 1, 2, 3, 4
O5.2	Understand and express simple opinions	Page 3			Page 4
O5.3	Listen attentively and understand more complex phrases and sentences	Reader, CD	Reader, CD	Page 1 Reader, CD	Reader, CD
O5.4	Prepare a short presentation on a familiar topic	Pages 1, 2, 3, 5			Page 2, 3
Literacy					
L5.1	Re-read frequently a variety of short texts	Page 5 Reader, CD	Reader, CD	Reader, CD	Reader, CD
L5.2	Make simple sentences and short texts	Pages 2, 5			Page 5
L5.3	Write words, phrases and short sentences, using a reference	Pages 2, 5		Page 1	Page 5
Intercultural Understanding					
IU5.1	Look at further aspects of their everyday lives from the perspective of someone from another country	Story Reader, CD	Page 1, 2 Story Reader, CD	Page 1 Story Reader, CD	Page 3 Story Reader, CD
IU5.2	Recognise similarities and differences between places	Story Reader, CD	Story Reader, CD	Story Reader, CD	Page 3 Story Reader, CD
IU5.3	Compare symbols, objects or products which represent their own culture with those of another country	Story Reader, CD	Story Reader, CD	Page 1 Story Reader, CD	Story Reader, CD

Year 5

The objectives are covered in the following places:

Knowledge about language	Pack 8	Pack 9	Pack 10	Pack 11
1. Recognise patterns in simple sentences	Pages 1, 2, 5, Reader, CD	Reader, CD	Reader, CD	Pages 1, 2, 3, 4, 5 Reader, CD
2. Manipulate language by changing an element in a sentence	Pages 5, 7		Page 1	Pages 1, 2, 4
3. Apply knowledge of rules when building sentences	Pages 2, 5, 6, 7		Page 1	Pages 1, 2, 4, 5
4. Develop accuracy in pronunciation and intonation	Pages 2, 5 Reader, CD	Pages 1, 2 Reader, CD	Reader, CD	Pages 1, 2, 3, 4 Reader, CD
5. Understand and use negatives	Reader, CD	Reader, CD	Reader, CD	Reader, CD
6. Appreciate that different languages use different writing conventions	Reader, CD	Reader, CD	Reader, CD	Page 5 Reader, CD
7. Recognise the typical conventions of word order in the foreign language	Page 7 Reader, CD	Reader, CD	Reader, CD	Pages 1, 2, 4, 5 Reader, CD
8. Understand that words will not always have a direct equivalent in the language	Reader, CD	Reader, CD	Reader, CD	Pages 3, 4, 5 Reader, CD
9. Recognise that many languages are spoken in the UK and across the world				
10. Notice different text types and deal with authentic texts				Page 3
Language Learning Strategies				
1. Plan and prepare - analyse what needs to be done to carry out a task	Pages, 1, 2, 5, 6	Pages 1, 2	Page 1	Pages 1, 2, 3, 4, 5
2. Integrate new languages into previously learnt language				Pages 3, 4
3. Apply grammatical knowledge to make sentences	Pages 1, 2, 5, 6, 7			Pages 1, 2, 3, 4, 5
4. Use actions and rhymes to aid memorisation				Page 4
5. Ask for repetition and clarification Use context and previous knowledge to help understanding	Reader, CD	Reader, CD	Reader, CD	Page 4 Reader, CD
6. Practice new language with a friend and outside the classroom	Pages 1, 2, 5			Pages 1, 2, 3, 4
7. Look and listen for visual and aural clues	Pages 1, 2 Reader, CD	Reader, CD	Reader, CD	Pages 2, 3 Reader, CD

	The objectives are covered in the following places:			
	Pack 8	Pack 9	Pack 10	Pack 11
8. Use a dictionary or a word list	Page 5 Reader, CD	Reader. CD	Reader, CD	Page 4 Reader. CD
9. Pronounce / read aloud unknown words	Pages 1. 2. 5. 6, 7 Reader. CD	Pages 1, 2 Reader, CD	Page 1 Reader. CD	Page 3 Reader. CD
10. Compare the language with English	Reader. CD	Reader. CD	Reader. CD	Page 4 Reader. CD

PACK 10

EASTER - Pâques

Introduction

In this episode Luc and Lucie and their parents receive an invitation to Easter celebrations at the house of their friends Denis and Eloise. They have a special Easter meal and an Easter egg hunt in the garden.

In this episode the children will learn:

- Easter greetings.
- To ask for a variety of Easter chocolate eggs, rabbits etc.
- To say what they received for Easter.
- To write an invitation.

This pack includes:

- Teachers' guidance and lesson plan
- A big picture
- Resource sheet
- A reader in French recorded on the CD
- The next episode of the story

PACK 10

EASTER - Pâques

STRUCTURES AND GRAMMAR

1. Use of **j'ai reçu** in connection with Easter eggs.
2. Use of **Je t'invite à** in connection with an invitation.
3. Use of **deà** in connection with time eg **de trois heures à cinq heures.**
4. Use of **'le'** for 'on the' when specifying a date e.g. **le six avril.**
5. Description of different types of chocolate.

PACK 10

EASTER - Pâques

ASSESSMENT

Name: Class:

Things I can understand and do in French

Yes I can

Yes I can
with help

My friend/
teacher
agrees

- Describe different types of chocolate.
- Say what I would like for Easter
- Say what I have received.
- Write an invitation to a party.

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Any additional comments:

Signed: Date:

NOTES ON EASTER

French children are told that on Easter Friday the bells of the Catholic churches fly to Rome. Consequently no bells can be heard anywhere in France until Easter Sunday. When they return from Rome on that day they drop chocolate objects on their way back for children to find in gardens and on balconies.

French bakers offer a delicious variety of chocolate bells, hens, ducks, dogs, cats, rabbits, eggs and other creatures made of orange, white, dark and milk chocolate.

Joyeuses Pâques and **Bonnes Fêtes de Pâques** are the traditional greetings exchanged for this occasion.



Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
To be able to talk about Easter customs and use Easter greetings	Pâques: Easter Joyeuses Pâques: Happy Easter Vendredi Saint: Good Friday	Read and discuss the notes in the reader, noting similarities and differences in customs
To know and use vocabulary associated with Easter. To be aware of the structures <u>au lait</u> <u>en sucre</u>	le chocolat: chocolate le chocolat au lait: milk chocolate le chocolat noir: dark chocolate le chocolat blanc: white chocolate un lapin: a rabbit une poule: a hen / chicken une cloche: a bell un oeuf en sucre: a sugar egg un oeuf en chocolat: a chocolate egg des dragées: sugared almonds J'ai reçu: I have received	<ul style="list-style-type: none"> Ask the children to ask for or write down the chocolate objects they would like to receive. e.g. Je voudrais un lapin en chocolat blanc Ask the children to say what they have received e.g. J'ai reçu trois oeufs en sucre
To be able to write an invitation to a party	Je t'invite: I invite you le (six avril): on the (sixth April) une fête: a party / celebration de à: from to de deux heures à quatre heures: from two o'clock to four o'clock de la part de: from (the person sending the card) Peux-tu me donner une réponse?: R.s.v.p.	Children use resource sheet (a) to prepare and decorate an invitation to an Easter party.

Suggested Assessment Opportunities

Can each child say what Easter eggs they would like to receive?
 Can each child write an invitation to an Easter party?

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O5.3	L5.3	IU5.1, 5.3	2, 3	1, 9

RESOURCE SHEET a

INVITATION

Design an invitation card inviting a friend for a party with the help of the model.

	<p><i>Je t'invite à une fête!</i></p> <p><i>ledeà.....</i></p> <p><i>Adresse</i></p> <p><i>.....</i></p> <p><i>Tel:</i></p> <p><i>De la part de</i></p> <p><i>Peux-tu me donner une réponse?</i></p>
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