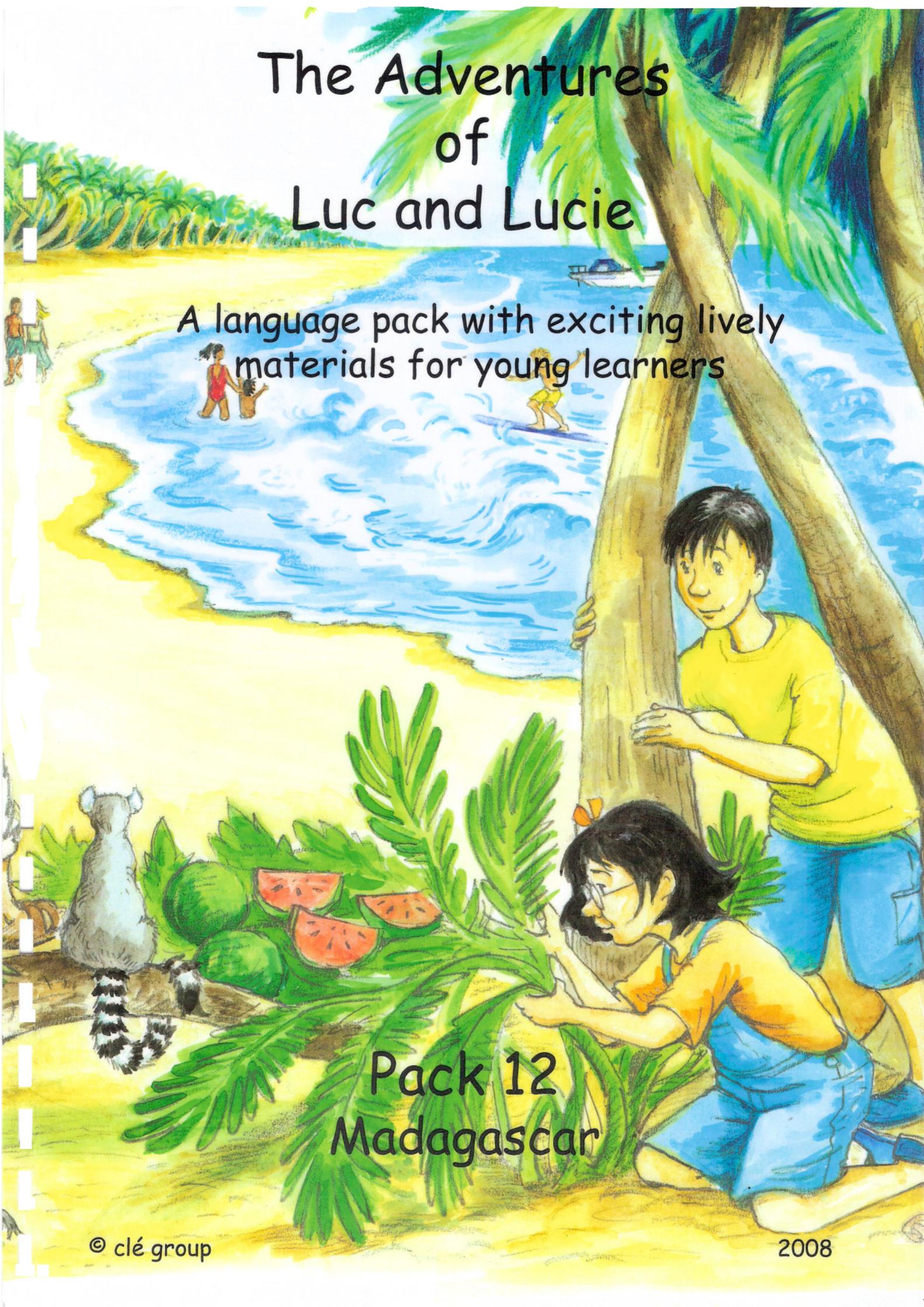


The Adventures of Luc and Lucie

A language pack with exciting lively
materials for young learners

Pack 12
Madagascar



PACK 12

TEACHERS' GUIDANCE

MADAGASCAR

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PACK 12

MADAGASCAR

Introduction

This is the 12th pack in the adventures of Luc and Lucie. In this episode the action takes place in Madagascar, a French speaking country. Through the medium of the computer, Luc and Lucie, accompanied by Pirate set off on a quest to rescue Selène, the Enchanter's daughter.

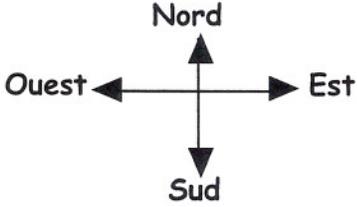
In this episode the children will learn:

- How to tell the time using the hour.
- How to count to 100.
- The vocabulary for geographical features.
- To identify geographical features on a map.
- To understand and produce a weather forecast.
- To know and use the points of the compass.
- Vocabulary for clothes needed on a beach holiday.

This pack includes:

- Teachers' guidance and detailed lesson plan
- A big picture
- Activity sheets
- Resource sheets
- A reader in French recorded on the CD
- The next episode of the story
- ICT activities

MADAGASCAR

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
<p>To locate Madagascar on a map of the world</p> <p>To know the points of the compass</p>	<p>nord: north sud: south est: east ouest: west</p> <p>la carte: map</p> <p>Quelle direction c'est? What direction is it? Où est? Where is it? C'est it is.....</p> <p>Au nord: in the north au sud: in the south à l'est: in the east à l'ouest: in the west</p> <div style="text-align: center;">  </div> <p>au nord-est: in the north east au nord-ouest: in the north west au sud-est: in the south-east au sud-ouest: in the south-west</p>	<p>Using an atlas or computer ask the pupils to find and describe the location of Madagascar.</p> <p>Use the map of Madagascar (resource sheet (a) to answer question on Activity Sheet (A)</p>

Suggested Assessment Opportunities

Can each child ask for directions to a specific place?

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
	L.6.1		1, 3, 4, 5	2, 3, 5, 9

Geographical Features - Traits géographiques

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
To learn and use geographical terms using a dictionary	<p>Qu'est-ce qu'il y a à Madagascar? What is there in Madagascar?</p> <p>Quelles sont les caractéristiques géographiques à Madagascar? What are the geographical features of Madagascar?</p>	<p>Use resource sheet (b) to familiarise pupils with the names of the main geographical features on the map of Madagascar.</p> <p>Ask the pupils to create and label their own map of an island. Challenge the children to including as many different features as possible, using a dictionary as well as resource sheet (b).</p> <p>Look at the big picture. Ask the children what geographical features Luc and Lucie can see.</p>

Suggested Assessment Opportunities

Can each child draw and label correctly an island map?
Which children can use a dictionary confidently?

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
				2, 5, 10

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
To tell the time using the hour	<p>Quelle heure est-il? What time is it?</p> <p>Il est It is</p> <p>une heure: one o'clock</p> <p>deux heures: two o'clock</p> <p>etc until</p> <p>onze heures: eleven o'clock</p> <p>Il est midi: it is midday</p> <p>Il est minuit: it is midnight</p>	<p>Using a big clock the teacher says the time or the hour and the children repeat.</p> <p>Using the clock the teacher asks the question: Quelle heure est-il? and the pupils respond: Il est....heures.</p> <p>Without the clock the teacher says a time and the pupils respond by clapping the correct number.</p> <p>Play Quelle heure est-il Monsieur Loup? (What time is it Mr. Wolf?) in the playground or hall. Pupils advance the appropriate number of paces eg three paces is three o'clock. When they hear "miam, miam" (yum, yum) they run back to the starting line. The child who is caught becomes the wolf.</p> <p>Explain to the pupils that Madagascar is three hours ahead of the UK, GMT time.</p> <p>Show 4 o'clock on the hour on the big clock, the time that Luc & Lucie fly off to Madagascar. Ask the question: Quelle heure est-il maintenant à Madagascar?</p>

Suggested Assessment OpportunitiesWhich pupils can answer the question "**Quelle heure est-il?**"**KS2 Framework Objectives**

Oracy	Literacy	Intercultural Understanding	KAL	LLS
			1, 3	5, 11

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
<p>To tell the time on the half hour e.g. half past</p> <p>To tell the time on the quarter hour e.g. quarter past to - a quarter to</p>	<p>Quelle heure est-il? What time is it?</p> <p>Il est: It is.....</p> <p>Une heure et demie: half past one</p> <p>deux heures et demie: half past two etc</p> <p>Il est midi et demie: It is half past twelve</p> <p>Il est minuit et demie: it is half past twelve midnight</p> <p>Il est une heure et quart: it is a quarter past one</p> <p>Il est deux heures et quart: It is a quarter past two</p> <p>Il est une heure moins le quart: It is a quarter to one</p> <p>Il est deux heures moins le quart: It is a quarter to two</p> <p>Un quart d'heure plus tard: a quarter of an hour later</p> <p>Une heure plus tard: an hour later</p>	<p>Using individual clocks children show the time chosen by the teacher or another child.</p> <p>Using resource sheet (c) to support the completion of Activity Sheet B.</p> <p>Listen to song Quelle heure est-il? on the Parlez plus fort tape.</p> <p>Ask: il est six heures Quelle heure est-il un quart d'heure plus tard? What time is it a quarter of an hour later. Une heure plus tard: an hour later</p>

Suggested Assessment Opportunities

Which children are able to respond to the question **Quelle heure est-il un quart d'heure plus tard?**

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
			1, 3	5, 11

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
To revise use and recognise numbers to 100	<p>C'est quel numéro / nombre?: What number is it?</p>	<p>Revise counting in the 10s.</p> <p>Count in tens with the pupils.</p> <p>Give each child a copy of resource sheet (d).</p> <p>Ask them to spot any pattern and differences from the English numbers e.g 41 quarante-et-un 70 - soixante-dix etc 90 - quatre-vingt-dix etc</p> <p>Point out the number 'cent'. Challenge children to find as many words as possible beginning with 'cent' - meaning 100. e.g. centipede etc!</p> <p>Use the sheet to revise times-table e.g. Q-cinq fois cinq, égalent? vingt-cinq</p> <p>Use the number sheet and other mathematical terms in La Rentree (Pack 4) to ask mathematical questions</p>

Suggested Assessment Opportunities

Which children can recognise and use numbers to 100?

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
			1,	11

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
<p>To be able to state ones needs.</p> <p>To learn and use the impersonal form 'il faut'</p> <p>To learn and use the verb 'avoir besoin de' knowing that 'de' will change to agree with the word following it.</p>	<p>Qu'est-ce qu'il faut? What is needed? Il faut....! one needs Qu'est-ce qu'il <u>me</u> faut? What do I need? Il <u>me</u> faut: I need..... De quoi j'ai besoin de What do I need? J'ai besoin de..... I need..... <u>Il</u> me faut une valise: I need a suitcase J'ai besoin <u>d'</u>un maillot de bain: I need a swimming costume. J'ai besoin <u>d'</u>une serviette de place: I need a beach towel. J'ai besoin <u>des</u> lunettes de soleil: I need some sunglasses.</p>	<p>Use resource sheet (d) to learn the names of the beach clothes.</p> <p>Complete Activity sheet C with the beach items needed by Luc and Lucie.</p> <p>Children are encouraged to write and make a presentation to the class pretending to be either Luc or Lucie, using items of beach (equipment), clothing or pictures to say what they would need for a summer holiday. 'Pour mes vacances d'été il me faut/' 'J'ai besoin de'</p>

Suggested Assessment Opportunities

Assess children on the level of detail contained in their presentation

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
06.2 06.4	L6.4		2, 3, 4, 5	1, 2, 5, 9, 10, 12

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
<p>To deliver a weather forecast using the immediate future: Il va..... and revising previous knowledge of weather terms (Packs 3 and 6)</p> <p>To use the immediate future in conversation. Revise the notion of a verb in the infinitive.</p>	<p>Quelle est la Météo? What is the weather forecast? Quel temps va-t-il faire? What will the weather be? demain: tomorrow il va pleuvoir: it is going to rain le parapluie: the umbrella toute la journée: all day</p> <p>Qu'est-ce que tu vas faire demain? What are you going to do tomorrow? demain je vais: Tomorrow I am going to: jouer au foot: Play football faire du patin à glace: go ice skating regarder la télévision: watch television lire un livre / magazine: read a book / magazine faire mes devoirs: do my homework faire des achats: go shopping</p>	<p>Ask the children to choose a country in the world and research its climate.</p> <p>They should make a presentation to the class as weather forecaster stating the month and the forecast for the following day (see resource sheet f)</p> <p>Revision of song 'Quel temps fait-il?' (Français, Français). Show the children flashcards of verbs or mime verbs.</p> <p>Ask the children the question: Qu'est-ce que tu vas faire demain? To elicit response: Je vais.....</p>

Suggested Assessment Opportunities

- Can each child write a simple weather forecast?
- Can each child present the forecast confidently to the class?

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O6.1, O6.2, O6.3, O6.4	L6.1, L6.4		1, 2, 3, 4, 5	2, 6, 9, 10

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities		
<p>To know how to form and to use adverbs understanding that 'ment' is the equivalent of 'ly' and is added to the feminine form of the adjective.</p>	<p>malheureux - m. adj. malheureuse - f. adj. malheureusement - adverb - unfortunately</p> <p>silencieux - m.adj silencieuse - f.adj silencieusement - adverb silently</p> <p>soudain - m.adj soudaine - f.adj soudainement - adverb suddenly</p> <p>Exceptions: précipitamment: hurriedly</p>	<p>After reading the story in the reader challenge the children to find and record the six different adverbs</p>		
<p>To know that some adverbs are words in their own right and do not end in 'ment'</p>	<p>vite: quickly bientôt: soon</p>	<p>To reinforce the concept of adverbs select a section of the story in English and ask the children to spot the adverbs. Extension activity: children choose a specific number of adverbs and use a dictionary to translate into French</p>		
<p>Suggested Assessment Opportunities</p>				
<p>KS2 Framework Objectives</p>				
<p>Oracy</p>	<p>Literacy</p>	<p>Intercultural Understanding</p>	<p>KAL</p>	<p>LLS</p>
	<p>L6.2</p>		<p>1, 4</p>	<p>5</p>

ACTIVITY SHEET A

- Go to Google and type in Madagascar on the computer.
 - Download the map of Madagascar.
 - Label the map with the directions: Nord, Sud, Est, Ouest.
 - Answer the following questions: using one of the points of the compass: au Nord, au Sud, à l'Est, à l'Ouest, au Nord-est, au Nord-ouest, au Sud-est, au Sud-Ouest.
1. Où se trouve Madagascar?
c'est a) au sud-est: ou b) à l'ouest de l'Afrique: ou c) au sud-ouest de l'Afrique?
 2. Où est la réserve de Berenty?
 3. Où est le parc National d'Amber Mountain?
 4. Où se trouve la ville de Morandava?
 5. Où se trouve Nosy Varika?

Maintenant répondez à d'autres questions.

6. Comment s'appelle l'océan où se trouve Madagascar?
7. Quelle est la capitale de Madagascar?
8. Quel pays en Afrique se trouve près de Madagascar?

un pays: a country
près de: next to
maintenant: now

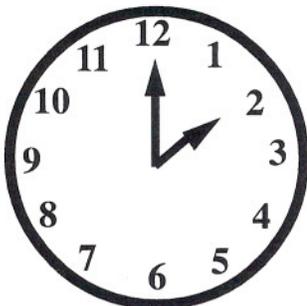
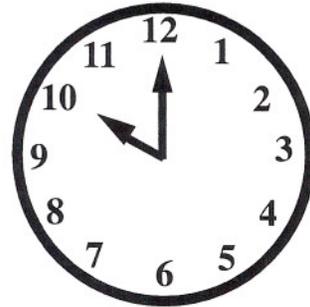
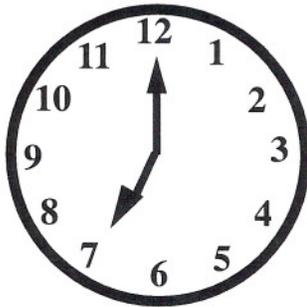
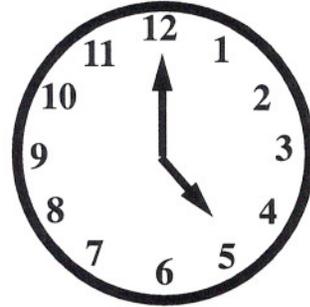
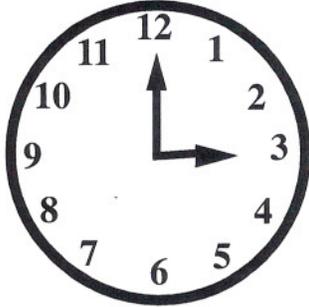
ANSWER SHEET TO ACTIVITY SHEET A

1. a) au sud-est
2. (elle est) au sud.
3. (il est) au nord.
4. (elle est) à l'ouest.
5. Nosy Varika est à l'est.
6. Il s'appelle Indian ocean: l'océan Indian.
7. Elle s'appelle Antananarivo.
8. Le Mozambique se trouve près de Madagascar.

ACTIVITY SHEET B

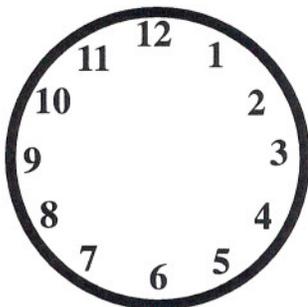
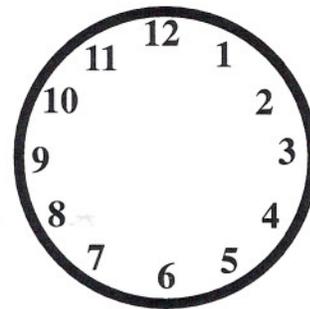
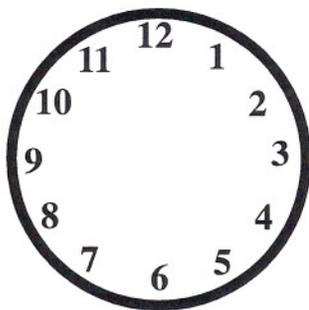
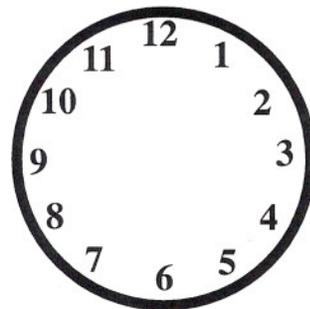
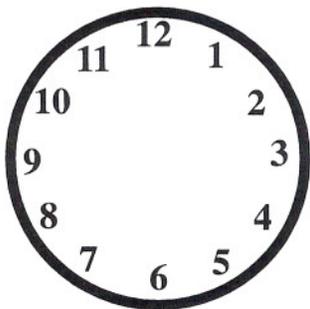
QUELLE HEURE EST-IL?

I Ecrivez l'heure sous les horloges.



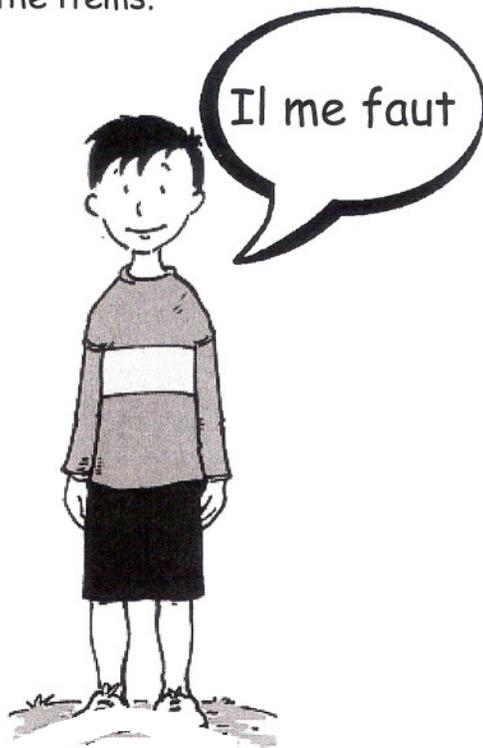
II Dessinez l'heure:

1. Il est onze heures
2. Il est minuit
3. Il est trois heures et demie
4. Il est sept heures et quart
5. Il est dix heures moins le quart
6. Il est midi moins le quart



ACTIVITY SHEET C

In the story Luc and Lucie land on a beach. They had no time to pack, can you draw what they would need if they were going to spend a holiday on the island and then label the items.





un lac



un rocher



une plage



une forêt



une montagne



une rivière



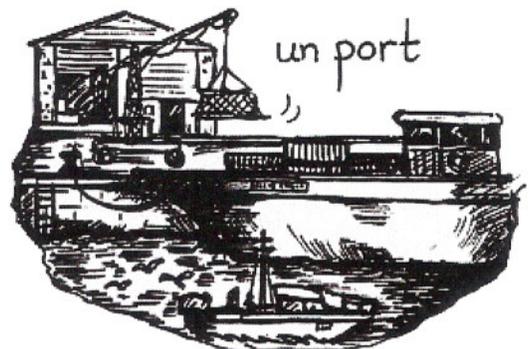
une route



une ville

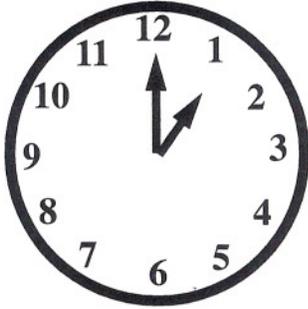


une mer

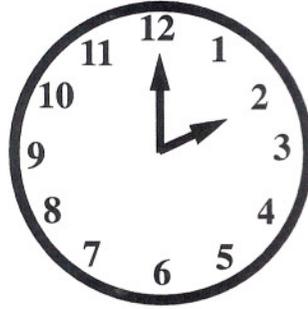


un port

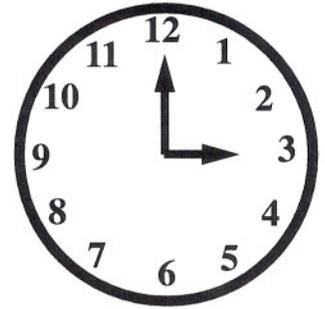
Quelle heure est-il?



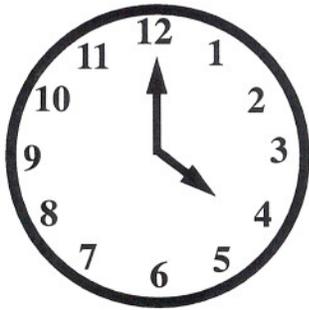
Il est une heure



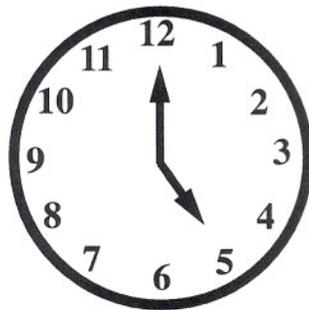
Il est deux heures



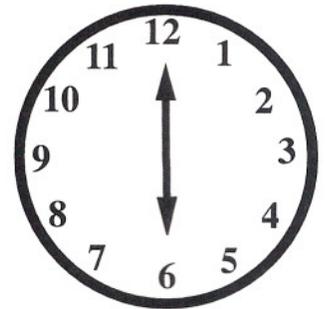
Il est trois heures



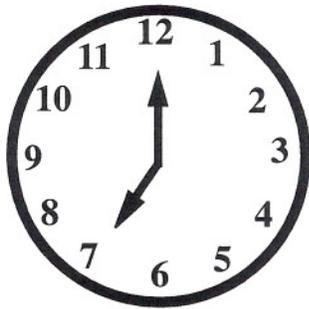
Il est quatre heures



Il est cinq heures



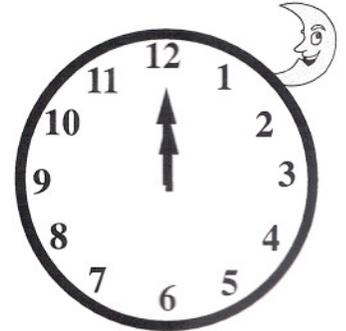
Il est six heures



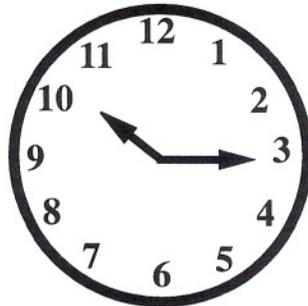
Il est sept heures



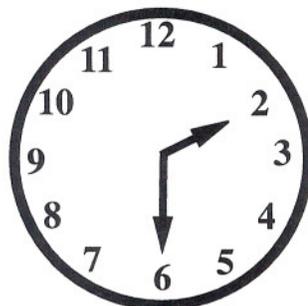
Il est midi



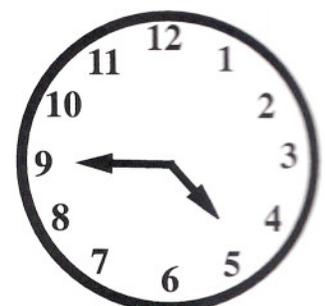
Il est minuit



Il est dix heures et quart



Il est deux heures et demie



Il est cinq heures moins le quart

Resource Sheet (d)

LES NOMBRES DE 0 À 100

1	un	10	dix	20	vingt
2	deux	11	onze	21	vingt et un
3	trois	12	douze	22	vingt-deux
4	quatre	13	treize	23	vingt-trois
5	cinq	14	quatorze	24	vingt-quatre
6	six	15	quinze	25	vingt-cinq
7	sept	16	seize	26	vingt-six
8	huit	17	dix-sept	27	vingt-sept
9	neuf	18	dix-huit	28	vingt-huit
		19	dix-neuf	29	vingt-neuf
30	trente	40	quarante	50	cinquante
31	trent et un	41	quarante et un	51	cinquante et un
32	trente-deux	42	quarante-deux	52	cinquante-deux
33	trente-trois	43	quarante-trois	53	cinquante-trois
34	trente-quatre	44	quarante-quatre	54	cinquante-quatre
35	trente-cinq	45	quarante-cinq	55	cinquante-cinq
36	trente-six	46	quarante-six	56	cinquante-six
37	trente-sept	47	quarante-sept	57	cinquante-sept
38	trente-huit	48	quarante-huit	58	cinquante-huit
39	trente-neuf	49	quarante-neuf	59	cinquante-neuf
60	soixante	70	soixante-dix	80	quatre-vingts
61	soixante et un	71	soixante et onze	81	quatre-vingt-un
62	soixante-deux	72	soixante-douze	82	quatre-vingt-deux
63	soixante-trois	73	soixante-treize	83	quatre-vingt-trois
64	soixante-quatre	74	soixante-quatorze	84	quatre-vingt-quatre
65	soixante-cinq	75	soixante-quinze	85	quatre-vingt-cinq
66	soixante-six	76	soixante-seize	86	quatre-vingt-six
67	soixante-sept	77	soixante-dix-sept	87	quatre-vingt-sept
68	soixante-huit	78	soixante-dix-huit	88	quatre-vingt-huit
69	soixante-neuf	79	soixante-dix-neuf	89	quatre-vingt-neuf
90	quatre-vingt-dix				
91	quatre-vingt-onze				
92	quatre-vingt-douze				
93	quatre-vingt-treize				
94	quatre-vingt-quatorze				
95	quatre-vingt-quinze				
96	quatre-vingt-seize				
97	quatre-vingt-dix-sept				
98	quatre-vingt-dix-huit				
99	quatre-vngt-dix-neuf				

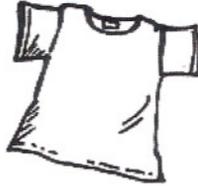
100
cent

Resource Sheet (e)



un bikini

un T. shirt



des espadrilles



un chapeau de soleil



des lunettes de soleil

un short

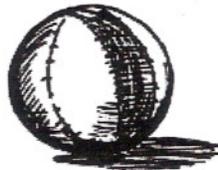


un maillot de bain



un appareil photo numérique

un ballon



une bouteille d'huile à bronzer



une jupe.



une planche de surf



des lunettes de plongée



un tube de crème à bronzer



un parasol



un sac de plage



une serviette de plage



un portable

PACK 12

Resource Sheet (f)

EXEMPLE DE MÉTÉO

Météo pour le vingt-cinq décembre Pays: L'Angleterre

Demain il va pleuvoir dans le sud de l'Angleterre.

N'oubliez pas vos parapluies.

Dans le nord il va neiger toute la journée.

Dans l'ouest il va faire du vent et il va y avoir des nuages.

Température moyenne pour la saison au sud: 5° et au nord -2°.

Translation of Resource Sheet (f)

Example of the Weather

Weather forecast for the 25th of December.

Country England.

Tomorrow it is going to rain in the south of England.

Do not forget your umbrellas.

In the north it is going to snow all day.

In the west it is going to be windy and it is going to be cloudy.

Average temperature for the season in the south 5° and in the north -2° .

IT ACTIVITY SHEET

A. Luc and Lucie thought that food and drinks were quite different from those back home. Use the Internet to find out and follow the instructions below to answer the questions.

- Google: Madagascar
- Go to: Wikipedia (free encyclopaedia)
- Click on: Culture
- Click on: Cuisine of Madagascar

1. What cereal is the basis of traditional Madagascan cuisine?
2. In Madagascar you are served different kinds of Laoka with rice. What would you expect to be served if you ordered:
 - a) trondo gasy
 - b) tsaramaso
3. Apart from tea or coffee, what is the traditional drink in Madagascar?
4. Fresh fruit is abundant in Madagascar. We import many tropical fruits. Look at the section on desserts. Choose and draw three fruit that you have eaten.
5. Mofo is a doughnut-like cake. At what meal would you normally eat mofo gasy?

B.

In the story Luc and Lucie find themselves in the Berenty reserve and meet Séraphina a sifaka lemur. Find out more about the flora and fauna in the reserve.

Google Madagascar, Berenty reserve, the University of Winchester.

Click on the Berenty reserve - the University of Winchester.

Click on flora and fauna.

Choose one of the options and make a presentation to the class.

PACK 12

ANSWERS TO IT ACTIVITY SHEET (I)

1. Rice
2. a) White fish
b) Beans with tomato sauce
3. Ranon ampango
4. (Open ended answers)
5. Breakfast

IT ACTIVITY SHEET (2)

A.

In the story we are introduced to Séraphina, a sifaka lemur.

- Google: Madagascar
- Go to: Wikipedia
- Click on: Culture
- Go to: Film
- Click on: Lemur and fossa

Read the information. Can you create 5 questions, with answers, to ask your friends to improve your and their general knowledge of lemurs.