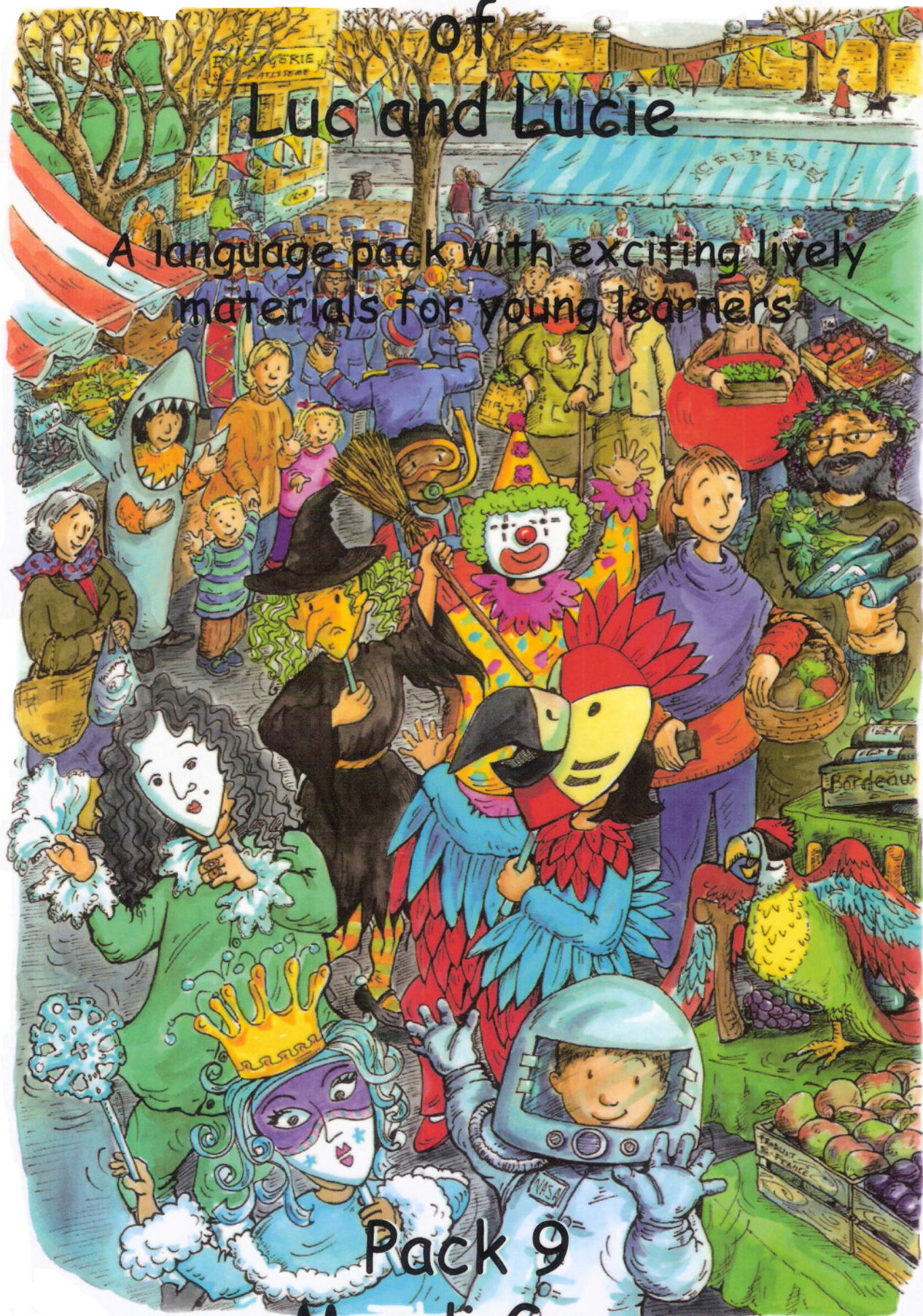


The Adventures

of Luc and Lucie

A language pack with exciting lively
materials for young learners



Pack 9 Mardi Gras

TEACHER'S GUIDANCE

Mardi Gras: Shrove Tuesday

Contents of Pack 9

General introduction to materials	(i)
Grid to show how Year 5 Framework Objectives are covered in Packs 8, 9, 10, 11	(v)
Pack 9 Introduction to Mardi Gras	
Pack 9 - Structures and Grammar	
Assessment Sheet	
Lesson Plans	1 - 2
Activity Sheet	A
Templates for Masks	

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
05.1 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
05.2 Understand and express simple opinions	Page 3			Page 4
05.3 Listen attentively and understand more complex phrases and sentences	Reader, CD	Reader, CD	Page 1 Reader, CD	Reader, CD
05.4 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 9

MARDI-GRAS: Shrove Tuesday

Introduction

This is the 9th pack in The Adventures of Luc and Lucie. In this episode the children make their costumes for the Mardi Gras activities and take part in a procession through the village.

In this episode children will learn:

- How to name their Mardi-Gras costumes;
- Instructions for making a mask;
- How Shrove Tuesday is celebrated in France.

The pack includes:

- Teacher's guidance and detailed lesson plans:
- A big picture:
- One Activity sheet for making masks:
- A reader in French recorded:
- The next episode of the story:

MARDI-GRAS: Shrove Tuesday

STRUCTURES AND GRAMMAR

1. The name of the costumes:

En quoi es-tu déguisé(e)

Je suis déguisé(e) en

En quoi est-elle déguisée? Elle est déguisée en

En quoi est-il déguisé? Il est déguisé en

2. New instructions:

coupez, collez.....

MARDI-GRAS: Shrove Tuesday

ASSESSMENT SHEET

Name: Class:

Things I can understand and do in French.

Yes I can

Yes I can
with help

My friend /
teacher agrees

Describe what people are wearing in the
big picture.

Follow instructions to make a mask.

Introduce my character to the class.

Any additional comments:

Signed: Date:

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
<p>To recognise and use vocabulary associated with the Mardi Gras celebrations in the story.</p> <p>To notice that the indefinite article is omitted when referring to professions.</p>	<p>Qu'est-ce que c'est? What is it? C'est.....: It is</p> <p>le carnaval: the carnival la crêperie: the pancake stall / restaurant la fanfare: the band le marché: the market la procession: the procession un astronaute: an astronaut un clown: a clown une fée: a fairy un magicien: a magician un perroquet: a parrot un pirate: a pirate un plongeur sous-marin: a deep sea diver une sorcière: a witch la reine des neiges: the snow queen</p> <p>En quoi est-il / est-elle déguisé (e)?: What is he/she dressed up as? Il; / elle est déguisé(e) en (e.g. il est déguisé en astronaute) He / she is dressed up as</p>	<p>Using big picture ask key questions and discuss the costumes. e.g. Qu'est-ce que c'est? C'est la fanfare En quoi est-il déguisé? Il est déguisé en clown. En quoi est Luc déguisé? Il est déguisé en Louis Quatorze (XIV) En quoi est Lucie déguisée? Elle est déguisée en perroquet. En quoi est déguisé Pirate? Il est déguisé en pirate.</p>

Suggested Assessment Opportunities

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O5.1		IU5.1	4	1, 9

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
<p>To be able to ask for specific materials to make a mask.</p> <p>To learn (revise) the use of du(m), de la (f), de l' (m and f) and des (m and f plural) to translate "some".</p> <p>To revise some classroom vocabulary</p>	<p>le masque: the mask Qu'est-ce que tu veux?: What do you want? Je voudrais: I would like de l'élastique: some elastic de la feutrine: some felt de la laine: some wool du papier: some paper du papier cartonné: some card du papier crépon: some tissue paper des perles: some beads des plumes: some feathers</p> <p>de la colle: some glue des ciseaux: scissors des crayons: coloured pencils des feutres: felt tips</p>	<p>Match the instructions on Activity Sheet A before making a mask</p>
<p>To give and understand instructions needed for the making of masks</p>	<p>assemblez: put together découpez: cut coloriez: colour collez: stick dessinez: draw</p>	
<p>To be able to introduce each character</p> <p>To be able to describe the character of the other children</p>	<p>En quoi est-tu déguisé(e)? What are you disguised as? Je suis déguisé(e) en: I am disguised as.....</p> <p>Il est déguisé en Elle est déguisée en</p>	<p>Organise a procession of the masks. Ask each child to present their character to the class</p> <p>Extension activity. Ask individual children to introduce a friend e.g. Voici Paul. Il est déguisé en clown.</p>

Suggested Assessment Opportunities

Can each child present his / her character to class?
Which child can introduce a friend's character?

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O5.1		IU5.1	4	1, 9

ACTIVITY SHEET A

Match the instructions with their French equivalent.

Draw a line from the French to the English translation.

- | | |
|--|----------------------------|
| a) Découpez | 1) The ears |
| b) Pliez | 2) Put together |
| c) Collez | 3) Cut out |
| d) Le long de la ligne pointillée | 4) Colour |
| e) Les dents du rat | 5) Bend / fold |
| f) Sous le nez | 6) Stick |
| g) Les oreilles | 7) The rat's teeth |
| h) Pour plier | 8) Under the nose |
| i) Assemblez | 9) In order to bend / fold |
| j) Coloriez | 10) Along the dotted line |

ACTIVITY SHEET A

TEACHERS' SHEET Answers

Match the instructions with their French equivalent.

Draw a line from the French to the English translation.

- | | |
|-----------------------------------|----------------------------|
| a) Découpez | 3) Cut out |
| b) Pliez | 5) Bend / fold |
| c) Collez | 6) Stick |
| d) Le long de la ligne pointillée | 10) Along the dotted line |
| e) Les dents du rat | 7) The rat's teeth |
| f) Sous le nez | 8) Under the nose |
| g) Les oreilles | 1) The ears |
| h) Pour plier | 9) In order to bend / fold |
| i) Assemblez | 2) Put together |
| j) Coloriez | 4) Colour |