

Astérix chez les Pictes



Teacher's notes for "Astérix chez les Pictes"

These materials are aimed to support and stimulate young learners by extending their understanding of French across the significant aspects of learning. The activities involve learners matching the spoken and written word, listening and responding to language used in the context of the story and writing in French in a variety of ways. These materials also aim to support practitioners by offering a platform that can lead to wider learning opportunities, especially in exploring the cultural aspects of *Bandes Dessinées* (BD) – comic books - in the French-speaking world. The teacher's notes give a possible ways of exploiting this resource but are in no way prescriptive.

Who are these materials for?

These materials are aimed at learners working towards or at second level in primary school and could even be adapted for learners in S1/2 in the secondary BGE. The topics are familiar and build on the kind of language learners have encountered in the learning of their L2 or L3. The activities reinforce the key learning points from the story and the vocabulary lists allow practitioners to prepare any prior learning needed to assist understanding and enjoyment.

Building on prior learning:

The prior learning needed in order for learners to get the most out of this resource is detailed in the learning journey. In broad terms, learners should be familiar with personal description, home area, numbers, parts of the body and basic adjectives. It would also be useful if learners had some basic knowledge of the Romans and their culture.

Reading a comic book of this type that is aimed at native speakers of the language may seem daunting to both teachers and learners, however the images along with the synopsis of the story should make it accessible.

Once learners have a broad understanding of the story, they will be ready to tackle the activities in the learners' pack. In turn, these will also reinforce understanding of some aspects of the story that could provide a focus for further development in class.

A list of key vocabulary for each task will support practitioners through each of the tasks in the activity pack. This, alongside the sound files and video clips should ensure a broadening of understanding of the written and spoken word, and the honing of listening skills.

Activité 1: Qui est-ce - Who's who?

In this activity, learners should match up the pictures of the main characters from the story with a brief description in French

Key vocabulary

grand	big/tall	jeune	young
petit	small	la potion magique	the magic potion
fort	strong	une barbe	a beard
courageux	brave	le chef	the chief
très	very	la tribu	the tribe/clan
porter	to wear	les cheveux	hair
gros	fat	roux	red (hair)
mince	thin	beau/belle	beautiful (m/f)
meilleur	best	écossais(e)	Scottish (m/f)
l'ami	friend	vieux	old

Answers

- Il est petit. Il porte une grande moustache. Il est très fort. Il est très courageux - *Astérix*
- Il est grand et très fort. Il porte une grande moustache et il est un peu gros. Il est le meilleur ami d'Astérix.-*Obélix*
- Il est vieux et mince. C'est le druide qui fait la potion magique. Il porte une longue barbe blanche. -*Panoramix*
- Il est le chef de la tribu et il est gros avec les cheveux roux.- *Abraracourcix*
- Elle est la petite amie de MacOloch. Elle est belle avec les cheveux longs et roux. - *Camomilia*
- Il est grand et jeune. Il porte un kilt et il est écossais.- *MacOloch*
- C'est un grand animal qui habite dans le lac. -*Afnor*

Activité 2: Le passeport

In this straightforward activity, learners can create their own *Gaulish* passport, which can also be adapted to add other details. Teachers should remind learners about the difference between place of birth and nationality and where there needs to be a feminine agreement. This also an opportunity to revise dates and months of the year and the links to the Julian calendar. <http://www.timeanddate.com/calendar/months/>

Key vocabulary

nom	name	mai	May
âge	age	juin	June
anniversaire	birthday	juillet	July
pays de naissance	country of birth	août	August
nationalité	nationality	septembre	September
janvier	January	octobre	October
février	February	novembre	November
mars	March	décembre	December
avril	April		

Activité 3

In this activity, learners listen and read the interview with Astérix for the local *Gaulish* newspaper. Although some of the language is in the past tense, learners should be able to work out the gist of the interview and should be able to complete the activities that follow. There is an opportunity for learners to practise reading aloud the role play with a partner or in a group, which could also be recorded. Teachers can use the sound files to reinforce correct pronunciation, highlighting any key words.

Key vocabulary

Qu'est-ce qui s'est passé what happened ?

ce matin	this morning	porter	to wear
la plage	the beach	une sorte de	a kind of
on a trouvé	we found	une jupe	a skirt
un homme	a man	multicolore	multicoloured
gelé	frozen	une écharpe	a scarf
un glaçon	an ice cube	il vient d'où?	where is he from?
un tatouage	a tattoo	Hibernia	Roman Ireland
étrange	strange	Calédonie	Roman Scotland
le corps	the body	une découverte	a discovery
le bras	arms	une chaîne	a chain

- a)
1. Astérix and Obélix found the man on the beach. **True**
 2. Astérix and Obélix found the ice cube yesterday. **False: this morning**
 3. The man in the ice cube was wearing trousers. **False: a kind of skirt**
 4. He has strange tattoos. **True**
 5. Panoramix thinks he's from Ireland or Scotland. **True**
 6. He has bracelets on his arms. **False: chains**

b) Travail de dictionnaire Find the English for:

- Une amphore an amphora- a large roman storage jar for wine/oil
- Des mouettes sea gulls
- Des huîtres oysters
- Un casque romain a Roman helmet

c) Learners can use a bi-lingual dictionary or a reliable website such as

www.wordreference.com to find the French for items they might find on a Scottish beach.

Activité 4: On recherche

MacOloch's family back in Caledonia are very worried about his disappearance and decide to put up some posters in the local area in an effort to find him. Can you make a poster for them? In this activity, learners build on basic descriptions and create a 'Wanted' poster for MacOloch. Remember you will need to describe him in some detail, hair, height, clothes etc. The aim of this activity is to enable learners to write some sentences on personal description using the third person 'il'. Wanted poster formats can be found at the link below. <http://bit.ly/1StukzS>

This activity builds on the listening in Activité 3. Learners can recycle the vocabulary from the dialogue and can produce a short paragraph using the phrases in the help box on their poster. This could be an opportunity for teachers to revise or introduce adjectival agreement. Support for teachers in French grammar can be found by following this link. <http://bit.ly/1KoHpTp>

Activité 5: La potion magique

Here, learners match the words and numbers of items Panoramix puts into the magic potion that gives Astérix his great strength. Learners draw the correct number of items into the boxes below. Learners can then use their imagination to create their own 'potion magique' again using a bilingual dictionary or reliable website – see link in activity 4. There is an opportunity for teachers to revise numbers and colours by playing a game of 'beetle' for example or learners could share their magic potion recipes and get their partner or others in the group recreate it as they read it aloud.

Key vocabulary

un champignon	a mushroom / toadstool		
une grenouille	a frog	poilu	hairy
une araignée	a spider	un piquant	a spine
une fourmi	an ant	un hérisson	a hedgehog

Activité 6

In this activity, learners listen to and read a longer piece of text, as Agecanonix tells the story about Afnor, the giant sea otter. Again in this text, some past tense is used. Depending on your learners, you could play the sound file through once and get the class to make notes or write on 'show-me boards' (or similar) anything they understand. Teachers could also put key words from the text on the board and learners could play a game of lotto, noting down each time they hear one of the words. This will allow the learners to focus on listening for key words in order to build their confidence with this skill. The sound file could be delivered as one whole text and/or in short sections. Based on your class, you can decide when to let the learners use the help box in order to complete the gapped sentences. The vocabulary used here makes use of cognates to assist learners and recycles known vocabulary, some of which can be found in the e-book 'Au Zoo' from [Les Aventures d'Angus](#).

Key vocabulary

J'ai vu	I saw	les écailles	scales
un monstre	a monster	triangulaire	triangular
les pattes	paws	le nez	the nose
le dos	the back	les dents	teeth
Il me montrait	he showed me	faire un bruit	to make a noise
féroce	fierce	terrifiant	terrifying

I saw a large *green* monster. He had an enormous *head* with three *eyes* and four *paws* like an elephant. On his *back* he had *black* triangular *scales*. He had a *red* *nose* and he showed me his really big orange *teeth*. He was *fierce* and made a terrifying *noise*.

As a follow up to this activity, learners can draw the monster describes by Agecanonix, or they can move on to **activité 7**.

Activité 7

In this activity, learners can draw and then describe their own monster or Afnor from the picture in the story re-using the vocabulary that they have built up throughout the activity pack. Teachers can extend the learning by introducing other aspects of the monster. For example: What does it eat ? Where does it live? What other personal characteristics does it have? This builds on activity 4. A vocabulary reminder is included to support more accurate writing.

Il mange/ il aime manger It eats/likes to eat

Il habite.... It lives...

Il est... It is

Il s'appelle... It's called..

Learners are encouraged to give the monster an Astérix style name too.

Le Défi – mini challenge

These activities are to help teachers and learners explore some of the more cultural aspects of this topic and allow learners to do some research in groups/ pairs or individually as a homework task if appropriate. This task asks learners to research the Roman name for Paris- Lutèce- and to find the Roman names for other towns and cities in Great Britain. This work would complement other studies of the Romans in Britain. The amount of time devoted to this will be at the discretion of the class teacher.

Activité 8: La scène qui manque - the missing scene

In this activity, learners are asked to use their imagination to create a scene from the story. This can be done mainly in English, but with support learners should be able to insert some phrases in French that they have picked up in their reading of the story. Learners may imagine the reaction of Asterix and Obélix to visiting some of the famous sites in Scotland or trying some Scottish food and drink. This could take the form of a poster for display and could give learners an opportunity to use some of the more expressive phrases from the story.

Le Défi – mini challenge

This second mini challenge asks learners to explore the cultural aspects of comic books or *Bandes Dessinées (BDs)* in the French-speaking world and to compare this with comic books in English. Again this could be a paired or group activity or form part of a homework task.

This task then extends into getting learners to try their hand at creating their own cartoon strip. This lends itself best to a group or paired activity. The links in the activity pack provide access to some free cartoon generator websites or to those which will provide the cartoon template. In creating their own cartoon characters, learners will be able to use the language they have acquired to give fairly full descriptions in French, hopefully with a decreasing need for support.

Activité 9: Parc Astérix

In this activity, learners are asked to use their reading skills in a practical way to decode the leaflet and then judge if this is the best kind of ticket for their own family. The text has been highlighted to focus particular aspects to assist with comprehension.

Key vocabulary

un billet	a ticket	à partir de	from
tarif malin	special price	daté	dated
si	if	réserver	to reserve
avant	before	la visite	the visit

Le Défi – mini challenge:

This challenge asks learners to reflect on the story of *Astérix chez les Pictes* and to use their artistic skills to design a new ride for the Astérix theme park. Using the link to the official website, learners can get some insight into the park and the rides currently on offer as well as the gifts in the shop. This could be exploited in many ways. Teachers could use some of the real text to adapt it as a short reading task, and ask children to imagine spending a certain amount on souvenirs / food and drink, which would allow the revision of related vocabulary and some numeracy skills.

Activité 10: On regarde, on écoute, on comprend

Now watch and listen to the interviews with some of the people who work on the Astérix stories. In this activity, there are 5 video interviews with native speakers, who work in the Paris office (headquarters) on the *Astérix* stories. The level of support is reduced as the learner progresses through these video clips. The transcript of each video clip with key vocabulary for teachers can be downloaded separately and can be prepared in advance. The number of viewings of the videos is at the discretion of the class teacher and should be paused at appropriate intervals if necessary. Teachers may wish learners to view all or part of each video clip before giving the learners the task. Learners can also be given the transcript to follow and again, could practise these as mini-role plays.

Video 1: Match –up

1 – c; 2- f; 3-a; 4- b; 5-d; 6-e

Video 2: Circle the correct answer

1. Céleste; 2. Director; 3. 4 children; 5. No pets; 6. House; 7. 20,000

Video 3: Complete the sentences

Her name is *Amandine*

She is *small* and has *brown* hair.

She lives in the *west* of Paris.

She lives in a *flat* with *two* rooms

His favourite character in the Astérix stories is *Obélix*

Video 4 Complete the sentences- although this activity seems very similar to video 3, there is no support for learners and the script contains additional information not relevant to the task, making learners focus on key words.

His name is *Thibault*

He works on *marketing* for Astérix

He lives in a *flat* in Montparnasse, in Paris.

His favourite character in the Astérix stories is *Obélix*.

He has/*has never* visited Scotland (choose the correct option)

Video 5- This is the most challenging of the 5 clips and learners may need extra support to understand the language used here. The information given here is faster paced, however with some focussed listening/viewing, it should be accessible to most learners at second level.

Her name is *Florence*

She has a *son* called Edgar. He is *21* years old

She has *Italian* origins.

She lives in *Paris*, near the Sacré Coeur.

She lives in a flat on the *5th* floor.

There are *5* rooms.

All the *Gauls* are her favourite characters in the *Astérix* stories.

She visited Scotland *2* years ago.

She thinks a typical Scotsman is someone who wears a *skirt*.

Maintenant à vous ! – Over to you!

Watch the video of Harry as he talks about himself and his likes and dislikes. This is an opportunity for learners to create their own video clips or interviews. This could be done as themselves, as famous people or as characters from the story. These could then be shared with other classes across the school.

Activité 11

This final task gives learners the opportunity to think about what might be eaten at a *Gaulish* feast. Learners can use a dictionary, a website or other resource to create a menu for their own feast; this would allow teachers an opportunity to discuss French gastronomy

delicacies such as croissants, snails, frogs' legs and cheeses as well as regional specialities like foie gras and fondue. Here are some useful links:

<https://www.youtube.com/watch?v=d-qe7eaZ2qY> croissants

https://www.youtube.com/watch?v=LXeGuMUD_I0 crêpes

<https://www.youtube.com/watch?v=B8xuOsEiMHH> frogs' legs

<https://www.youtube.com/watch?v=ZpxDiE8ljoY> bakery

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