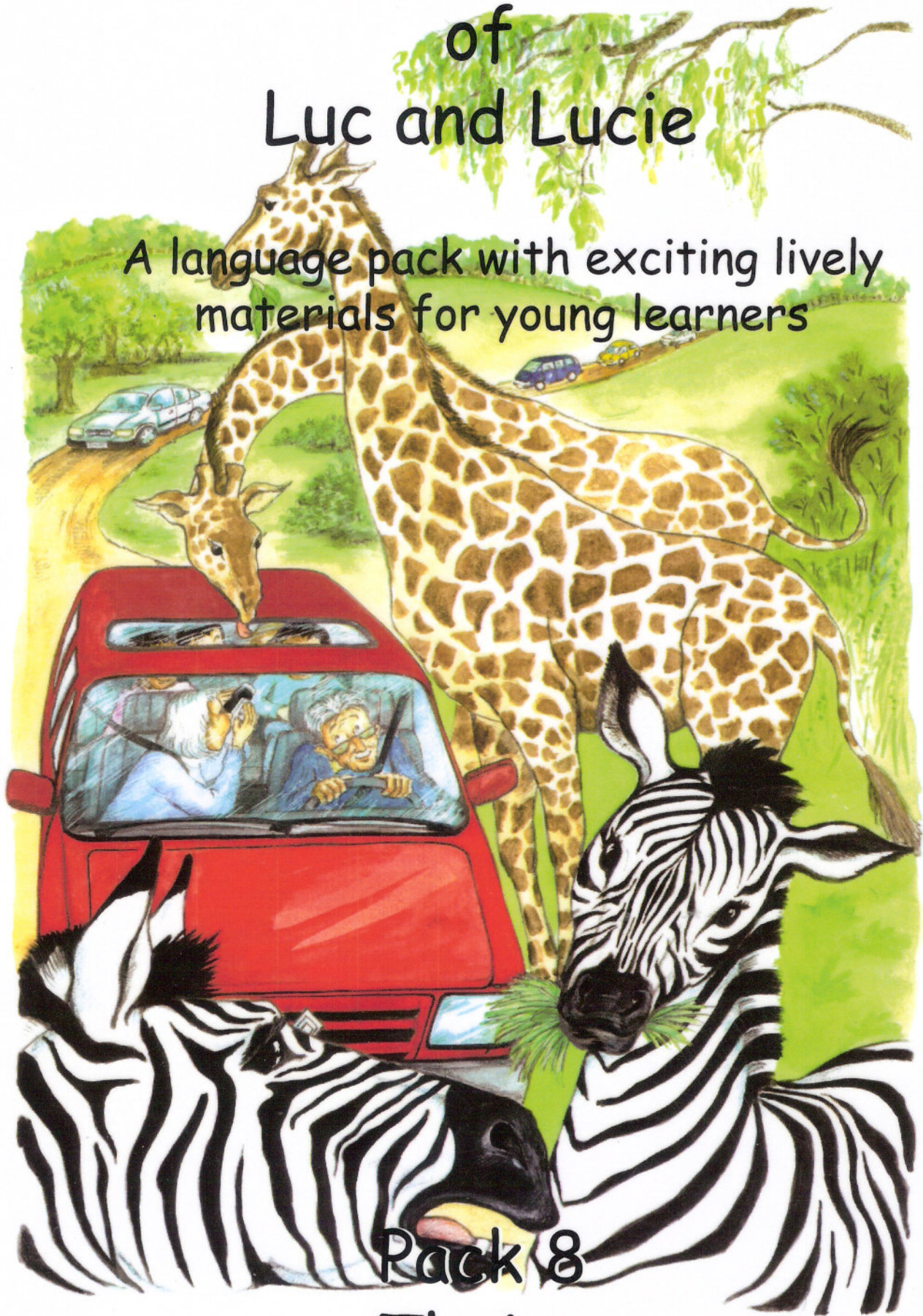


The Adventures of Luc and Lucie

A language pack with exciting lively
materials for young learners



Pack 8

Thoiry

PACK 8

TEACHERS' GUIDANCE

THOIRY

CONTENTS

General introduction to materials	(i)
Grid to show how Yr 5 Framework Objectives are covered in Packs 8, 9, 10, 11	(v)
Introduction to Thoiry	
Pack 8 Structures and Grammar	
Assessment sheet	
Lesson plans	1 - 7
Activity sheets	A - G
Resource sheets	a - d
Rules of Game - Le Safari photo avec Luc et Lucie	
6 sets of cards with names of animals	

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 8

THOIRY - Introduction

In this episode Luc and Lucie visit Thoiry, a safari park, with their grand-parents and their friends Denis and Eloise. It is a birthday treat. The activities are planned around the wild animals and attractions at the safari park and develop the pupils' skills in the areas of speaking, listening, reading and writing.

In this episode pupils will learn:

- vocabulary connected with wild animals
- to ask and answer questions on families
- to state preferences in connection with wild animals
- the names of the different continents stating the origin of different wild animals
- to use adjectives to describe a wild animal
- to know and use names of methods of transport

The pack includes:

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

STRUCTURES AND GRAMMAR

AT THE SAFARI PARK

1. Agreements of adjectives related to the family (the adjective does not change when it is followed by a hyphen e.g. la grand-mère, les grands-parents, la demi-soeur).
2. Use of the possessive adjectives in the first and second person singular.
3. Use of the structure **d'où vient-il / elle?**
4. Conjugation and use of the irregular verb **Aller**.
5. Use of **en** in connection with means of transport.

THOIRY

ASSESSMENT SHEET

Name: Class:

Things I can understand and do in French.	Yes I can	Yes I can with help	My friend / teacher agrees
• Recognise the names of wild animals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Talk about members of my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Introduce my family to the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Say which is my favourite animal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Recognise the names of the continents in French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Say from which continent animals come from.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Describe an animal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Say the verb "aller" by heart.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Memorise and say a poem in French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Reorganise words and phrases into a sentence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Say how I get to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Any additional comments:

Signed: Date:

Les membres de la famille: Members of the family

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities		
<p>To know and use names for members of the family.</p> <p>To know that the 'grand' in grand-mère does not add an 'e' and that the 'grand' in grand-parents does not add an 's'</p>	<p>Qui est-ce? Qui c'est? Who is it? C'est: It is</p> <p>le grand-père: the grandfather la grand-mère: the grandmother les grand-parents: the grandparents le père: the father la mère: the mother</p> <p>les parents: the parents le fils: the son (boy) la fille: the daughter (girl) le frère: the brother la soeur: the sister</p> <p>l'oncle: the uncle la tante: the aunt le cousin (m): the cousin (m) la cousine (f): the cousin (f) un enfant unique: an only child un frère jumeau: a twin brother une soeur jumelle: a twin sister le beau père: the step father la belle mère: the step mother le demi-frère: the step brother la demi-soeur: the step sister</p>	<p>Show the big picture to the children and ask children: Qui est-ce? pointing to people in the car.</p> <ul style="list-style-type: none"> Teacher asks questions referring to family picture (see pack 1) and pictures of grandma and grandpa (Resource Sheet a). Children respond to question. <p>e.g. Q - Qui est-ce? A - C'est papa. Q - C'est le père ou la mère? A - C'est le père</p> <ul style="list-style-type: none"> Using the pictures children work in groups and ask each other questions. Carry out family word search (Activity Sheet A) 		
<p>To be able to ask and answer questions on families</p>	<p>As-tu des frères et des soeurs: have you any brothers or sisters? Oui, j'aifrère(s): Yes I have brother(s). Oui, j'ai soeur(s): Yes I have..... sister(s) Je n'en ai pas: I haven't any Je suis enfant unique: I am an only child J'ai un frère jumeau: I have a twin brother J'ai une soeur jumelle: I have a twin sister</p>	<ul style="list-style-type: none"> Teacher asks the key question "As-tu des frères et des soeurs?" of individual children. <p>Children respond</p>		
<p>Suggested Assessment Opportunities</p> <p>Can each child respond to question 'As-tu des frères et des soeurs?'</p>				
<p>KS2 Framework Objectives</p>				
<p>Oracy</p>	<p>Literacy</p>	<p>Intercultural Understanding</p>	<p>KAL</p>	<p>LLS</p>
<p>5.1, 5.4</p>			<p>1</p>	<p>1,3,6,7, 9</p>

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities		
<p>To know and use possessive adjectives (1st and 2nd person singular)</p> <p>To understand that 'ton, ta, tes' are used when talking about family, friends, children and animals</p>	<p>mon (m) ma (f) my mes (pl) ton(m) ta (f) you tes (pl)</p> <p>Comment s'appelle? What is the name of? Comment s'appelle <u>ton</u> père? What is the name of your father? Mon père s'appelle: My father is called</p> <p>Comment s'appelle <u>ta</u> mère? What is the name of your mother? Ma mère s'appelle..... My mother is called</p>	<p>Teacher or children ask the key question 'Comment s'appelle...?' and children respond. (The same pattern is applied to all members of the family) Children bring photographs or drawings of their family to school and introduce them to the class. e.g. Voici mon père. Il s'appelle</p> <p>The presentation can be prepared in writing.</p>		
		<p>With the help of Resource Sheet b teacher explains the use of 'mon, ma, mes', and 'ton, ta, tes' Children make simple sentences using Activity Sheet B</p>		
<p>Suggested Assessment Opportunities</p> <p>Can each child introduce members of their family from drawings or photos? To what extent can each child understand and complete Activity Sheet B</p>				
<p>KS2 Framework Objectives</p>				
Oracy	Literacy	Intercultural Understanding	KAL	LLS
O5.1, O5.4	L5.2, L5.3		1, 3, 4	1, 3, 6, 7, 9

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities		
To know and use the names of wild animals	<p>Qu'est-ce c'est: What is it? Quel animal c'est? What animal is it?</p> <p>un lion: a lion un zèbre: a zebra un rhinocéros: a rhinoceros un tigre: a tiger un élan: a moose un singe: a monkey un loup: a wolf un ours brun: a brown bear un python: a python un éléphant: an elephant un hippopotame: a hippopotamus une autruche: an ostrich un kangourou: a kangaroo une girafe: a giraffe</p>	<p>Use big picture to introduce the children to Thoiry. (See notes on Thoiry at end of reader). Before showing the flashcards (Resource Sheet c) the teacher will read out the names of the animals in French (or play the tape) and challenge the children to work out the English name, recognising that many names are similar Read (and memorise) and mime the poem 'Les animaux malades' Activity Sheet C</p>		
To know how to state preferences and revise expressions of likes and dislikes	<p>Quel est ton animal préféré? What is.... your favourite animal? Mon animal préféré est My favourite animal is..... J'aime Je n'aime pas Je préfère Je déteste</p>	<p>Children respond to teacher's question. Quel est ton animal préféré? Create a chart for display showing childrens' favourite animals Use and learn rap Activity Sheet D</p>		
<p>Suggested Assessment Opportunities</p> <ul style="list-style-type: none"> • Which children can read / memorise the poem and perform it • Can the children say which animal they prefer 				
<p>KS2 Framework Objectives</p>				
Oracy	Literacy	Intercultural Understanding	KAL	LLS
O5.1, O5.2, O5.4				

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities		
<p>To learn the names of the continents and link them to the animals at Thoiry.</p> <p>To know that the definite article has to be used when identifying the continents in French.</p>	<p>Quel continent c'est? ... What continent is it? C'est It is</p> <p>L'Europe: Europe L'Asie: Asia L'Afrique: Africa L'Amérique du Nord: North America L'Amérique du Sud: South America L'Australasie: Australasia</p>	<p>Using an atlas, whiteboard or poster, teacher asks question Quel continent c'est?</p>		
<p>To learn the names of the continents and link them to the animals at Thoiry</p>	<p>D'où vient-il/elle? Where does it come from:</p> <p>Il/Elle vient de It comes from....</p>	<p>Children research the animal and its continent(s) using an encyclopedia or the internet</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>

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
<p>To revise colour adjectives</p> <p>To learn new adjectives and use them to describe animals</p> <p>To know that some adjectives particularly those indicating size, are placed before the noun.</p> <p>To remember that an 'e' is added to an adjective to make it feminine if it does not already end in an 'e'</p> <p>To know some exceptions to this rule e.g. double the last letter before adding an e, mignon, mignonne gros, grosse or add a 'u' before the 'e' long(m), longue(f)</p> <p>To remember that the plural of an adjective is formed by adding an 's' to the masculine & feminine singular form with some exceptions: eg: amical (m sing) amicaux (m pl)</p>	<p>Comment est-il? Comment est-elle? What does it look like?</p> <p>Adjectives placed before the noun: grand (m), grande (f) tall gros (m), grosse (f) big petit (m), petite (f) small</p> <p>Adjectives placed after the noun: amical (m), amicale (f): friendly amusant(m), amusante (f): amusing drôle(m&f): funny féroce (m&f): fierce long(m), longue(f): long mignon(m), mignonne(f): cute sauvage (m&f): savage timide: timid</p>	<p>Colour the pictures appropriately - Activity Sheet E</p> <p>In small groups the children chose an animal. They collect the corresponding flash card (Resource Sheet c) and prepare a written description of the animal using the example on Resource Sheet d) if they wish. They can add more information using a dictionary.</p> <p>The group presents the description to the class</p> <p>To support this activity carry out the Safari Pack ICT activity. Activity Sheet F.</p>

Suggested Assessment Opportunities

The level of detail included in the description of the animal. Has the child used a dictionary to add detail?

KS2 Framework Objectives

Oracy	Literacy	Intercultural Understanding	KAL	LLS
O5.1, O5.4	L5.1, L5.2, L5.3		1, 2, 3, 4, 7	1, 3, 6, 8, 9

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities		
To know and use the names of the methods of transport	<p>Qu'est-ce que c'est? What is it C'est It is</p> <p>l'autobus: the bus l'autocar: the coach l'avion: the plane le bateau: the boat la bicyclette: the bicycle le train: the train le vélo: the bike la voiture: the car</p> <p>Tomber en panne: to break down</p>	<p>Use flash cards and / or toys, pictures to learn the names of the methods of transport. Teacher asks the key question.</p> <p>Children mime methods of transport for others to guess.</p>		
To learn and use the irregular verb "aller"	<p>Aller: to go Je vais: I go / I am going Tu vas: you go, you are going Il/elle/on va: he / she / it goes, is going Nous allons: we go, we are going Vous allez: you go, you are going Ils/elles vont: they go / they are going</p>	<p>Carry out matching activity (Activity Sheet G) to construct the verb "aller". Challenge children to learn and say the verb by heart.</p>		
<p>Suggested Assessment Opportunities</p> <p>Can children remember the different forms of 'aller'?</p>				
<p>KS2 Framework Objectives</p>				
Oracy	Literacy	Intercultural Understanding	KAL	LLS
O5.1			3	1,3, 9

Learning Objectives	Key Questions and new vocabulary/ structures	Suggested Activities
To know and use the translation of 'to the'	<p>Où vas-tu? Where are you going Je vais: I am going au (masc) à la (f) à l' (m/f before a vowel) aux (m / f plural) e.g. je vais au café: I am going to the café Je vais à la boulangerie: I am going to the bakers Je vais à l'église (f): I am going to the church Je vais aux magasins: I am going to the shops</p>	<p>Play game Où vas-tu? In groups using names of town, adding on a town, coach time e.g. Group 1 Je vais à Paris. Group 2 Je vais à Paris et à Calais Group 3 Je vais à Paris, à Calais et à Nice etc. Groups have to remember what towns have gone before. Groups are eliminated as they forget the order of preceding towns.</p>
To know how to say 'to' in front of the name of a town	<p>à (Paris): to Paris Où vas-tu? Where are you going? Je vais à ... (Paris)</p>	
To be able to describe travelling by means of transport using the preposition 'en'	<p>Comment vas-tu au/à la/ à l'/ aux: How do you go to? e.g. Comment vas-tu à l'école: How do you go to school? Je vais en train: I go / am going by train. Je vais en voiture: I go / am going by car N.B. Exceptions: je vais à pied: I walk / I am walking Je vais à bicyclette: I go by bicycle</p>	<p>Teacher asks the question of each child</p>

Suggested Assessment Opportunities

Can each child respond to the question "**Comment vas-tu à l'école?**".

KS2 Framework Objectives

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

ACTIVITY SHEET A

LA FAMILLE

LKMDNUROPEREMOSMNFONMHYR
GFECVHIOIPMONCLEMLSAOMLDRP
GRCOUSINMILDNDJRGFTKJURNKFG
RNFILSNVOELONFGTEMDEMISOEUR
ANIMNHGFDLKAMNADEMIFREREP
NMKLLOPRMHGDFRSTNMAMANOAN
DEOPLEMDNFGKJUTMGTSOEURLRD
PKOPEEMNSCAPORTJFREESDRESEM
EMNVDSFRFILLEJKAMASAMNBGFTE
ROIUHGFDRCVBNJNMSNEOKJHDETR
ECFGTCOUSINEGFTSDEDRTYKHDSE
PAPMNHGTRDFCELBMFREREREKGD
FMEREHJUYTRDSMHDEKJHGFDCSOM
IHHGRANDPARENTSFDRETYIUNKSGO
GRSDCVBNTEMLKEHFESLOPJLCDSAPQ
LBEAUPEREMNGTRFDXEEFEMGDSOPE
SLEMISKEGRMBEABELLEMEREMNBVH

père	grandpère
oncle	grandmère
cousin	grandparents
fil	beau-père
demi-soeur	bellemère
fil	tante
cousine	mère
papa	maman
frère	soeur

ACTIVITY SHEET B

Put the words in the correct order to make simple sentences then read the sentence to your teacher or a friend.

1. ma / à Paris / habite / grand-mère
2. s'appelle / ton / Hugo / grand-père
3. sont / parents / mes / dans / la cuisine
4. mère / les crêpes / aime / ma
5. mon / un perroquet / a / oncle
6. tes / les animaux / à Thoiry / grandparents / regardent
7. un gâteau / ma / mange / soeur
8. le football / frère / adore / mon

ACTIVITY SHEET B

Teachers' notes

Put the words in the correct order to make simple sentences.
Read the sentence to your teacher or a friend.

1. Ma grand-mère / habite / à Paris
2. Ton père / s'appelle / Hugo
3. Mes parents / sont / dans la cuisine
4. Ma mère / aime / les crêpes
5. Mon oncle / a / un perroquet rouge
6. Mes grand-parents / regardent / les animaux à Thoiry
7. Ma soeur / mange / un gâteau
8. Mon frère / adore / le football

ACTIVITY SHEET C

Les animaux malades

L'éléphant a mal aux dents
Il n'est vraiment pas content

Le grand ours brun a mal à la tête
Il voudrait bien que ça s'arrête

La girafe a mal au cou
Elle ne mange rien du tout

L'hippopotame a mal partout
Pauvres animaux! Ils souffrent beaucoup!



ACTIVITY SHEET C

Teachers' Notes

The sick animals

The elephant has toothache
He is really not happy

The big brown bear has a headache
He would like it to stop

The giraffe has a neck-ache
She is eating nothing at all

The hippopotamus is aching all over
Poor animals! They are suffering a lot.



ACTIVITY SHEET D

Teachers' Notes

Rap Sur Les Animaux

Qu'est-ce qu'on fait à Thoiry?
Qu'est-ce qu'on fait à Thoiry?

On cherche les lions et les tigres
Les girafes et les kangourous

Qu'est-ce qu'on voit à Thoiry?
Qu'est-ce qu'on voit à Thoiry?

On voit les singes et les autruches
Les zèbres, les lamas et les loups.

C'est super, cool et magnifique à Thoiry.

Traduction: Translation

What do you do in Thoiry?
What do you do in Thoiry?

You look for lions and tigers
Giraffes and kangaroos

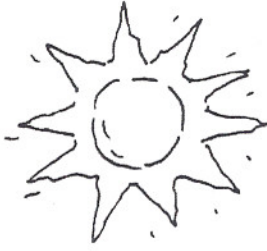
What do you see in Thoiry?
What do you see in Thoiry?

You see monkeys and ostriches
zebras, llamas and wolves

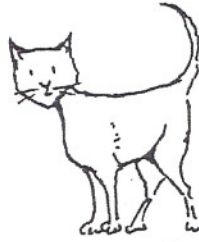
It is super, cool and wonderful in Thoiry

ACTIVITY SHEET E

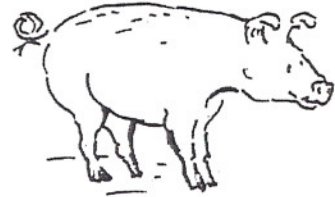
JAUNE



NOIR



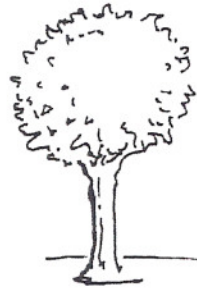
ROSE



ROUGE



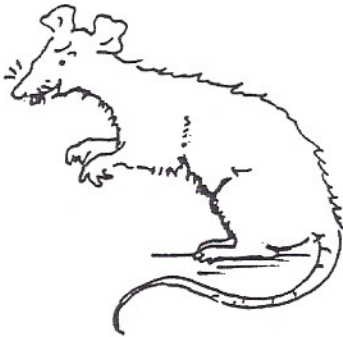
VERT



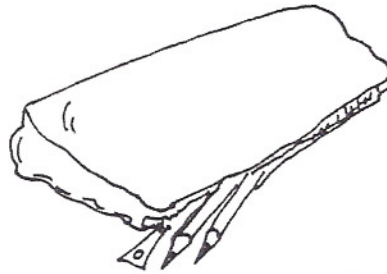
BLANC



GRIS



VIOLET



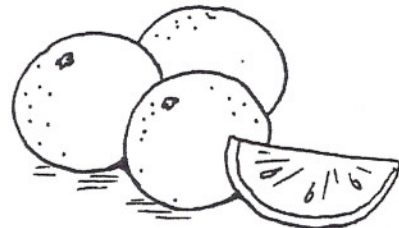
BLEU



MARRON



ORANGE



ACTIVITY SHEET F

ICT ACTIVITY

Type www.thoiry.tm.fr

Click on promenade château de Thoiry et du Colombier et parc de Peaugres.

Click on the zoo on left hand side.

Click on wildlife reserve to view the 10 pictures of wild animals. Make a list of them in alphabetical order in English and French with the help of the word book or dictionary.

The elephant sign (back) at the top of the screen will take you back to the wildlife reserve.

ACTIVITY SHEET G

Put the pronouns in order and link with the correct part of the verb

on

vont

tu

va

il

vais

elles

vas

nous

allez

vous

allons

je

vont

elle

va

ils

va

RESOURCE SHEET a



RESOURCE SHEET b

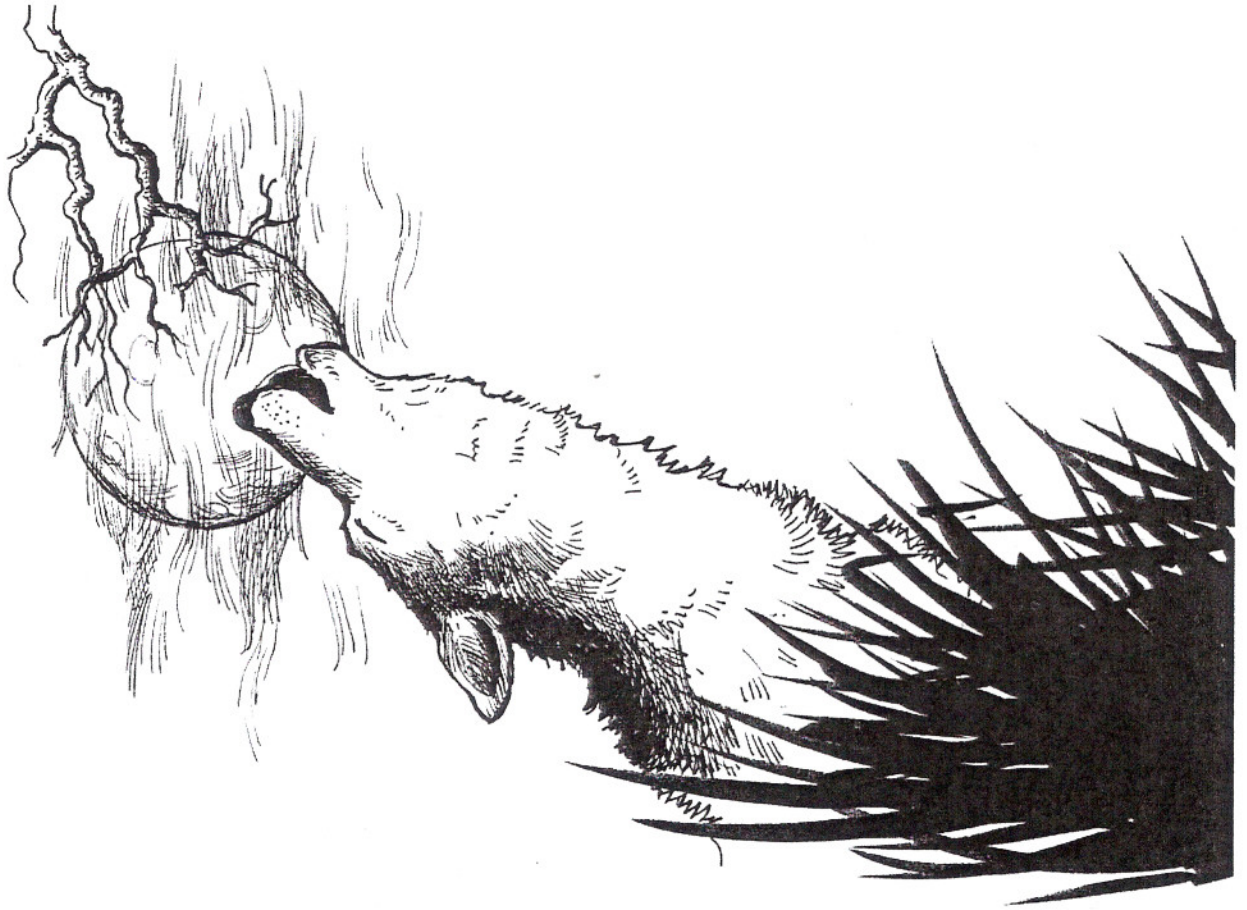
	Adjectif M	Possessif F	Possessive PL	Adjectives
My	Mon	Ma	Mes	
Your	Ton	Ta	Tes	

- NOTE: a) Feminine words beginning with a vowel use the masculine form "mon" etc. e.g. mon orange (f)
- b) In French the possessive adjective agrees with the noun and not the person referred to:
eg: son crayon (his / her pencil)
sa trousse (his / her pencil)

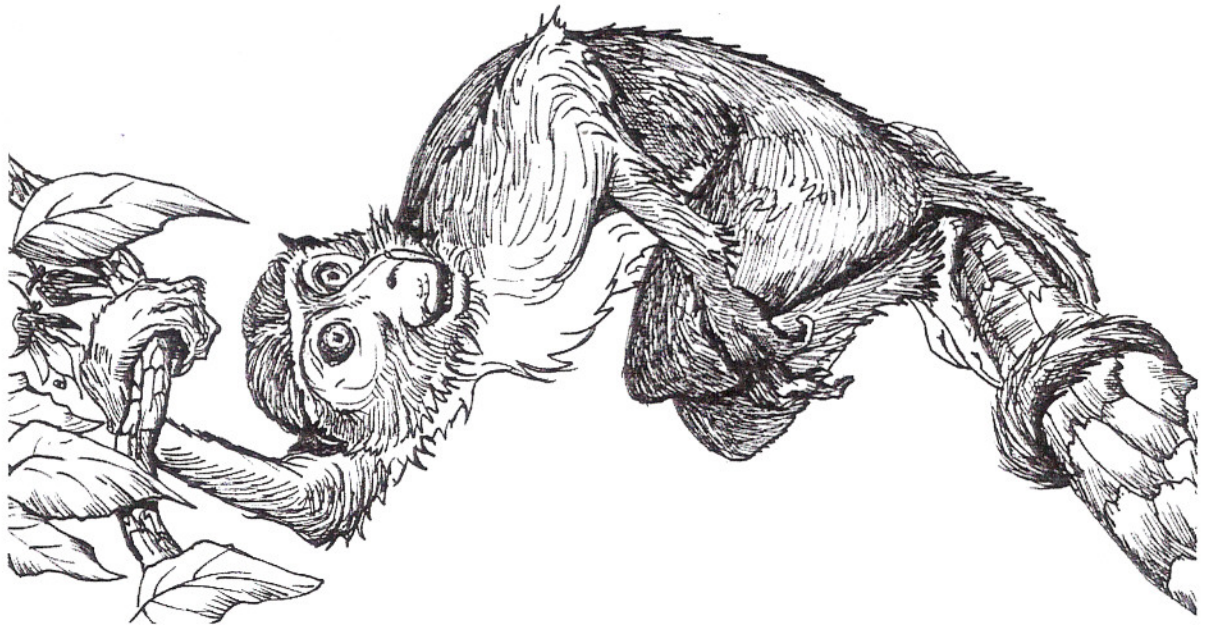
RESOURCE SHEET c



RESOURCE SHEET c



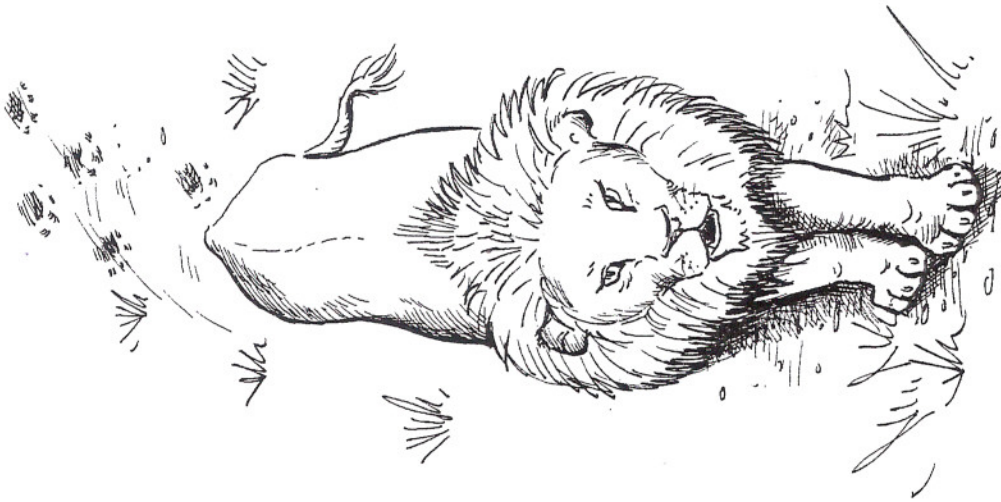
RESOURCE SHEET c



RESOURCE SHEET c



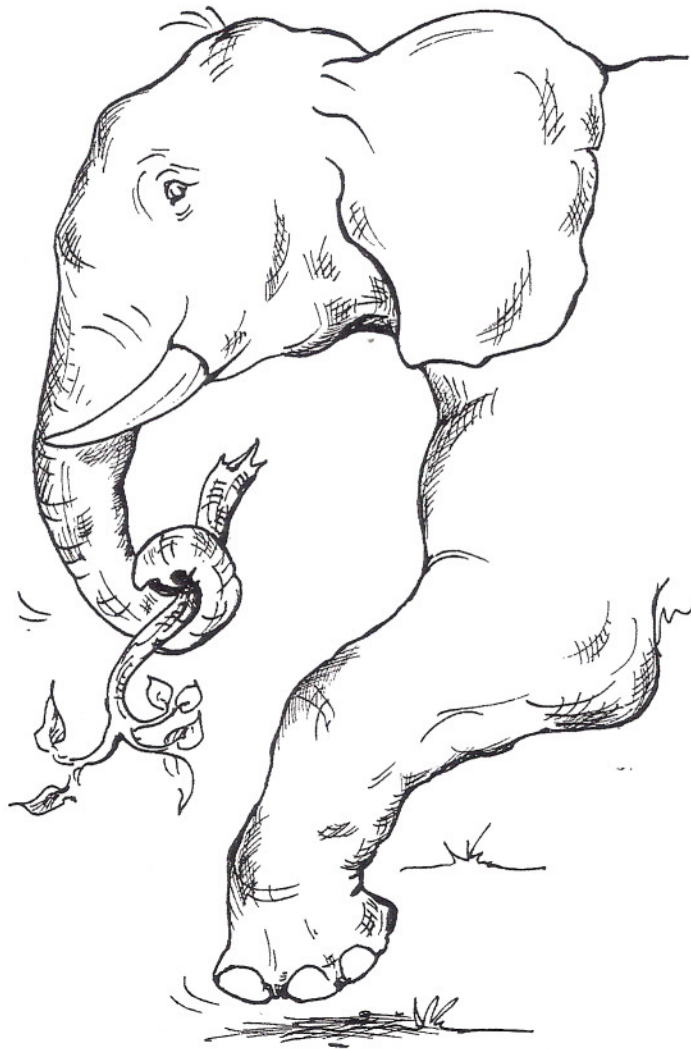
RESOURCE SHEET c



RESOURCE SHEET c



RESOURCE SHEET c



Rules of Game

"Le Safari Photo avec Luc et Lucie"

A. You will need:

- 1) A dice
- 2) Different coloured counters
- 3) Sets of 6 cards with names of all 13 animals placed separately in piles.

B. Aim:

To take a picture of and collect the names of 6 different animals.

TO PLAY

1. Each player selects a different coloured counter.
2. The players take it in turns to throw the dice and move the appropriate number of places round the board.
3. If the player lands on a stepping stone with a camera, he / she collects the card with the name of the animal and says its name.
4. If the player lands on a stepping stone with instructions, he / she reads out the instructions and acts accordingly.
5. Play continues round the board until one player has collected 6 different animals and is the winner.

Phrases used in the Game

Tu as un caillou dans ta chaussure - passe un tour

You have a stone in your shoe - miss a go

Tu as fini ta pellicule

You have finished your film

Retourne au magasin

Go back to the shop

Tu as soif

You are thirsty

Passe un tour au café

Miss a go at the café

Raccourci - Prends le train

Short cut - take the train

Avance de deux cases

Go forward two stepping stones

Tu es perdu

You are lost

Passe deux tours

Miss two goes

Vocabulaire

Fermer:	to close / to shut
Parce que:	because
on ne voit rien:	you can't see anything
Entouré de:	surrounded by
Ne marche pas:	doesn't work
en panne:	broken down
sans:	without
Monter l'escalier:	to go up the stairs
Des cornichons:	gherkins
Sortir:	to go out

Cards for game: SAFARI PHOTO

un
éléphant

un
zèbre

un
loup

une
girafe

un
ours

un
rhinocéros

un
élan

une
autruche

un
lion

Cards for game: SAFARI PHOTO

un
tigre

un
singe

un
serpent

un
hippopotame

RESOURCE SHEET d

LES ANIMAUX SAUVAGES

Voici un grand tigre. Il est orange et noir. Il a deux ans. Il est féroce et sauvage.
Il vient d'Asie. Il habite dans la forêt.
C'est mon animal préféré.
Il s'appelle Tiesh.

Voici une girafe. Elle a un long cou.
Elle est jaune et marron.
Elle mange des feuilles.
Elle vient d'Afrique. Elle est timide.
C'est mon animal préféré.
Elle s'appelle Savanne.

RESOURCE SHEET d

DANGEROUS ANIMALS TEACHERS' NOTES

Voici un grand tigre. Il est orange et noir. Il a deux ans. Il est féroce et sauvage.
Il vient d'Asie. Il habite dans la forêt.
C'est mon animal préféré.
Il s'appelle Tiesh.

Translation: Traduction

Here is a big tiger. He is orange and black. He is two years old. He is fierce and wild.
He comes from Asia. He lives in the forest.
It is my favourite animal.
He is called Tiesh.

Voici une girafe. Elle a un long cou.
Elle est jaune et marron.
Elle mange des feuilles.
Elle vient d'Afrique. Elle est timide.
C'est mon animal préféré.
Elle s'appelle Savanne.

Translation: Traduction

Here is a giraffe. She has a long neck.
She is yellow and brown.
She eats leaves.
She comes from Africa. She is shy.
It is my favourite animal.
She is called Savanne.