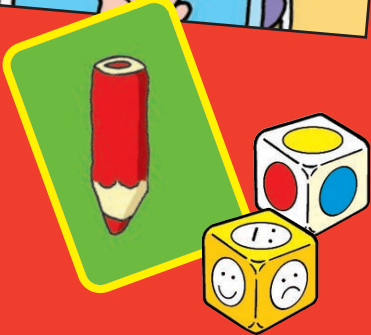


ICI ON PARLE FRANÇAIS

FRENCH FOR BEGINNERS



Hilary McColl with Susan Thomas

Photocopiable Series

LINKS BETWEEN THE KS2 2008 SCHEME OF WORK AND ICI ON PARLE FRANÇAIS UNITS

KS2 2008 SCHEME OF WORK

ICI ON PARLE FRANÇAIS UNITS

UNIT 1 Moi

Greetings 1a
Me and my family 6a, 6b
Numbers 4b Praise 3c
Instructions 2c, 3a, 3b, 3d, 10b, 10c, 11a

UNIT 2 Jeux et chansons

Numbers 4b
Preferences 8a
Playing games 10a
Instructions 2c, 3a, 3b, 3d, 10b, 10c, 11a

UNIT 3 On fait la fête

Leisure and Sport, Skipping 8d, 10a
Praise 3c
Months and festivals 4c, 4d

UNIT 4 Portraits

Colours 10b
Parts of the body and monsters 10a
Instructions 2c, 3a, 3b, 3d, 10b, 10c, 11a

UNIT 5 Les quatre amis

Storytelling 12
Instructions 2c, 3a, 3b, 3d, 10b, 10c, 11a

UNIT 6 Ça pousse!

Vegetables 8c
Preferences 8a, 8e

UNIT 7 On y va

Travelling to school 7a
Weather 5c
Europe 6d
France 6e

UNIT 8 L'argent de poche

Likes and dislikes 8a
Food and drink 8c
Numbers and prices 4b

UNIT 9 Raconte-moi une histoire!

Storytelling 12

UNIT 10 Vive le sport!

Leisure and Sport, Skipping 8d, 10a
Food and drink 8c

UNIT 11 Le Carnaval des animaux

Animals 11c
Telling the time 4c

KS2 2008 SCHEME OF WORK

ICI ON PARLE FRANÇAIS UNITS

UNIT 12 Quel temps fait-il?

Weather 5c
Clothes 5d

UNIT 13 Bon appétit, bonne santé

Likes and dislikes 8a
Food and drink 8c

UNIT 14 Je suis le musicien

Musical instruments 8d

UNIT 15 En route pour l'école

Telling the time 4c
In the town and directions 6d
Alphabet 4a
Keeping a conversation going 9a

UNIT 16 Scène de Plage

Describing a scene 7b

UNIT 17 Le Retour du Printemps

Weather and seasons 5c

UNIT 18 Les planètes

Not covered in this volume

UNIT 19 Notre école

Places at school 5b
People at school 5b
Subjects 7b
My day at school 7b
Clockfaces 4c

UNIT 20 Notre monde

Not covered in this volume

UNIT 21 Le passé et le présent

In the town 6d
Clothes 5d

UNIT 22 Ici et là

Likes and dislikes 8a
Leisure and sport 8d
24 hour clock 4c
Prices 4b

UNIT 23 Monter un café

Food and drink 8c
Likes and dislikes 8a
Prices 4b

UNIT 24 Quoi de neuf?

Revision

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Some basic principles
Teaching approaches
Support for learning
Familiar game formats
Using cards, dice, spinners

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- c Stating the aim
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on va + infinitive

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UNITS	TOPICS	MINI-TOPICS
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9 Problem solving	a Coping with language difficulties b Asking for help and permission	explaining, getting help, using gesture <i>voulez-vous...? je peux..?</i>
10 Listen & do activities	a PE and Games b Art c Craft	organising activities, parts of the body colours, adjectives things to make, following written instructions
11 Language for fun	a Playing table games b 'On plouf?' c <i>Parlez-vous chien?</i>	language for playing games 'counting out' rhymes animals and animal noises
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SOME BASIC PRINCIPLES

Communicative approaches

Pupils' experience of foreign language learning today is very different from that which many teachers experienced when they were at school. In primary and special schools in particular, the emphasis is now very firmly on oral work and work is based on practical activities in which the foreign language is used for a clear communicative purpose.

Note the difference

Example 1

a. When the teacher holds up a flashcard and says, "What is this?" the question is not a genuine request for information. It really means: "I want to know if you have learned this point. Prove it by telling me what this is." The pupil, of course, understands that the question is really a test, and responds accordingly.

b. In the course of a game, one pupil may ask another to guess what card s/he is holding, by asking the same question: "What is this?" The purpose is different, however; if the guess is right, the respondent takes the card and wins a point. If the guess is wrong, someone else will provide the right answer; there is no sense of failure and the pupil's confidence is not assailed. S/He will hope to get it right next time.

Example 2

Note the difference in purpose between the following situations:

a. The teacher holds up a clock face, positions the hands and asks, in the foreign language, "What time is it?"

b. In the middle of a foreign language learning session, a pupil asks the teacher, in the foreign language, "What time is it? because s/he wants to know if it's time yet to go for his/her music lesson.

The vocabulary lists which are provided in this book are *not intended for the pupils*. They are provided as support for the teacher who will make an appropriate selection from those resources. Indeed, some pupils may never see the written form of the words, if the teacher judges the development of reading skills to be inappropriate for his/her pupils at the present time.

Pupils should be asked to learn only vocabulary, phrases and structures that are *enabling*; that is, pupils should be able to *do* something with the language they have learned.

Although all language activities should require a *response* from the pupil, that response need not always be an utterance in the foreign language; sometimes it will be a *physical response*, to an instruction in the foreign language, for example.

The language items pupils learn should be *transferable* to situations other than the ones in which they are initially taught. The random element provided by games and game-like situations encourages this ability to develop naturally.

All this is not to say that learning lists of vocabulary and rules of grammar does not eventually have its place in the learning sequence for most pupils, but that simply knowing 'how you say it in French', for example, is not enough; all pupils should be shown *how to use* the language they have learned to describe their own experience (albeit, for some, in simple terms); to express their own thoughts, needs and opinions; to respond to what others say to them, to ask as well as to answer questions.

The teacher's notes which accompany each topic suggest contexts in which the language learned can be used, and show the inexperienced foreign language teacher how to create opportunities for their pupils to move from *language practice* to *language use*.

Using the foreign language in the classroom

One of the ways in which the foreign language can be used 'for real purposes' in the classroom is to enable it to be used instead of the first language of the classroom for specified activities in which communication normally takes place in the mother tongue.

TEACHING APPROACHES

Most teachers will have already established their own teaching styles and know what works best for themselves and for their pupils. It is a fact, however, that some non-specialist teachers who are new to foreign language teaching remember the way they were taught a foreign language at school and feel they should teach in a similar way. This is unfortunate, for aims and methods have changed markedly over the last two decades to accommodate the needs of a much wider range of learners. Experienced teachers can be confident that their usual sensitive response to the learning needs of their pupils in other areas of the curriculum can guide their approach to foreign language teaching too.

For those who seek re-assurance, the following general notes, and the specific teaching notes included in each chapter, suggest ways of using the materials to support each stage of the learning cycle. It is important to note that they *are only suggestions*. The materials are designed to be used flexibly. Resourceful teachers will find many other interesting and ingenious ways of using them.

Introducing new language

Have clear in your mind before you start how you are going to ask pupils to use the items you are about to teach. Teach the items in the form in which they will need to use them. For example, instead of teaching a list of items found in a classroom, with each word preceded by *le, la or l'*, you could choose only those items which pupils might need to ask for, and situate the vocabulary within a suitable linguistic context, eg: *Please can I have a / Can I borrow your ... / I've lost my ...* You would therefore introduce the nouns preceded by *un/une* or *mon/ma, ton/ta*, etc, according to the context in which you are intending for pupils to use them.

Aim to bring to the service of learning as many of the senses as possible, as, for example, in the following sequence:

1. Visual

Using flashcards, OHP, or real items, show pupils the set of visuals you are about to use. Tell them, in the foreign language, if possible, what they are going to learn and also, perhaps, what they will be able to do

when they have learned it. (Appropriate phrases are suggested for each topic.)

2. Visual / aural

a) Show the first picture or item, point to it and say the word or phrase you want the pupils to learn, slowly, clearly, several times. Be careful, right from the beginning, to introduce the item in the form in which the pupils will need to use it for the first activity you have in mind. A noun, for example, might be preceded by *the, a, or my*, etc. Ask pupils to point to the pictures, or to go to the picture, as they practise saying the associated words.

b) Before progressing too far, check that pupils are understanding and remembering the new language. Go over the items again but in a different order. Ask pupils to give a physical response which will indicate that they have understood. They could write down the numbers of associated pictures; they could point to them; they could raise their hands when they hear a specific item, etc.

3. Visual / aural / oral

Ask the pupils to repeat after you, all together. Do not ask individual pupils at this stage; confidence needs to be built up first. Some classes may need a chance to "try it out in your head" or to try mouthing the word/phrase silently before being asked to say it out loud, even in chorus. Give lots of opportunities to repeat after you, using a wide and varied range of activities. Ignore pupils who are initially reluctant, though you may wish to acknowledge their effort with a nod and a smile when you see they are joining in.

4. Visual / aural / textual / oral

When you feel the pupils are sufficiently confident of the sound, reveal the textual form of the word or phrase, saying it again as you do so, and asking them again to repeat. Make sure that the textual form reflects the form in which you have chosen to introduce the item (with *the, a, my*, or whatever). Repeat as often as necessary to make it clear that you are saying exactly the same, whether you show them the picture or the text. Ask them to repeat after you, showing them sometimes the text, sometimes the picture.

(However, see note at the end of this section.)

FAMILIAR GAME FORMATS

Many of the activities and games suggested below can be used for consolidating recent learning, and for helping pupils to monitor the effectiveness of their learning. Some will stimulate creative use of the language which has already been learned. They will variously encourage memorisation, speaking, listening, reading or writing, and sometimes combinations of these.

Some games may need vocabulary to be supplied, others must be played with cards or photocopies which are blank on the back.

It is worth remembering that a single visual or set of visuals can be used in many different ways to achieve different learning outcomes. Notes in square brackets after each title will suggest likely outcomes, but teachers will have their own ideas to add to these.

Let pupils know the purpose of each activity. Not only what they will be learning, but why and how. At the end of an activity, discuss with them how effective it was. They may have ideas of their own about how the game could be improved or extended, and the process of reflecting on their learning will help to make them more independent learners.

The learning potential of many games will be enhanced by the provision of a checklist of correct answers for use when a player is stuck. The player misses the turn but will be able to use the knowledge gained next time he/she lands on that square or meets a similar situation elsewhere. Players take turns to be 'quizmaster' or 'verifier'.

What's Shown on the Card ?

[memorising, consolidating learning]

Needed: 20+ playing cards / photocopies with text on the back, or checklist of text. The following sequence of activities progresses from less to more demanding.

Picture Spread: Spread the cards picture up over the table. Take turns to choose an item and name it. If right, take the card. If wrong, put the card back. The player with the most cards at the end of the game wins. (*Free choice of seen cards.*)

Guess the Card: Place a small number of visuals without text face down. Players in turn guess (or take bets on) which one is on the top. (*Choice of unseen cards. Winning based more on luck than knowledge. No time pressure*)

Variation 1: Guess What's Coming. Produce cards on a theme out of a bag, box, pocket etc.

Variation 2: Guess what card I've got. Players guess what card someone is holding.

(*C'est un/une ...?*)

Pick a Card: Fan out some cards for another player to choose, look at and name. If s/he is wrong, the card is put back into the pack. (*Choice of unseen cards.*)

Take that Card: Place the cards face down in a pile in the middle of the table. Pupils take it in turns to name the item on the top card. If the answer is wrong or not known, the card goes to the bottom of the pack. (*No choice of card.*)

Quick Flash: The quiz person holds up a card for one second only. The first player to name the item shown wins the card. (*No choice of card. Competitive. Time pressure.*)

Line Solitaire

[memorising, consolidating recent learning, revising, monitoring]

Lay out some cards in a line. Name the first item, then turn the card over and check the answer. If you get it right, you carry on. If you get one wrong, then you try and learn it. Then turn all the cards back over, and start again. The aim is to find your longest run without any mistakes. From time to time you can shuffle the cards. (You can also play this in pairs or teams.)

Variation 1:

Lay the cards out in say, rows of six, or in diamond or pyramid shapes and see how many rows you can get right.

Variation 2:

Lay the cards in a square 6 x 6. You have to try to get from one corner to another by guessing correct cards. The aim is to reach the other corner in the smallest number of moves.

A Question of Languages

[monitoring]

Divide some cards into three piles according to whether you think the words are: Easy, Medium or Difficult.

Then take it in turns to choose a card to guess. The easy cards are worth one point, the medium two, and the difficult three. The one with the most points wins.

1a GREETING EACH OTHER

Greeting each other at the door of the classroom is often the place where people choose to start, especially if the French lesson takes place at the beginning of the day, or after a break. It helps to set the tone for whatever the teacher has planned to do during the session.

The notes for this topic are quite detailed, in order to exemplify general points made in the introduction. Notes for later topics will be more concise. Teachers will choose how much information they wish to pass on to pupils.

CORE LANGUAGE [Numbers correspond with visuals on sheet 1a/i]

Note that alternatives are given for some items. Choose which you want pupils to learn. You may wish to add further possibilities of your own. All items are recorded on the Teacher's Tape.

- | | |
|--|---|
| 1. bonjour! bonjour, X
salut! salut, X | hello / good morning/good afternoon (name)
hello! / hi! (+ name) |
| 2. bonjour, tout le monde! | good morning everyone! |
| 3. bonjour, madame / mademoiselle | good morning Mrs ... / Miss ... / Ms..... |
| 4. bonjour, monsieur! | good morning, Sir! / Mr |
| 5. entrez! | come in! |
| 6. asseyez-vous! | sit down! |
| 7. (en) silence, s'il vous plaît / doucement! | (in) silence, please / quietly! |
| 8. ça va? / OK?
et toi? / et vous? | how are you? / are you OK? / how are things?
how about you? |
| 9. oui, ça va / ça va bien merci | yes, fine / I'm fine, thanks |
| 10. comme ci, comme ça / pas mal | OK, I suppose, all right / not bad |
| 11. non, ça ne va pas! / ça va mal | not good! / things are pretty bad |
| 12. non, ça va très mal
non! j'en ai assez! | no, things are really bad
no! I've had enough! |

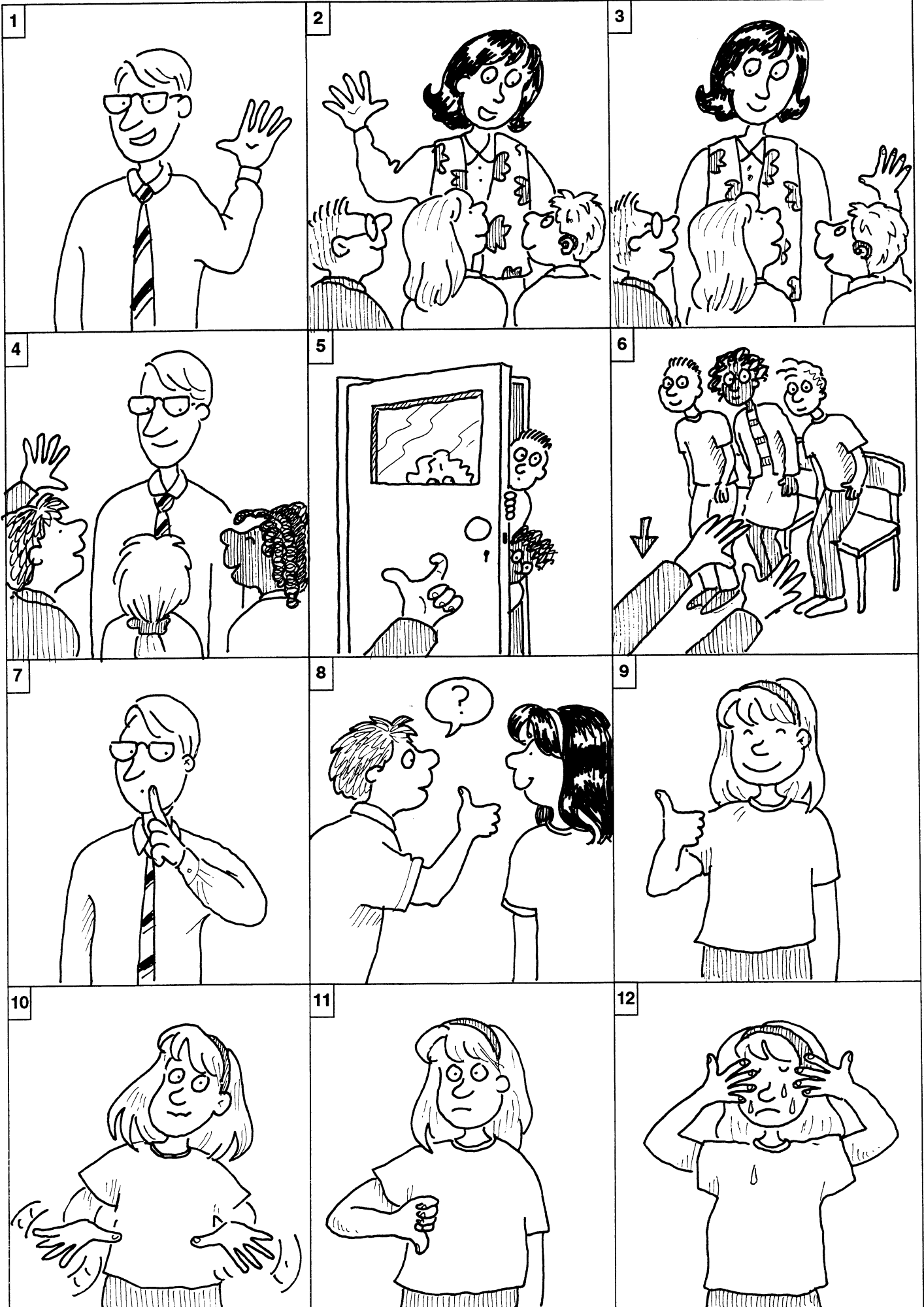
ADDITIONAL LANGUAGE

These are items the teacher may wish to add to the pupils' passive vocabulary, so that they will be able to recognise and respond to them, though not all pupils will be expected to use them actively. They are not linked to specific illustrations. These items also are recorded on the tape.

Using character templates and speech bubbles

- | | |
|---|---|
| regardez! | look! (instruction to whole class) |
| l'instituteur / le maître | the teacher (male, primary teacher) |
| l'institutrice / la maîtresse | the teacher (female, primary teacher) |
| voici le maître / la maîtresse | here's the teacher / this is the teacher |
| le professeur / le prof | teacher in secondary school, or visiting specialist |
| le prof de musique | the music teacher |
| voici Jack / Samantha etc. | here's Jack / this is Samantha etc. |
| un élève / un garçon | a pupil / a boy |
| une élève / une fille / une jeune fille | a pupil / a girl (young) / a girl (older) |
| voici un élève / une élève | here's a pupil |
| voici des élèves / des enfants | here are some pupils / some children |
| qu'est-ce qu'il / elle dit? | what is he / she saying? |
| il dit ... / elle dit | he's saying ... / she's saying ... |
| oui, peut-être | yes, maybe / perhaps |
| il / elle s'appelle ... | he's / she's called ... |
| Michael, viens ici! | Michael, come here! |
| Kate et Sam, venez ici! | Kate and Sam, come here! |
| répète / répétez | repeat this (to one pupil) / (to the class) |
| encore une fois! | again! / once again! / one more time! |

1a/i Greeting each other



TEACHING NOTES

Introducing new language

1. **Greetings** Greet the pupils individually as they enter, *Bonjour, Julie! Bonjour Ian! etc.* Do not insist on answers, and ignore remarks in English, but acknowledge by gesture any efforts which are made to respond in French. (Congratulatory remarks can be found in 2c.) Tell them to sit down quietly, using words and gestures. When all are seated, greet everyone, using an inclusive gesture to make the meaning clear. If some pupils are already responding correctly, greet them again, using their answers to demonstrate the answer you expect. Others will probably gain confidence and join in. If not, the point can be re-introduced as follows. (Miss out step two if not required).

2. Pages of classroom characters and speech bubbles are provided here, and you will find blank bubbles in Appendix C. Reproduce them to use as flashcards, cutouts, or on the OHP. Introduce the male or female teacher (depending on your own gender) and a pupil. Add an empty speech bubble beside the teacher, as you say, speaking for the imaginary teacher: *Bonjour, Jack/Samantha.* Add a speech bubble for Jack/Samantha and say on his/her behalf *Bonjour, Monsieur (or Madame or Mademoiselle).* Repeat using another 'pupil'. (In Unit 12 you will find more people you can use as cutouts.)

3. When you feel the class is ready, set out a teacher and a pupil, add blank speech bubbles and invite suggestions as to what they are saying. Ask *Qu'est-ce qu'il dit?/Qu'est-ce qu'elle dit?* Never mind if pupils do not introduce their answers with *Il dit ... or Elle dit ...* but you might wish to use these yourself as you reinforce answers, eg: *Oui, il dit "Bonjour, Madame."* Don't draw attention to wrong answers or faulty pronunciation at this stage, simply model the correct utterance as you reinforce the answer. Add the teacher of the other gender and cover the range of greetings again.

4. Now show two pupils facing one another as if about to greet each other. As you lay down the speech bubble, say *Salut* instead of *Bonjour*. If this causes puzzlement, show the pupil-teacher situation again, using the *Bonjour* forms very formally and solemnly. Replace them with two pupils and model the *Salut* utterances in a bright and breezy fashion. You could call out two real pupils (using *Viens* or *Venez* with suitable gesture) and ask the class what they would be saying. Of course, they could say *Bonjour*, so allow this, agreeing *C'est possible*, but look also for someone offering *Salut*. Get the pupils to repeat the greeting to each other. Encourage them to use appropriate greetings for pupils and teachers at the beginning of each day.

5. When pupils are responding well, introduce the textual form of the greetings, by providing a set of completed speech bubbles. You could read each bubble in turn, and let a pupil place it beside an appropriate speaker.

6. **How are you?** Once the greetings have been understood and the pupils can use them confidently, the conversation can be extended by adding items 8-12. These could be introduced using the corresponding visuals, reproduced for the OHP or made into flashcards. Where alternatives are suggested, you may decide to introduce them gradually, or not at all. If *oui* and *non* are being encountered for the first time, nodding/shaking the head vigorously will suffice to demonstrate the meaning.

Consolidation

1. Greetings

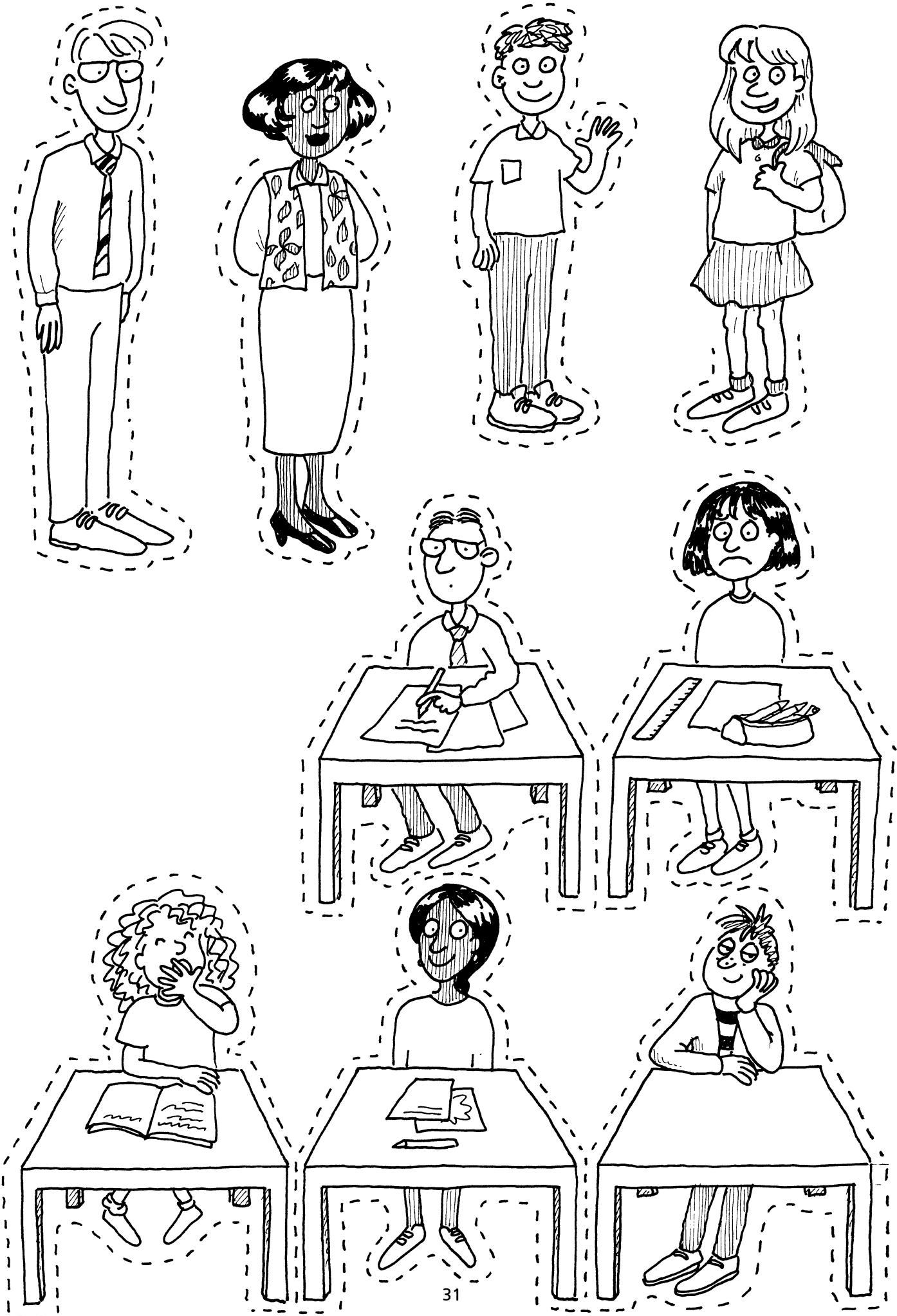
- Sets of figures and completed bubbles could be given to each group of pupils as a sort of mix and match exercise, showing pairs or groups of characters greeting one another.
- Worksheets could be prepared using copies of the visuals and blank bubbles to be filled in appropriately.
- Pupils could make a wall display to serve as a constant reminder and for future reference.
- Pupils could be asked to make drawings and suitable speech bubbles in their French notebooks, or use cut-outs from their favourite magazines.

2. How are you?

- Make several sets of the visuals 8 - 12 and sets of speech bubbles filled in appropriately. (There may be more bubbles than pictures if you have taught the alternatives.) Give each pupil or each group of pupils a set. Call out language items in random order, pupils pick out an appropriate illustration and the bubble you called out. This can continue, with discussion and/or coaching as necessary, until pupils are familiar with the phrases being used. Ask one of the more confident pupils to take over as caller. Change callers from time to time until everyone has had a chance to be caller.
- As a change, the Mood dice (showing different faces) could be used for a group game. Players take it in turn to throw the dice. The other players ask *Ça va?* The player who has thrown the dice has to answer according to the expression shown on the uppermost face. Suitable responses could be revised by looking at the dice before the game starts, followed by a trial run. Once the game has started, a suitable answer gains one point. A player unable to answer is coached by the teacher or by other players but does not gain a point. The game begins again when one player has scored an agreed number of points.

continued ...

1a/ii Greeting each other



Bonjour!

Bonjour
tout le
monde!

Bonjour,
madame!

Bonjour,
monsieur!

Entrez!

Asseyez-
vous!

Doucement!

Ça va?

Ça va
bien!

Comme ci,
comme ça.

Ça ne
va pas!

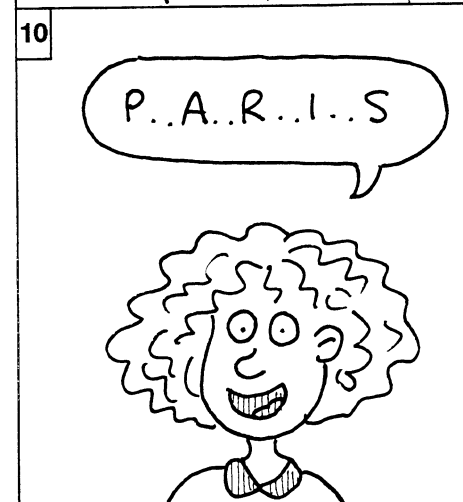
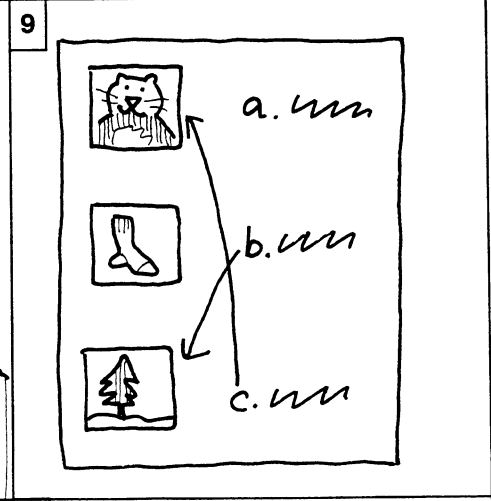
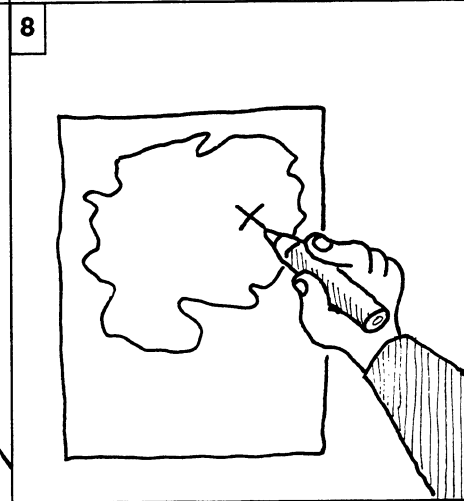
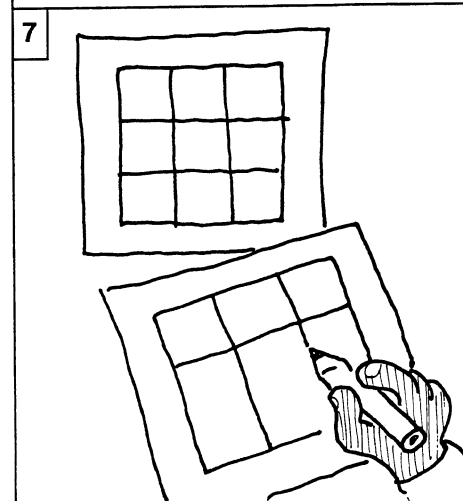
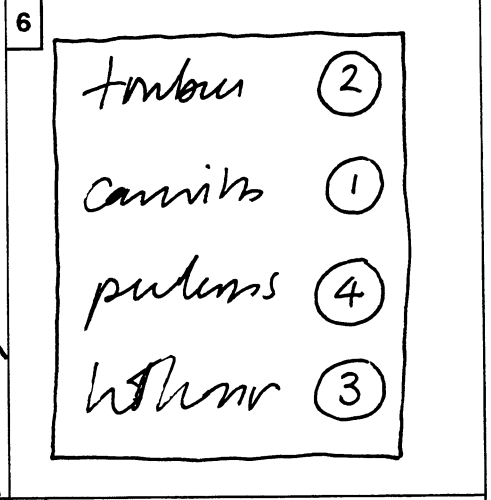
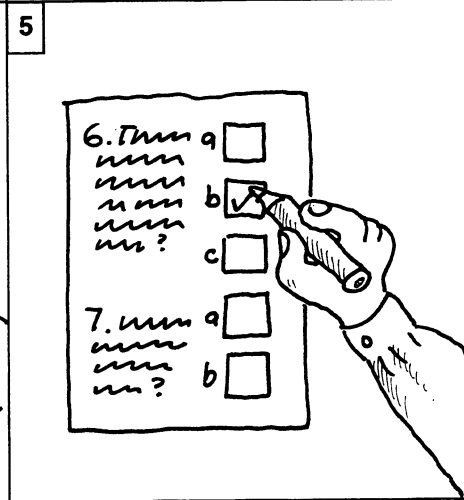
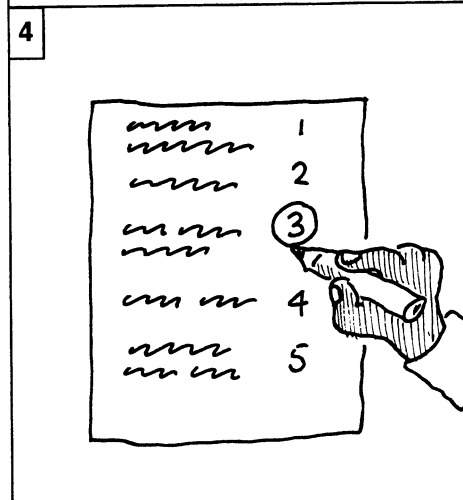
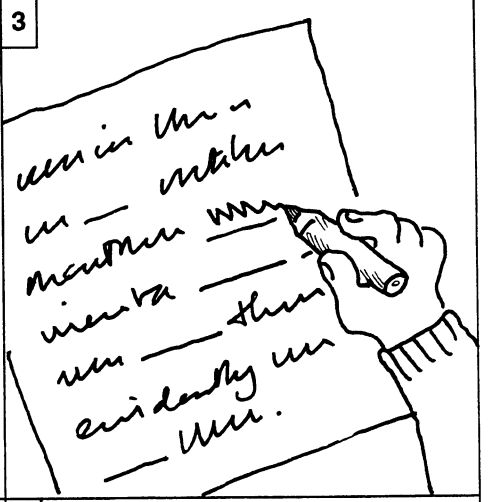
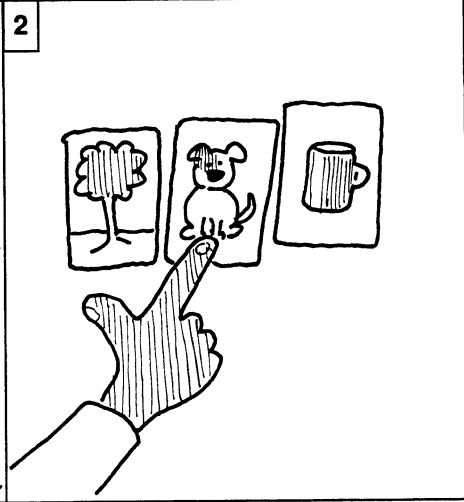
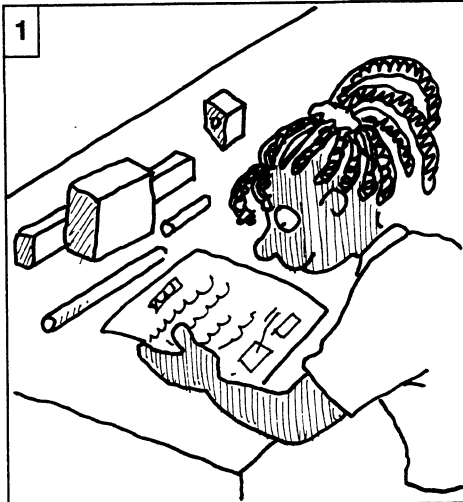
J'en ai
assez!

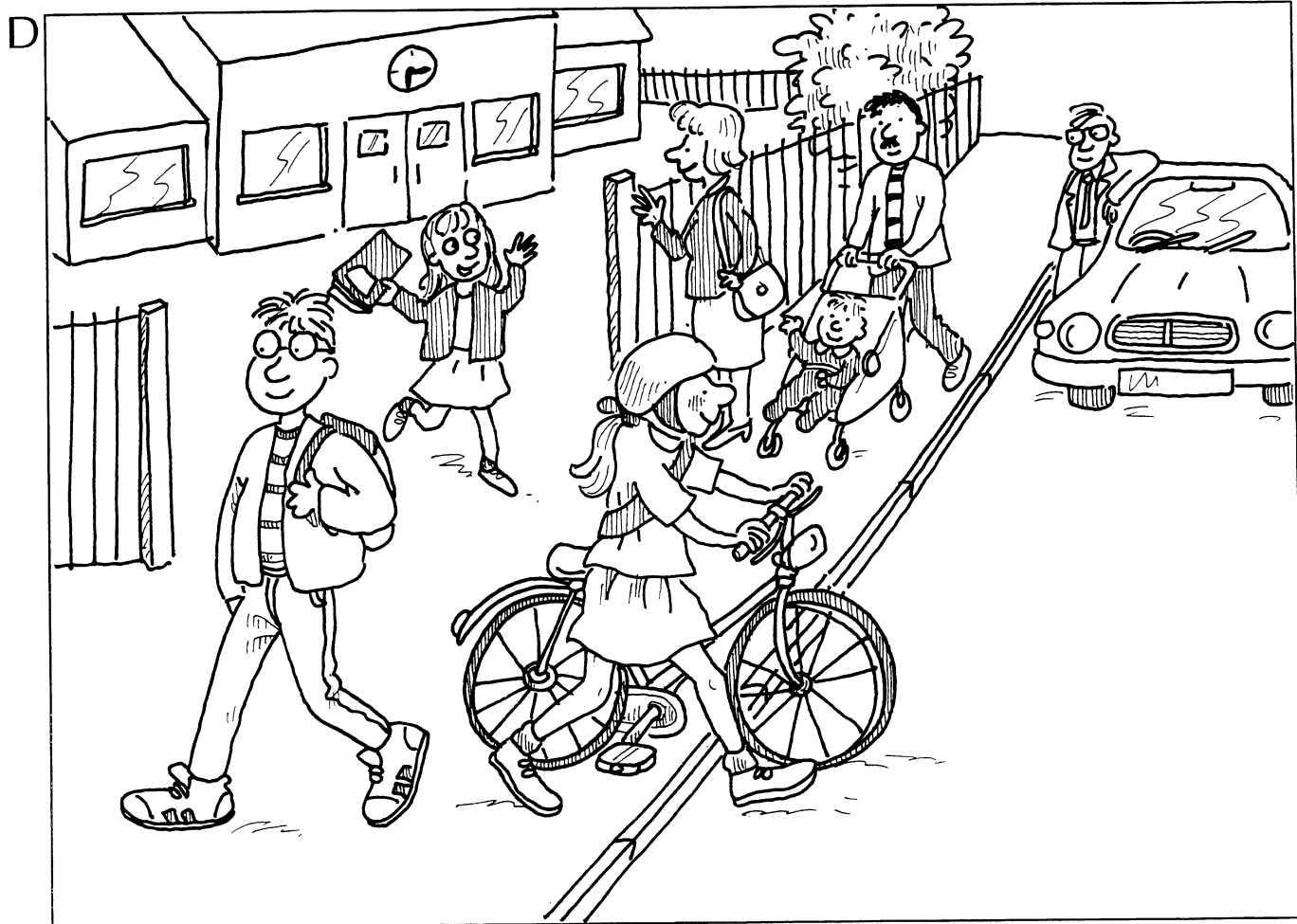
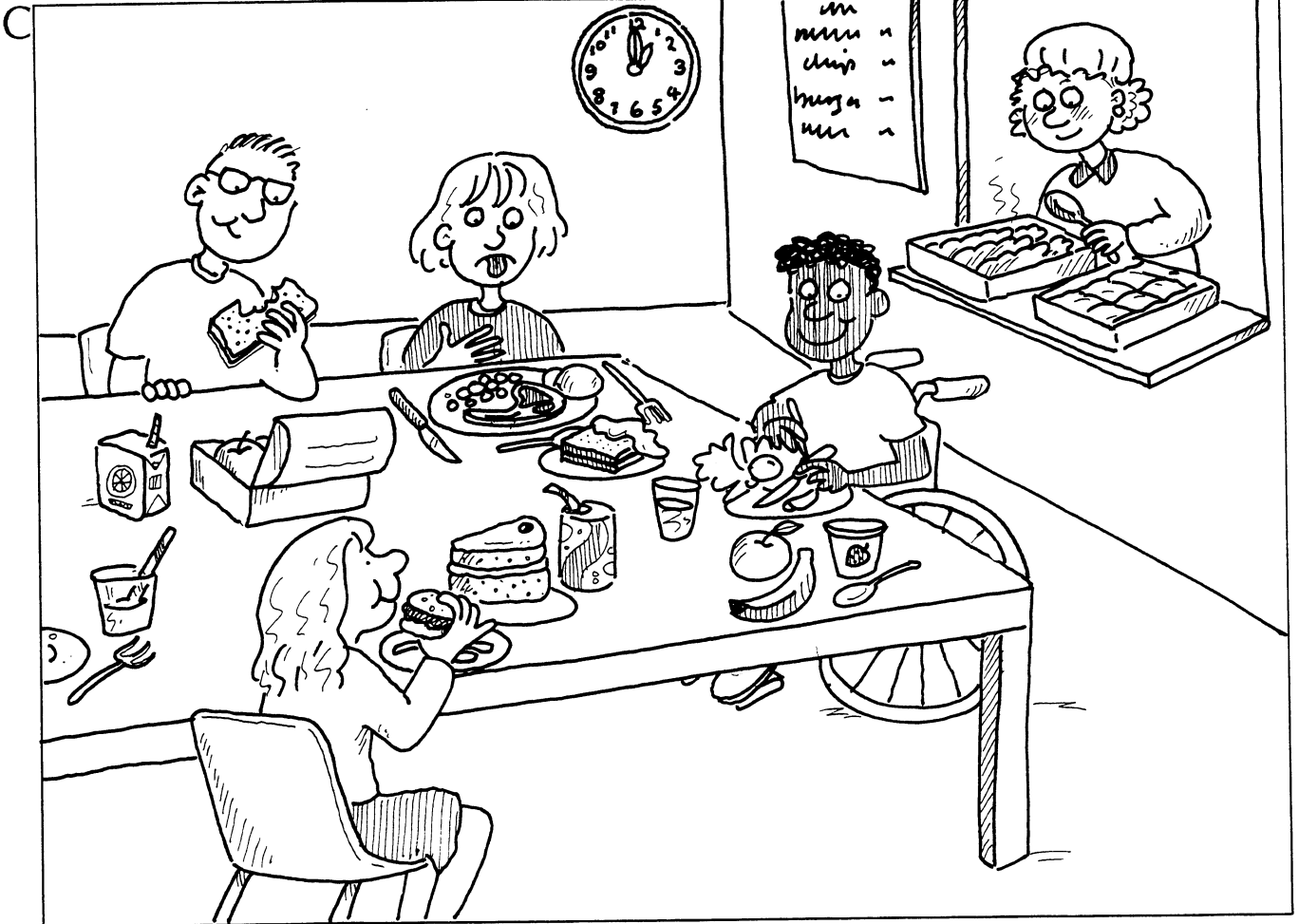
1c/i Stating the aim

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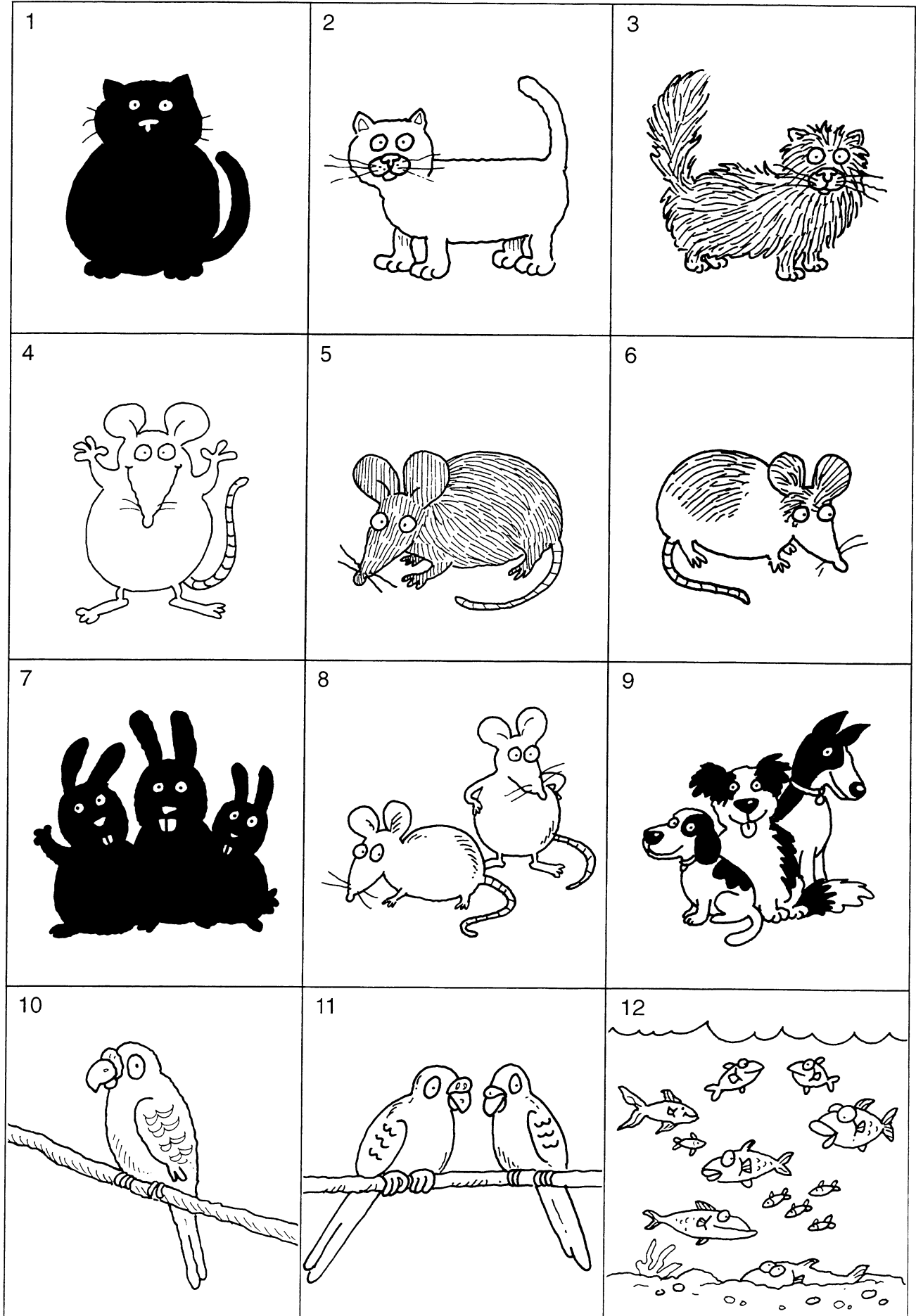
3a/iii Giving instructions





8b/ii Pets

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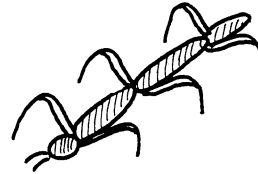
Résultat du sondage

Il y a...

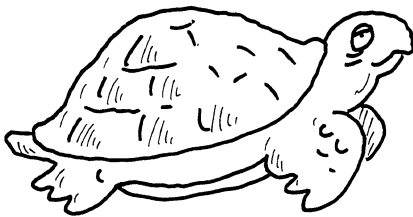
un hamster



un phasme



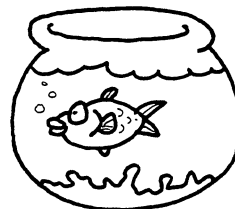
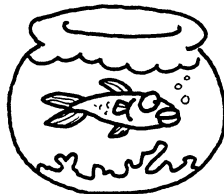
une tortue



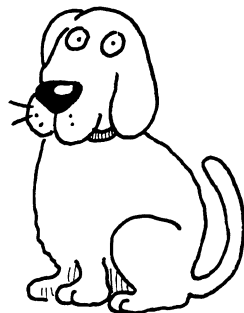
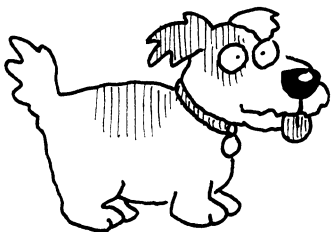
une araignée



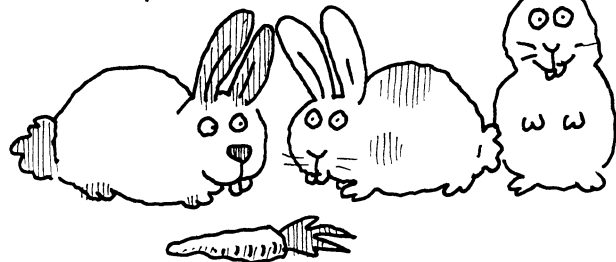
deux poissons



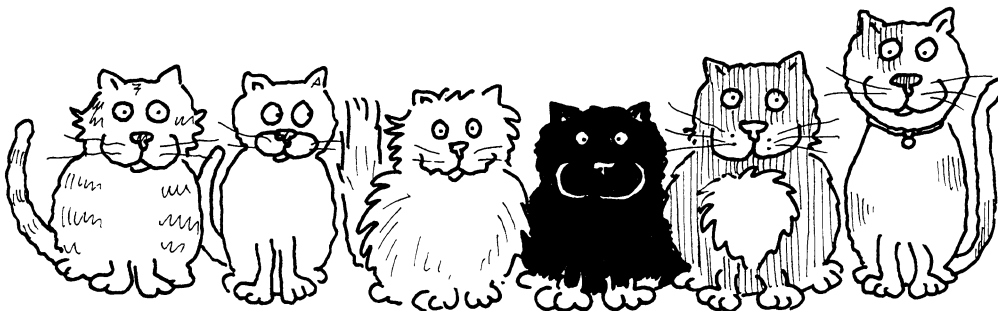
deux chiens



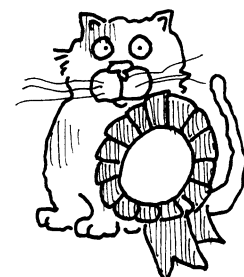
trois lapins

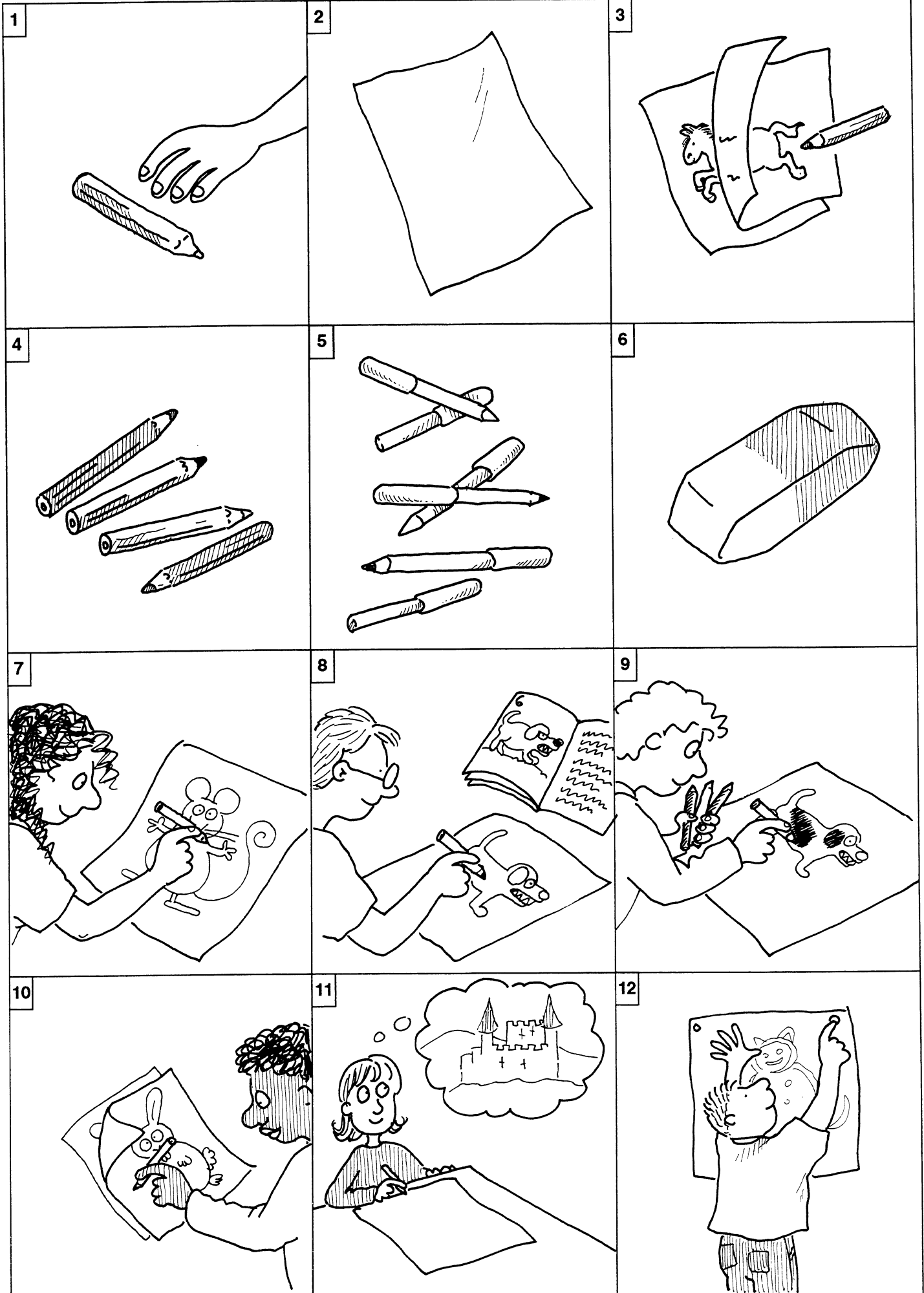


et six chats



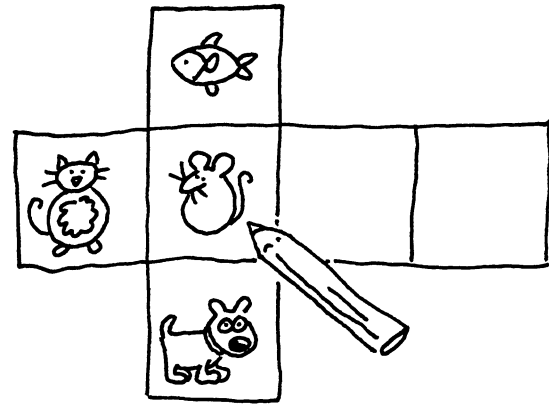
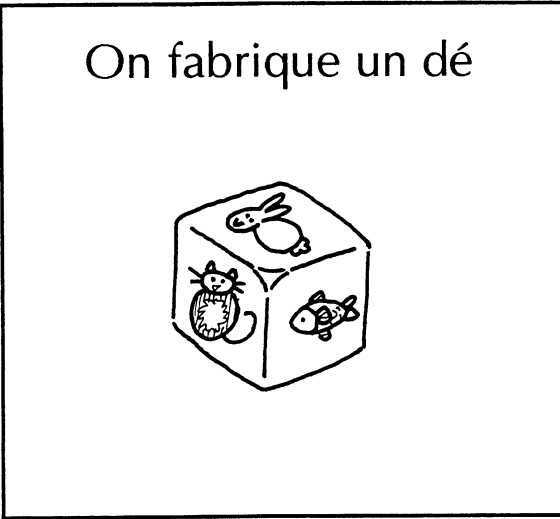
L'animal préféré de notre classe, c'est le chat



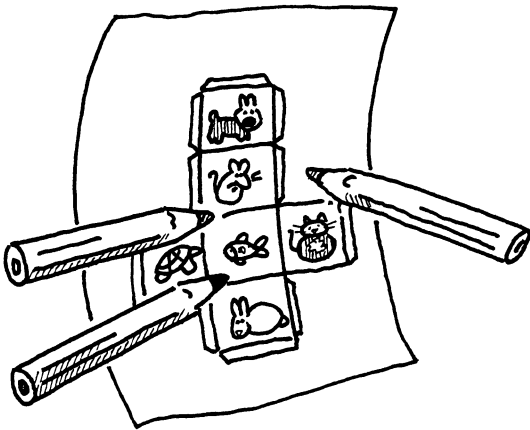


10c

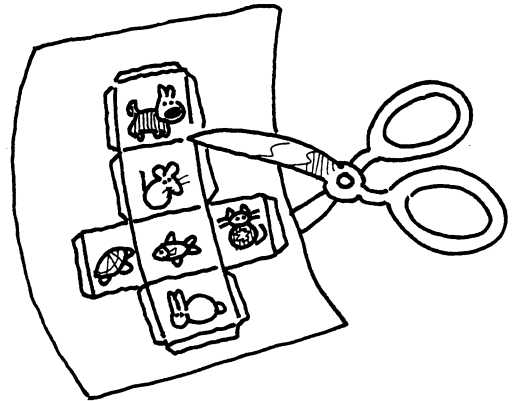
On fabrique un dé



1. Dessine un animal dans chaque case

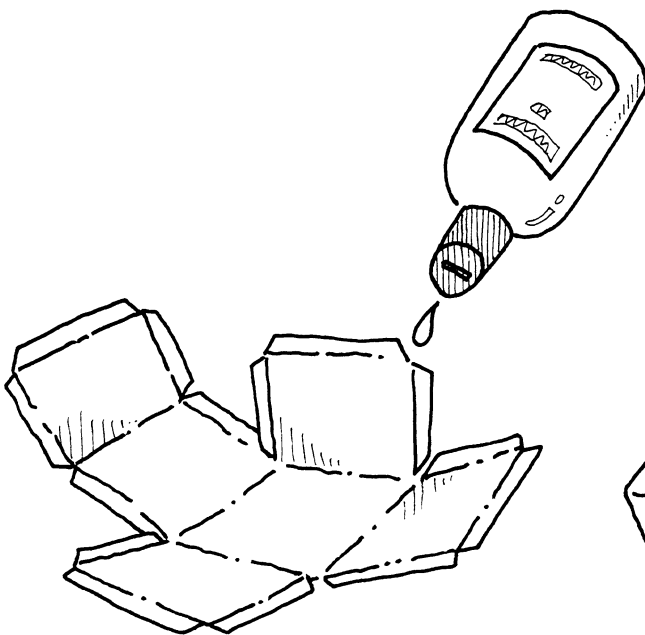


2. Colorie les animaux

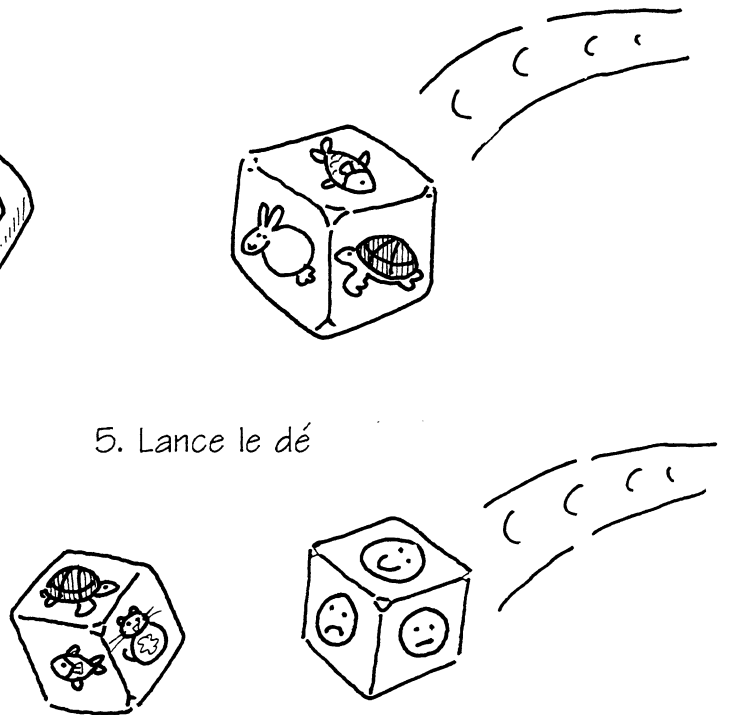


3. Découpe le dé

4. Colle les bords du dé ensemble



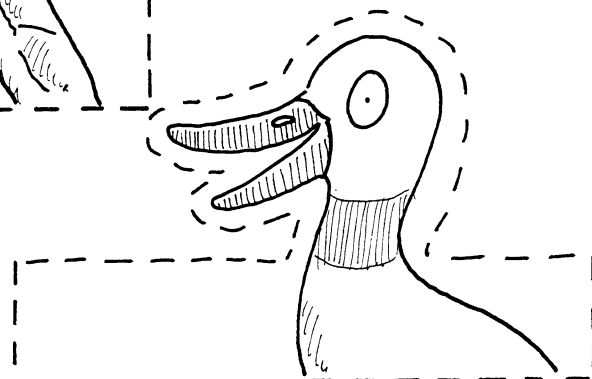
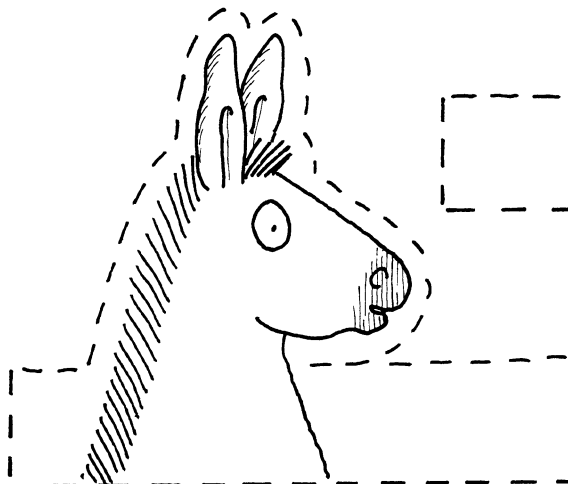
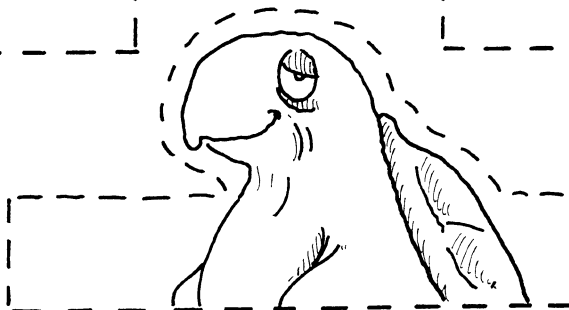
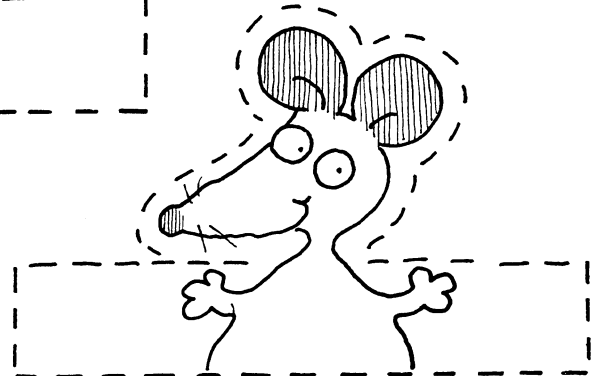
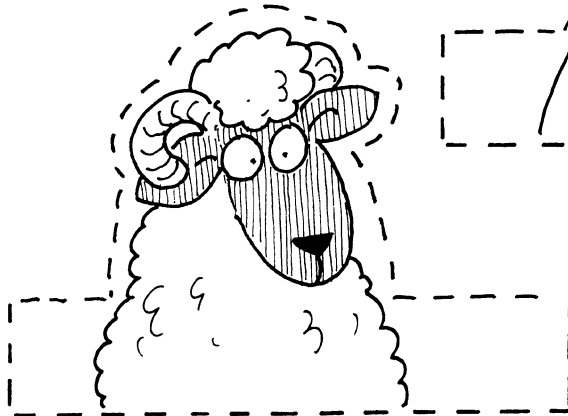
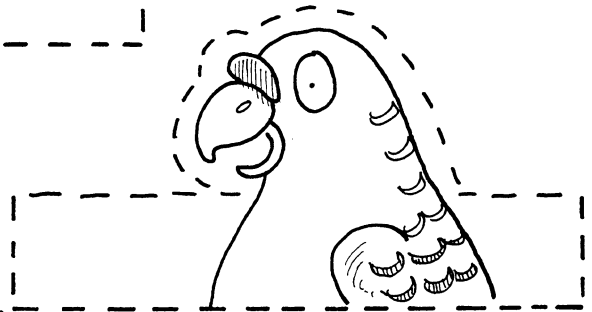
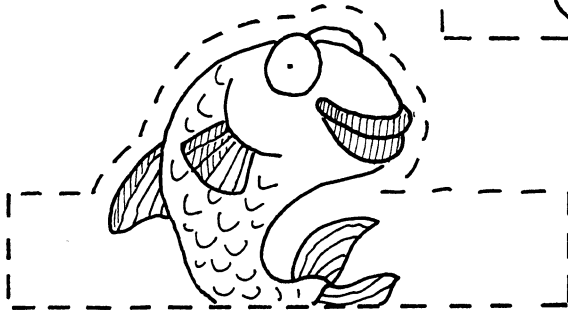
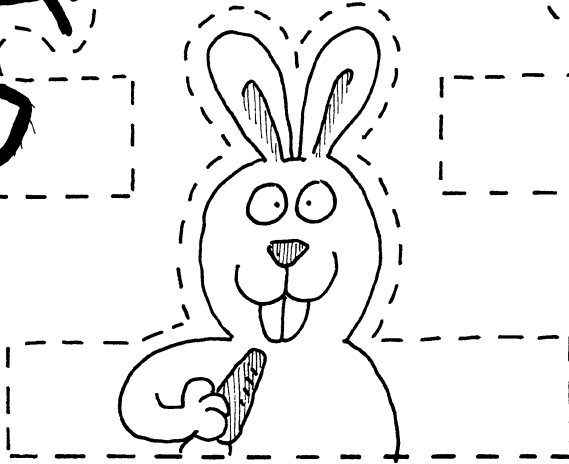
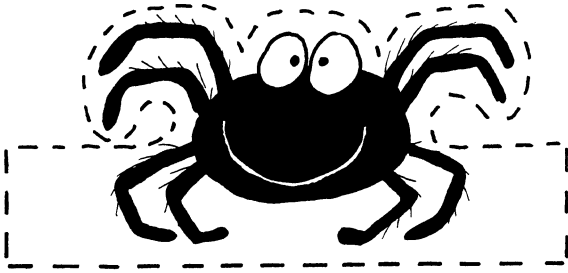
5. Lance le dé



6. Lance aussi le dé 'expressions' et dis ce que tu aimes et ce que tu n'aimes pas comme animal

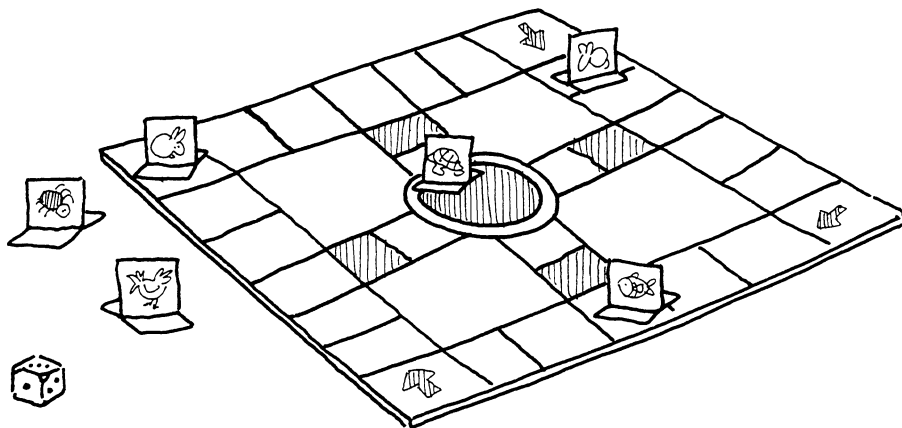
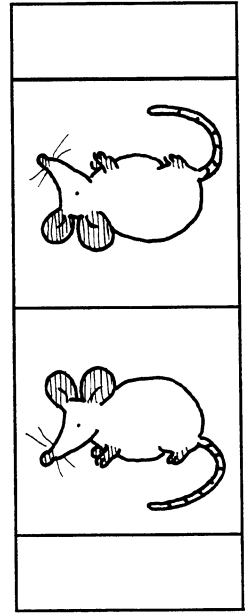
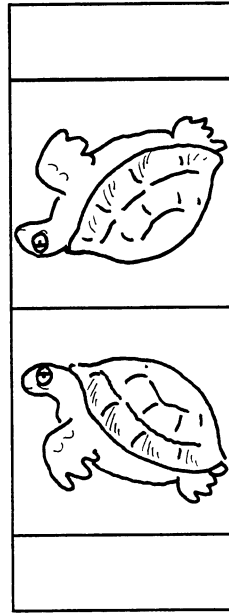
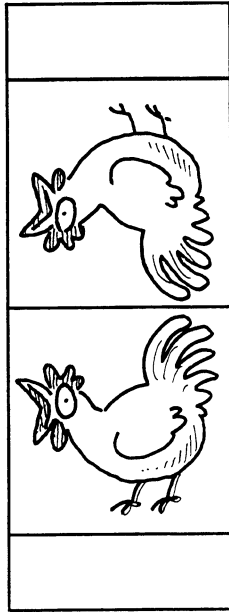
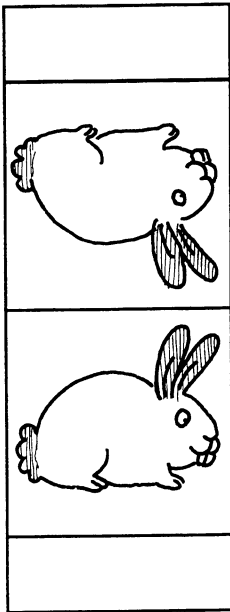
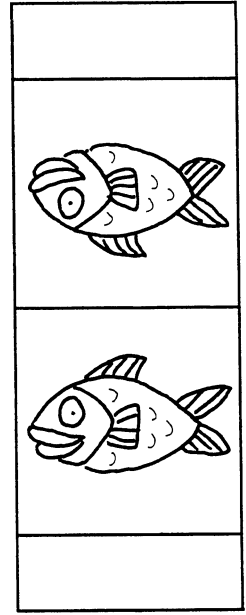
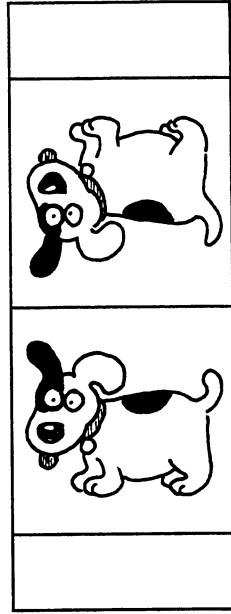
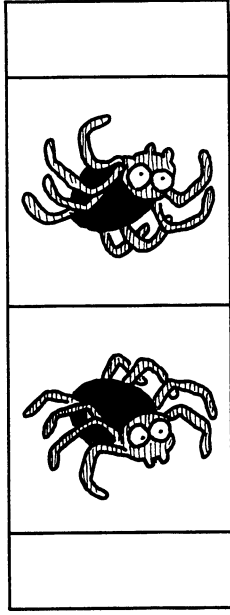
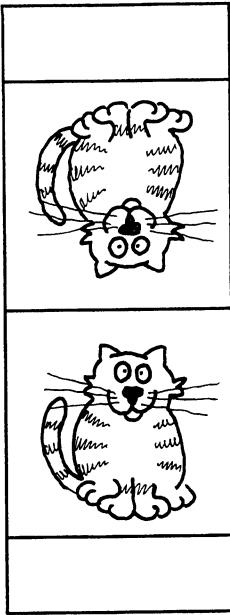
10c More finger puppets


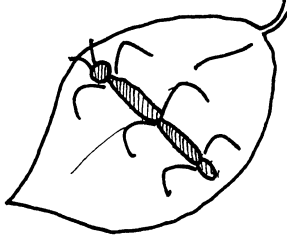
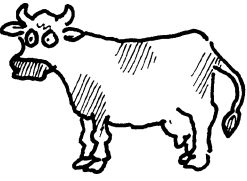
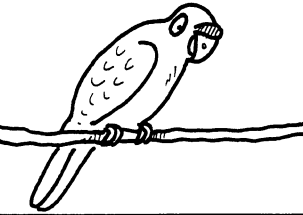

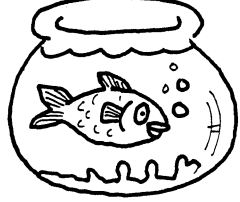


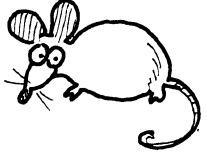
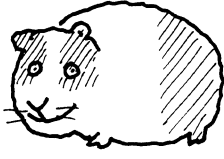

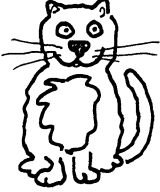


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11c/iii Counters for board games

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	un chien		un hamster
	un chat		un poney
	un cochon d'Inde		une souris
	un lapin		une tortue
	un poisson		une araignée
	une perruche		une vache
	un phasme		un mouton

Happy families

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