

Mille Feuilles

a resource kit for teachers and students of French



Teacher Notes

The French kit, *Mille Feuilles*, has been developed jointly by the Languages Strategy Team, Learning and Teaching Division, Department of Education & Training and the Education Service of the Royal Botanic Gardens, Melbourne. *Mille Feuilles* will enable teachers and students of French to make their class visit to the Royal Botanic Gardens a combined environmental, cultural and linguistic experience. The kit comprises:

- language worksheets suitable for students of French in the early, middle and later years of schooling, including VCE. The worksheets are centred around three themes: *Jardins Potagers et Parfums*, *Les Arts dans le jardin*, *Patrimoine Botanique Commun*
- teacher notes explaining how to prepare a French language-oriented visit to the Gardens, including suggested pre and post visit classroom activities for all levels
- a list of useful vocabulary in French and English.

The Royal Botanic Gardens, Melbourne, in particular the Kitchen Garden, the Herb Garden, the New Caledonia Garden and the Nymphaea Lake, include links to French-speaking countries and French culture more generally. The Gardens provide teachers and students with a stimulating setting for practising the French language and fostering understanding of the French people and the diverse and fragile environment in which they live.

PREPARING FOR THE VISIT

- Contact Education Services at the Gardens several weeks in advance to book your class visit, including a lesson in English conducted by an Education Officer, to familiarise students with the Gardens and plants. The Education Officer may also focus on plants not included in the kit.
- Inform students of the rules of security and courtesy when visiting the Gardens.

PRIOR TO THE VISIT

You will be guided by the age and level of your students as to which activities to focus on and how much detail to provide. Consider asking the classroom/Science teacher to explain plant types and to help identify conservation issues faced by the Gardens. You might liaise with the teachers of Maths and Art to enrich activities that provide cross-curricular opportunities. SOSE teachers could provide History and Geography perspectives for the theme *Patrimoine Botanique Commun*.

Teachers of all levels of schooling are encouraged to carefully plan their visit to the Gardens and to ensure that students are given adequate linguistic preparation to make meaning of the activities they will be expected to complete.

Identify unfamiliar or difficult vocabulary and linguistic structures and give preparatory lessons. If certain worksheets appear too difficult, simplify, adapt or even disregard them. Decide if your students will work individually or in groups and photocopy the worksheets as necessary.

DURING THE VISIT

At the Gardens, students will participate in an activity-based program that includes:

- a guided tour to identify plants and gardens linked to French culture
- activities related to the uses of plants
- activities that explore the relationship between people and nature and between plants and other living creatures in the Gardens
- recording relevant information in the garden diary.

THE WORKSHEETS

The worksheets and instructions are written in French. Depending on the age of your students and the length of time they have been learning French, the instructions could appear difficult. Be assured, however, that they have been simplified as much as possible. Avoid directly translating the worksheets. Students learn much incidental language as they are being guided by their teacher to work out the instructions for themselves.

The activities are presented in order of difficulty, from simple to more complex. It is essential that students be well prepared for their visit to the Gardens if they are to benefit fully from the linguistic, scientific, artistic and cultural intent of the kit.

To assist teachers select worksheets appropriate to their students' age and linguistic skills each worksheet is denoted with one or more of the following symbols:

Early Years (e) **Middle Years** (m) **Later Years** (l)

The activities provide the opportunity for students to focus on the four strands of *Listening, Speaking, Reading* and *Writing*, depending on the worksheet selected.

Students will also have the opportunity to:

- explore the relationships between plants and people in France through the information and activities presented by the Education Officer during the visit
- explore the uses of plants for food, medicine and aesthetic purposes
- use French in an authentic language context in relation to the French environment and their own world and local environment.

THE GARDEN DIARY

It is suggested that students create their own garden diary (*carnet du jardin*) at the beginning of their unit of work on the Gardens. They can design a suitable front and back cover with a French title and use the diary to collect and record all work relating to the Gardens. Students can, for example, copy, write, draw, clip or paste photographs and worksheets in the garden diary. The garden diary can be used for assessment purposes or to simply record their work.



Early Years (P - Year 4)

These activities relate to the *Early Years Literacy Program* and reinforce the key understandings that:

- the development of early literacy is the foundation of all learning
- literacy can be developed in more than one language at the same time
- literacy development in one language can reinforce literacy development in a second or subsequent language
- learning and conceptual understandings gained in one language are readily transferable to another language.

Teachers should consult with their students' classroom, Science and/or SOSE teachers when planning the Gardens visit, in order to adopt complementary literacy teaching approaches and strategies that will support literacy development in English and French, and for some students, in their third language. A French-focussed visit to the Gardens offers a unique stimulus for language learning, by providing a natural setting and purpose, which can be further developed in the SOSE, Science, Maths and The Arts learning areas.



Middle Years (Years 5 – 9)

A visit to the Gardens and the proposed activities complement the *Middle Years Strategy* by providing a stimulating learning context that extends beyond the classroom and the school and are designed to engage students' interest through active involvement. The activities proposed for the middle years assume that students will be at least familiar with basic vocabulary associated with:

numbers
colours
directions

insects and birds
shapes and sizes
perfumes

plants
food
biodiversity



Later Years (Years 10 - 12)

Teachers of French in the later years of schooling are encouraged to develop a unit of study on French gardens, perfume or on French naturalists. The kit provides senior students of French with a unique opportunity to engage with botanical and historical issues that affect areas of France and Australia. It may be particularly relevant to students of French who are also studying Biology, Geography, History or other Science and Art-related subjects.

MILLE FEUILLES

The French kit *Mille Feuilles* is best used in conjunction with a visit to the Royal Botanic Gardens, Melbourne, which engages the students in hands-on sensory experiences linked to French culture and provides opportunities for an integrated approach to learning.

VICTORIAN ESSENTIAL LEARNING STANDARDS

The use of this kit provides opportunities to identify learning that students need to focus on and opportunities for students to demonstrate achievements against the standards in LOTE, Interpersonal development, Personal Learning, Communication, Design, Creativity and Technology, Information and Communication Technology and Thinking Processes. In addition, some key elements of standards in Science, The Arts and Humanities (History) are also addressed in this kit.

The following table is an example of how this kit might be used to address some Level 4 Standards:

Strand	Domain	Dimension	Key elements of standards addressed by the kit
			Students:
Physical, Personal and Social Learning	Interpersonal development	Working in teams	... work effectively in different teams and take on variety of roles accept responsibility for their role and tasks ...
	Personal Learning	The individual learner Managing personal learning	... demonstrate the ability to learn independently and with peers develop and implement plans to complete tasks within a set timeframe ...
Discipline-based Learning	The Arts	Exploring and responding	... interpret and compare key features of arts works made in a range of times, places and cultures ...
	Humanities (History)	Historical reasoning and interpretation	... with support, they frame research questions and plan their own inquiries ...
	LOTE Pathway 1 Level 4	Communicating in a language other than English	... demonstrate sound discrimination participate in oral interactions to convey and receive information organise and apply grammatical information and knowledge of words ... Using print and electronic resources, they draft, self-correct, access dictionaries read short passages or modified texts for meaning and for use as models in their own writing ...

		Intercultural knowledge and language awareness	... apply relevant conversational rules and expectations related to politeness demonstrate an understanding of cultural differences in writing conventions demonstrate effective reflection on their language learning by sharing a learning strategy they use successfully ...
	Science	Science knowledge and understanding	... identify and explain the relationships that exist within and between food chains in the environment ...
Interdisciplinary Learning	Communication	Presenting	... use a range of presentation formats to summarise ideas and organise information logically and clearly to meet the needs of audience and purpose ...
	Design, Creativity and Technology	Producing	... work safely with a variety of materials and components, paying attention to quality and function ...
	Information and Communication Technology (ICT)	ICT for creating	... independently use a range of skills, procedures and functions to process different data types and produce suitably formatted products to suit different purposes and audiences ...
	Thinking	Reasoning, processing and inquiry	... use information they collect to develop concepts, solve problems or inform decision making ...

Teaching and learning activities

This kit could be implemented by LOTE and generalist teachers in primary schools, or LOTE and Science teachers in secondary schools as a teaching team. The kit provides students with the opportunity to use French in an authentic language context in relation to the environment and to develop an understanding of the interdependence of plants and insects.

Assessment

The Victorian Essential Learning Standards supports a combination of assessment practices:

- Assessment of learning
- Assessment for learning
- Assessment as learning

Further information on these can be found at:

<http://www.sofweb.vic.edu.au/blueprints/fs1/assessment.asp>

The following table shows examples of assessment criteria which are drawn from the relevant standards and associated tasks or activities. Teachers could choose to use some or all of these or use other activities in the kit for assessment.

Standards	Assessment criteria	Examples	Evidence
Interpersonal development <u>Working in teams</u>	Ability to contribute to the achievement of group goals.	Participate in the game of consequences with each student adding a further statement to complete a story (Feuille 10).	Teacher observations and records on student participation in composing a virtual story.
Personal Learning <u>Managing personal learning</u>	Ability to set goals and focus on task achievement.	Use activities in the kit to monitor and record the learning progress of individual students.	Teacher records on student time and resource management.
The Arts <u>Exploring and responding</u>	Ability to interpret and compare key features of arts works.	Complete the following activities: <ul style="list-style-type: none"> • explore links between art, literature and gardens • compare representations of the Nymphaea Lake with Monet's paintings • compose a postcard illustrated by a representation of the Nymphaea Lake (Feuille 13). 	Teacher observations and records of students' interpretation of Monet's paintings. Completed post card
Humanities (History) <u>Historical reasoning and interpretation</u>	Ability to frame research questions and plan their own inquiries with support.	Complete the following activities: <ul style="list-style-type: none"> • research on a French explorer • select from a number of suggested subjects (Feuille 16) • give a Power Point presentation on a French explorer. 	Teacher observations and records of the research process. Power Point presentation

<p>LOTE <u>Communicati</u> <u>ng in a</u> <u>language</u> <u>other than</u> <u>English</u></p> <p>Pathway 1 Level 4</p>	<p>Ability to provide and obtain information about everyday activities</p>	<p>Participate in a short role-play or conversation to ask a parent's permission to sign and pay for a class visit to the Royal Botanic Gardens or to negotiate the contents for a nutritious but easy-to-carry picnic meal.</p>	<p>Use of target language in oral communication.</p>
	<p>Ability to read a wide range of short or modified texts for meaning.</p>	<p>Read texts aloud or silently to prepare and store new words in a data bank.</p>	<p>Teacher records on students' pronunciation, intonation, phrasing and expression, when reading aloud.</p> <p>Students' ability to comprehend and extract relevant information, when reading silently.</p>
	<p>Ability to apply grammatical information and knowledge of words in communication</p>	<p>Complete one of the following:</p> <ul style="list-style-type: none"> • draw cartoons and write captions to illustrate the variety of plant life, insects and birds in the Royal Botanic Gardens, Melbourne. • write a postcard to a friend about the Royal Botanic Garden (Feuille 13) • write a short letter about a virtual visit to Monet's Garden in Giverny, to compare with your visit to the Royal Botanic Gardens, Melbourne. (Feuille 11). 	<p>Evidence of relevant ideas on the topic developed for purpose of writing in the appropriate text type, directed at an audience, presented with reasonable grammatical accuracy.</p>
<p>Science <u>Science</u> <u>knowledge</u> <u>and</u> <u>understandin</u> <u>g</u></p>	<p>Ability to explain the relationships that exist within and between food chains in the environment.</p>	<p>At the Gardens, students observe the interaction of plants and other living things (Feuille 6).</p> <p>Make a board game about garden creatures and their eating habits.</p>	<p>Demonstrated understanding of food chains through the successful completion of tasks.</p>

<u>Intercultural knowledge and language awareness</u>	Intercultural knowledge Demonstrate an understanding of differences in writing conventions. Share a (language) learning strategy	Grasp the rudiments about text types, especially with reference to differences between cultures, e.g. letters, register. Exchange ideas about grammar and memorising vocabulary / expressions.	Sensitivity and openness to cultural difference and “others”.
<u>Communication Presenting</u>	Ability to organise ideas and information logically.	Plan, import, draft, edit and format data to produce a specialised document, e.g. PowerPoint Presentation, entitled <i>Visite au Jardin Botanique de Melbourne</i> .	Use of PowerPoint presentation.
<u>Design, Creativity and Technology Producing</u>	Ability to use information and communication technology tools and techniques to research, develop and communicate ideas.	Create a recipe (<i>Feuilles 2&3</i>) and prepare a ‘plant’ meal for the family and compile a dossier (<i>Feuille 4</i>).	Students produce a recipe.
<u>Information and Communication Technology (ICT) ICT for creating</u>	Ability to use ICT to produce information products.	Design a packet for a <i>tisane</i> and write and record a short radio or television advertisement.	Students’ use of ICT for creating an avertissement.
<u>Thinking Reasoning, processing and inquiry</u>	Ability to use thinking strategies for gathering and processing information.	Use the clue ‘Australian weeds in France’ to find out what happens to Australian plants such as mimosa, that have been taken to France.	Teacher observations and records on development of critical thinking as students analyse and evaluate information they encounter.

Potagers et Parfums

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Aims

- To develop an appreciation of the history, tradition and cultural importance of the French *jardin potager*
- To develop an understanding of *potager* plants and their uses
- To understand the interdependence of plants and insects
- To promote awareness of environmental considerations for healthy gardens through cross-curricular activities with other Key Learning Areas.

Language Focus

- Vocabulary related to the French *jardin potager*, for example *le poivron, la tomate, la lavande, le romarin* and to the perfumes of these plants, for example *fleuri, frais*
- Vocabulary related to the living things that interact with the plants in a *jardin potager*, for example, *l'abeille, la coccinelle, la chenille*.

Pre visit activities

- Students are introduced to or revise vocabulary relating to kitchen garden plants and creatures (*Feuille 5*) by making an electronic word bank or sets of word cards for plants and vegetables and adjectives to describe size, for example *grand, petit*. Use cards to play lotto, snap and other memory games
- Make a plastic planter (*Feuille 1*)
- Visit the web to locate the site of a French herb garden (*jardin d'herbes aromatiques*), note the layout, the plants and their uses, and list ten common herbs in French.

Activities at the Gardens

- Plant a seedling or cutting in a plastic planter, guided by the Education Officer
- Visit the kitchen garden and measure a range of edible plants (*Feuilles 2a & 2b*)
- Observe the interaction of plants and other living things in gardens (*Feuille 6*)
- Visit the herb garden and note in the garden diary the culinary, medicinal and artistic uses of herbs, as explained by the Education Officer. Participate in activities such as directing a partner in French to identify herbs (*Feuille 9*), collecting a sample of herbs and making a pot-pourri.

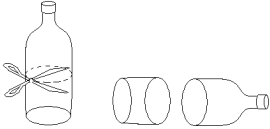
Post visit activities

- Create a recipe (*Feuilles 2 & 3*) and prepare a “plant” meal for the family and compile a dossier (*Feuille 4*)
- Record the growth of a potted plant and write or dictate the story of its progress
- Make a French-speaking puppet, design a mini-beast passport and/or present a garden creature using Power Point
- Make a board game about garden creatures and their eating habits (*Teacher Sheet 1*)
- Read information about ladybirds and complete questions (*Feuille 7*)
- Make a pot-pourri (*Feuille 8*), a bouquet garni or a bath bag, write a recipe and compose a gift card
- Design a packet for a *tisane* and write and record a radio or television advertisement, including a jingle
- Make a “love potion” and compose a virtual story (*Feuille 10*)
- Use diary and research notes to design a French garden and roleplay an interview with a gardener, landscape architect or environmentalist.

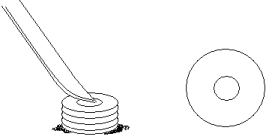
Pour construire un pot il vous faut:

1 bouteille en plastique, des ciseaux, 30cm de tissu pour une mèche, de l'eau, une quantité de terre.

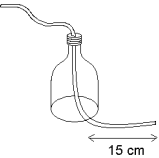
A vous de choisir! Ecrivez la bonne phrase pour chaque illustration. Les illustrations sont dans le bon ordre.




1. *Couper une bouteille en deux.*



2.
.....
.....

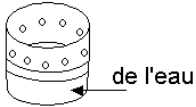


3.
.....
.....

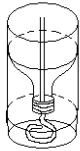


4.
.....
.....

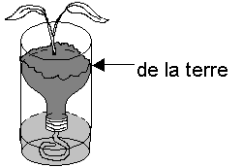
Maintenant, à vous de construire un pot.



5.
.....
.....



6.
.....
.....



Mettre la mèche dans le trou.

Percer un trou dans le bouchon.

Mettre de la terre dans la moitié supérieure.

Retourner la moitié supérieure dans la moitié inférieure.

Verser de l'eau dans la moitié inférieure.

Percer des trous à 10 cm du bord de la moitié inférieure.

Mesurez les légumes et les fruits dans le potager.
Exemple: La carotte = 10 cm

Miam!
Miam!



la carotte



exemple:
10 cm

la laitue



la fraise



l'épi de maïs



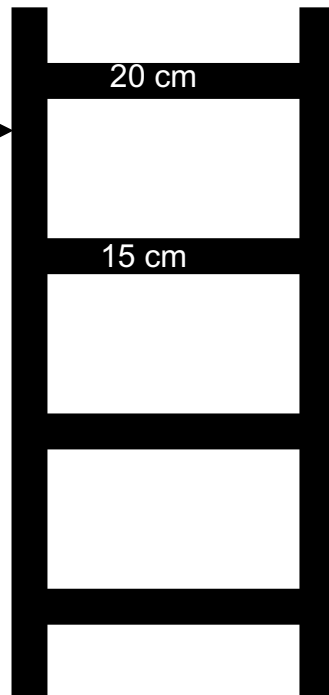
le haricot



le poivron



l'épi de maïs →



très grand/e

grand/e

petit/e

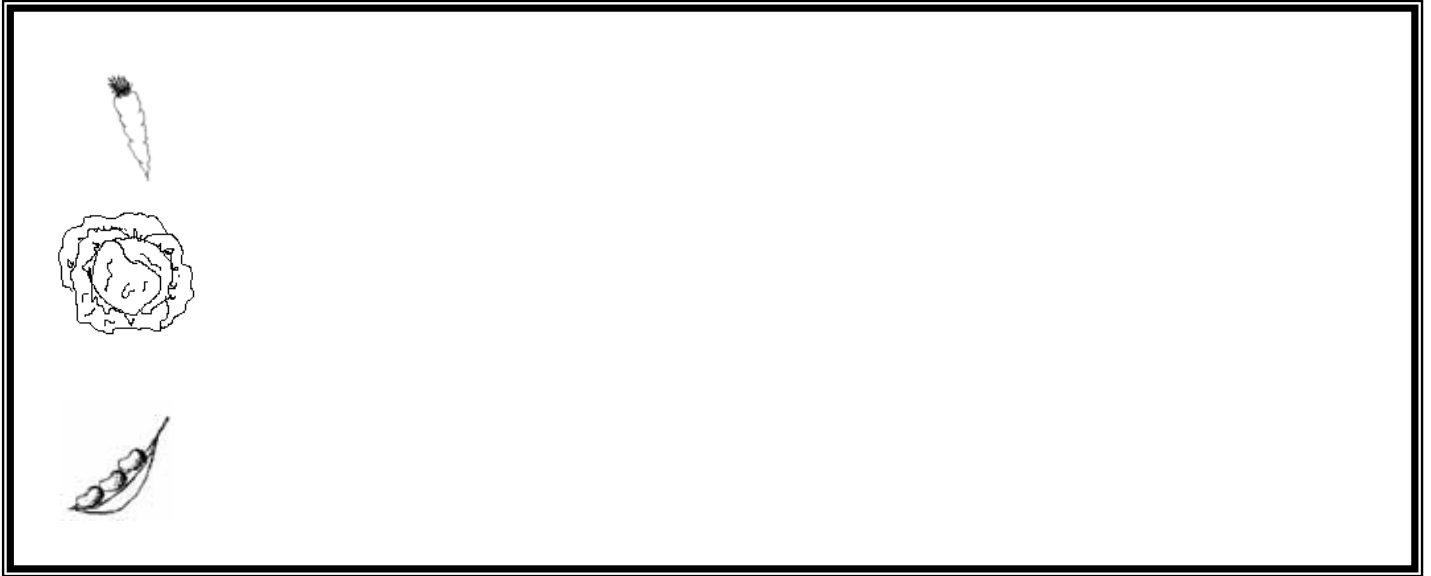
très petit/e

Maintenant, mettez les
plantes sur l'échelle.

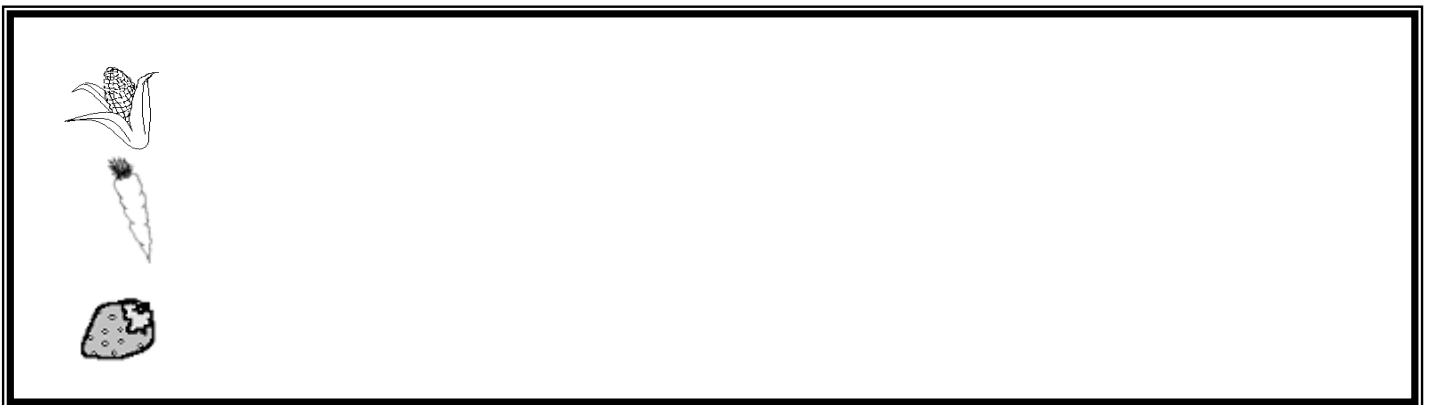




Avec la feuille 2a, écrivez les phrases selon les exemples.



L'épi de maïs est très grand.



La carotte est plus grande que le haricot.





Inventez une recette pour quatre personnes. Utilisez l'exemple.

Exemple
“Salade aux oeufs durs”

Ingrédients:

- 4 oeufs durs
- 4 feuilles de laitue
- 1/2 oignon haché
- 2 tranches de pain grillé coupées en dés
- 4 cuillers de mayonnaise

Instructions:

1. Couper les oeufs en deux.
2. Disposer chaque oeuf sur une feuille de laitue.
3. Saupoudrer les oeufs avec un mélange d'oignon et de pain.
4. Finir avec 1 cuiller de mayonnaise sur chacun.

Préparation: 15 minutes
 Pour 4 personnes

Bon appétit!

(Titre) **“Salade _____”**

Ingrédients

4 tomates

Instructions

1. *Laver les tomates et les couper en quatre.*

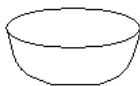
2. _____

3. _____

4. _____

5. _____

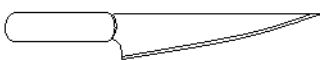
Matériel:



un saladier



une cuiller

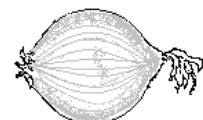


un couteau



un égouttoir

Idées d'ingrédients:





1. D'abord, écrivez une invitation.

Invitation

invite

le..... à.....h.....
 adresse :

 RSVP: le.....

Menu

Entrée:
 Plat Principal:
 Dessert:

2. Puis, écrivez un menu.

3. Ensuite, faites une liste des ingrédients à acheter.

Salade de pommes de terre

Matériel: 1 grande casserole, 1 couteau, 1 cuiller en bois, 1 fourchette, 1 saladier...

Ingrédients pour 4 personnes:
 1 kilogramme de pommes de terre
 1 litre de lait

Les laver et les faire cuire...

4. Après, écrivez une recette. Voici un exemple →

5. Finalement, écrivez un article et ajoutez une photo.

Le 14 juillet j'ai préparé un dîner en famille. Il y avait ma mère,

.....









Mon frère, Thomas (sur la photo) a beaucoup aimé la Salade de pommes de terre. Il a dit que

.....

Photo

Liez les noms avec les illustrations et remplissez les trous.



	une <u>feuille</u>
	un t _ _ _ _
	une f _ _ _ _
	une g _ _ _ _
	une t _ _ _
	une b _ _ _ _ _
	une r _ _ _ _ _
	un f _ _ _ _

_ _ _ racine

_ _ _ feuille

_ _ tronc

_ _ fruit

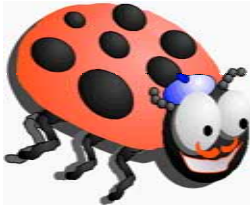
_ _ _ branche

_ _ _ fleur

_ _ _ graine

_ _ _ tige

Maintenant, collez cette feuille dans votre carnet du jardin.



Où est-ce que l'opossum accroche les panneaux?

une tige

une branche

une graine

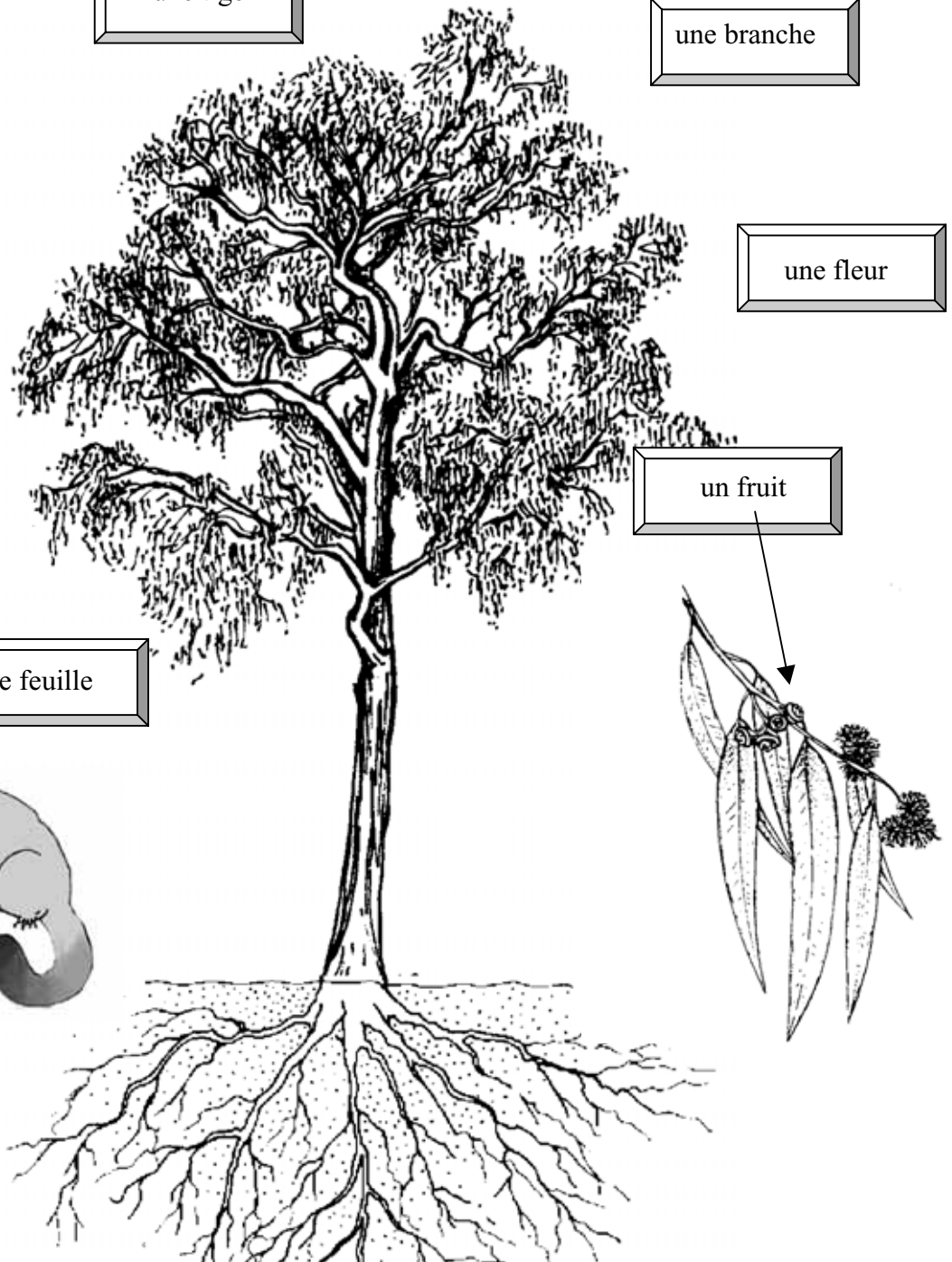
une fleur

un tronc

un fruit

une feuille

une racine



Maintenant, collez cette feuille dans votre carnet du jardin.

Complétez le nom et ajoutez l'article (le, la, l', les)

Attention! Vous pouvez consulter un dictionnaire ou la feuille 6.



la coccinelle



gren



abe



chen



sauter



papi



four



mou







escar

Maintenant, faites des cartes ou un mini-mobile avec les dessins.

Observez les habitants du potager.



Complétez les phrases avec:

..... mange une feuille.  mange un insecte. 
..... marche dans l'herbe.  grimpe à une plante. 

Exemple:



Une abeille grimpe à une plante.



Une araignée



Une coccinelle



Une mante religieuse



Une chenille



Un papillon



Une grenouille



Une fourmi



Un escargot

Teacher Sheet 1 “Jeu de société”

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The purpose of this game is to practise the names of things living in gardens and to develop knowledge about their habits, for example whether they are *herbivore*, *carnivore*, *insectivore* or *omnivore*. It might also provide the opportunity to introduce or revise weather expressions.

1. On an A3 sheet draw an outline divided into approximately 30 circles. A sample outline is provided.
2. Students make **twelve picture cards** with a garden creature such as *une abeille*, *une mouche*, *un papillon*, *une sauterelle*, *un ver* on one side (Refer to *Feuille 5a*). On the other side they write a short sentence about its eating habits, for example, “*Je suis herbivore; je mange des feuilles*”, “*Je suis carnivore; je mange des insectes et des vers de terre*”, “*Je suis omnivore; je mange des insectes et des plantes*”. These twelve sentences will also be written into circles on the board game.
3. The teacher composes **six instructions** to be copied by students onto the blank board game:
For example:
Il fait beau. Avance de quatre cases.
Il fait chaud. Avance de deux cases.
Il y a des nuages. Recule de deux cases.
Il pleut. Recule de trois cases.
Il fait mauvais. Recule de cinq cases.
Il fait froid. Passe un tour.
4. Students transcribe the **eighteen sentences** (prepared in steps 2 and 3 above) into the 30 circles and fill the remaining circles with numbers (see overleaf).

Instructions for playing the game

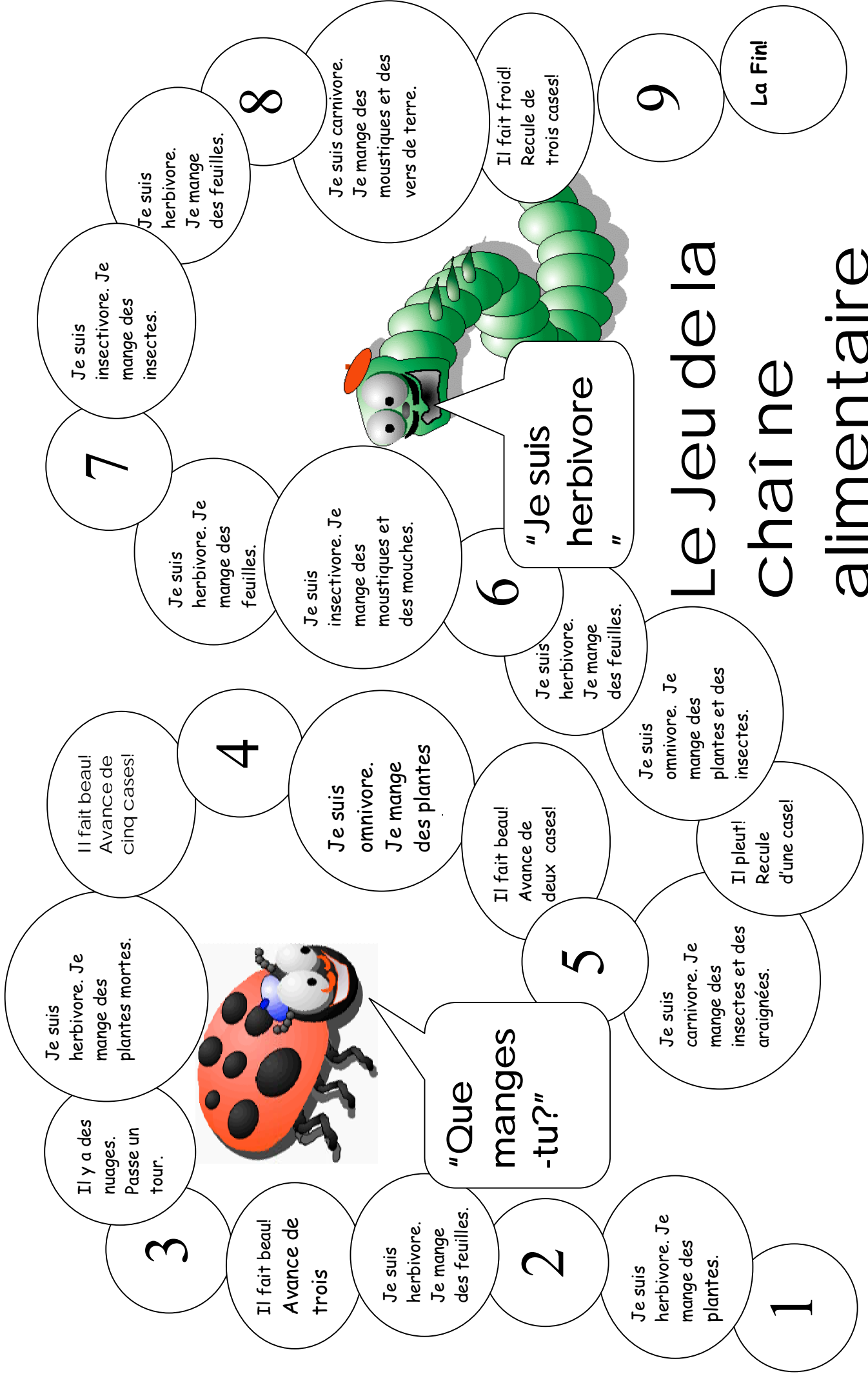
Material: dice, tokens, the board and 12 picture cards

Spread the picture cards out on the table picture-side up.

Players take it in turns to roll dice and move their tokens to the appropriate circle.

- If they land on a sentence on the board such as “*Je suis herbivore; je mange des feuilles*”, they select a picture card and, if it is correct, they place it and their token on the circle and await their next turn. If not correct, they return to where they were on the board and wait another turn.
- If they land on an instruction such as “*Il fait beau. Avance de quatre cases.*” they follow the instruction and wait their turn.
- If they land on a numbered circle they remain there until their next turn.

The first player to land exactly on the final circle wins.



Le Jeu de la chaîne alimentaire

C'est moi!



Ce petit insecte est l'ami des jardiniers.


Il est très facile de le reconnaître. Le plus connu est rouge avec sept taches noires, mais il en existe d'autres jaunes ou oranges, certains n'ayant que deux taches tandis que d'autres en ont jusqu'à vingt!

Pourquoi la coccinelle est-elle si populaire avec les jardiniers?


Parce que c'est le plus gourmand de tous les insectes. La coccinelle dévore les pucerons qui infestent les feuilles, les branches et les boutons des plantes comme les roses et sucent leur sève.

Une seule coccinelle peut manger cent pucerons par jour, et leurs larves sont capables d'en manger cent cinquante! C'est miraculeux de regarder les coccinelles nettoyer un rosier infesté de pucerons; elles sont un peu comme un insecticide, mais non-toxiques. C'est pourquoi de grandes quantités de coccinelles sont élevées dans les laboratoires et puis mises en liberté dans les champs cultivés.


Vous avez compris?

 Vrai ou Faux?

- 1. Il est possible de voir une coccinelle avec 18 taches. Vrai / Faux
- 2. La coccinelle mange plus d'un puceron. Vrai / Faux
- 3. Les coccinelles sucent la sève des roses. Vrai / Faux


 La coccinelle est facile à reconnaître. Pourquoi?

.....

 Donne deux raisons pour expliquer pourquoi la coccinelle est l'amie des jardiniers.

a.

b.

 A long terme lequel est le plus efficace, la coccinelle ou l'insecticide, et pourquoi?

.....
.....

Maintenant, faites un pot-pourri!



Ingrédients:

Il vous faut (à varier selon votre goût):

Une quantité de pétales de rose

Une quantité de lavande

Une quantité de romarin

Une quantité de feuilles de géranium

Une quantité de fleurs de tanaïs

1 cuiller de cannelle

1 cuiller de menthe séchée
du fixatif


4 gouttes d'huile de bergamote

4 gouttes d'huile de lavande





Instructions:

Remettez dans le bon ordre les six phrases et illustrez chaque phrases:

- Mettre le bocal dans un endroit à température ambiante
- Verser dans une jolie assiette ou coudre dans un sachet
- Mélanger tous les ingrédients (1)
- Sceller le bocal
- Agiter le bocal tous les jours pendant un mois
- Mettre le mélange dans un bocal

<p>1. <u>Mélanger tous les ingrédients</u></p> 	<p>2. _____</p>	<p>3. _____</p>
<p>4. _____</p>	<p>5. _____</p>	<p>6. _____</p>

Visitez le jardin, savourez, sentez, goûtez et classifiez les herbes. Documentez vos impressions sur la feuille ci-dessous comme pour le basilic.

NOM	PARFUM Trouvez un adjectif (fleuri, frais, boisé, épicé, citronné...)	USAGE	DESCRIPTION
le basilic 	frais	Culinaire: feuilles fraîches pour tomates, champignons. Domestique: éloigne les mouches et les puces. Médicinal: sédatif, antiseptique, soulage les maux d'estomac et les nausées.	Hauteur: 30–35 cm. Fleurs blanches sur des grandes tiges
la menthe 			
la lavande 			
l'origan 			
le romarin 			

Inventez un "Philtre d'amour". Servez-vous des suggestions ci-dessous pour commencer un conte où figure votre philtre d'amour.

"Il était une fois une/un...":

	Elle	Lui
↓	Occupation	
	princesse orpheline jardinière peintre femme d'affaires photographe...	prince orphelin jardinier peintre homme d'affaires photographe...
↓	Description physique	
	belle/laide grande/petite cheveux roux/gris... yeux verts/gris... élégante	beau/laid grand/petit cheveux roux/gris.../chauve yeux verts/gris... élégant
↓	Personnalité	
	timide/courageuse égoïste/compréhensive pensive/insouciant bavarde/fermée	timide/courageux égoïste/compréhensif pensif/insouciant bavard/fermé
	Préférences (adore/déteste...)	
	les crapauds, les nénuphars, les insectes, les chats...	

Je t'aime.



"Il/Elle habite..."

Habitation
Un château, une chaumière, un pavillon de chasse...

"Un jour ..."

Événements importants
accident de la route, gagner au Loto, visite d'un sorcier, découverte d'un pouvoir spécial...
Circonstances de leur première rencontre
jour, l'heure, temps, endroit, première réaction...

Maintenant passez votre "scénario" à un/le amille pour qu'il/elle le continue.

Les arts dans le jardin

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Aims

- To promote an awareness of aesthetic aspects of the Royal Botanic Gardens, Melbourne, through observing colours, textures and design
- To make links between aesthetic aspects of the Gardens and French art and literature as a stimulus for creative French language activities.

Language focus

- Vocabulary related to colour, number, dimensions and space, for example: *bleu clair, bleu marine, bleuâtre, large, étendu, immense*
- Vocabulary related to plants and animals in the Gardens, for example, *l'anguille, le têtard, la rousette, le nénuphar.*

Pre visit activities

- Prepare vocabulary for plants and animals such as *le cygne, le moustique, le papillon*, that live in and around the Nymphaea Lake (refer to *Feuille 12*)
- Develop an understanding of French gardens by researching websites for Giverny: www.giverny.org (*Feuille 11*) and Versailles www.chateauversailles.fr/fr/
- Find links between flora in French literature and the Royal Botanic Gardens
- Become familiar with the layout and character of the Royal Botanic Gardens, Melbourne, by translating a map of the Gardens into French (*Feuille 15a*).

Activities at the Gardens

- Visit the Nymphaea Lake, listen to a French rhyme (*Petites Comptines pour Tous les Jours*, Nathan 1995), create an artwork at the lake and invent a title in French. Note the inhabitants of the Nymphaea Lake (*Feuille 12*)
- Visit the Oak Lawn, listen to a story about an oak tree (*Le Chêne et le Roseau*, www.lafontaine.net), gather different oak leaves and acorns and participate in activities to foster understanding of the characteristics and cultural tradition of oak trees (*Feuille 14*)
- Explore nature in literature through French quotations (*Feuille 15b*)
- Compare famous French gardens with the Royal Botanic Gardens, Melbourne, as explained by the landscape artist at the Royal Botanic Gardens. Make sketches and take notes in the garden diary.

Post visit activities

- Make a monster using items gathered at the Gardens, give it a French name and write a personal profile of it to be read aloud and displayed
- Design an online seasonal calendar with hyperlinks to botanical themes
- Explore links between art, literature and gardens by comparing representations of the Nymphaea Lake with Monet's paintings (www.giverny.org). Visit the National Gallery of Victoria (www.ngv.vic.gov.au) to view garden paintings by French artists. Compose a post card illustrated by a representation of the Nymphaea Lake (*Feuille 13*). More advanced students write and illustrate a toddler's story or play
- Edit a French version of the map of the Royal Botanic Gardens and use it as part of a brochure or French guide to the Gardens
- Use sketches and notes from the visit to the Gardens and from the web to prepare a discussion or oral presentation on French and Australian gardens.

www.giverny.org/giverny.htm

Sélectionnez la version française et répondez aux questions ci-dessous.



Date: _____ Météo: _____	Réponses
Quel âge Monet avait-il quand il s'est installé à Giverny?
Trouvez le tableau de Monet sur le site qui ressemble le plus <i>The Nymphaea Lake</i> aux Jardins Botaniques de Melbourne www.rbgmelb.org.au/ <ul style="list-style-type: none"> • Comment s'appelle-t-il? • En quelle année l'a-t-il peint?
Giverny <ul style="list-style-type: none"> • Giverny se trouve où? • C'est à quelle distance de Paris? • Quelle est la direction depuis Paris? • C'est sur quelle rivière? • C'est à quelle distance à pied de Vernon?
Vernon <ul style="list-style-type: none"> • Vernon a été endommagé sérieusement à quelle époque? • Pourquoi le site du Château des Tourelles était-il important? • Quand est-ce qu'on peut visiter les marchés de Vernon? • Vous voulez déjeuner à Vernon. Vous aimez la cuisine normande. C'est lundi. Choisissez un restaurant. • Vous avez décidé de passer la nuit à Vernon. Vous cherchez quelque chose au centre parce que vous n'avez pas de voiture. Vous préférez quelque chose d'intime.
Vous voulez réserver un billet de train de Paris à Vernon. Le train: <ul style="list-style-type: none"> • part de quelle gare? • part à quelle heure? • arrive à Vernon à quelle heure? 	de à à

Maintenant à vous de planifier votre séjour à Giverny. Ecrivez une lettre ou un mèl à un/e ami/e pour l'inviter à vous accompagner en fournissant tous les détails et les raisons de vos choix.

L'animal ou la plante

Combien?



un arbuste

.....



un cygne

.....



un jonc

.....



une libellule

.....



un oiseau aquatique

.....



un oiseau

.....



un arbre

Dans l'air



un nénupha

Observez la faune et la flore autour du lac. Moi, j'ai vu cinq oiseaux.



Autour du lac

Dans l'eau

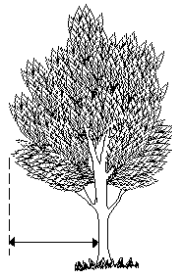
Sur l'eau

 **Il y a combien de feuilles dans un mètre carré?**



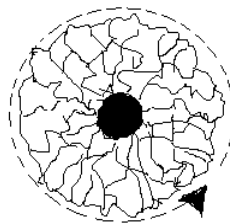
Il y a _____ feuilles de chêne dans un mètre carré.

 **Il y a combien de pas du tronc jusqu'au bord du chêne?**



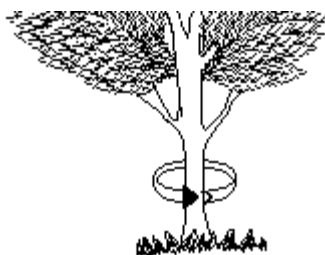
Il y a _____ pas du tronc au bord.

 **Il y a combien de pas autour de l'extérieur du chêne?**



Il y a _____ pas autour du chêne.

 **Il y a combien de pas autour du tronc?**



Il y a _____ pas autour du tronc du chêne.

Vous pouvez télécharger cette carte du site:

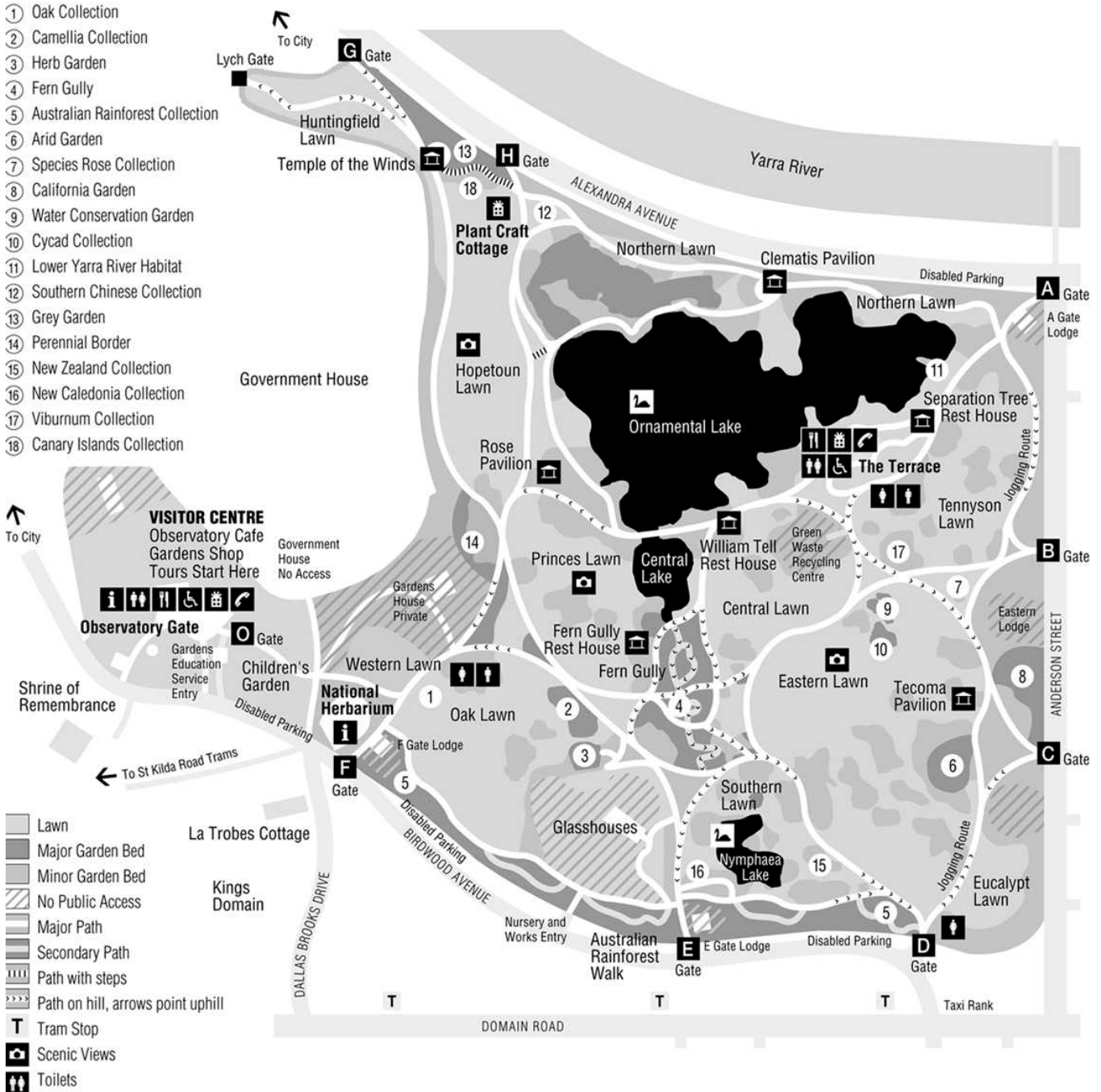
<http://www.rb.gov.vic.gov.au/visinfo/DirectoryMap.PDF>

Utilisez cette carte pour des activités sur la Feuille 15b.

Choisissez deux endroits que vous aimez aux Jardins Botaniques et décrivez-les en français pour les inclure dans une brochure pour les visiteurs francophones.




Key to Major Collections

- ① Oak Collection
- ② Camellia Collection
- ③ Herb Garden
- ④ Fern Gully
- ⑤ Australian Rainforest Collection
- ⑥ Arid Garden
- ⑦ Species Rose Collection
- ⑧ California Garden
- ⑨ Water Conservation Garden
- ⑩ Cycad Collection
- ⑪ Lower Yarra River Habitat
- ⑫ Southern Chinese Collection
- ⑬ Grey Garden
- ⑭ Perennial Border
- ⑮ New Zealand Collection
- ⑯ New Caledonia Collection
- ⑰ Viburnum Collection
- ⑱ Canary Islands Collection



Voici plusieurs citations tirées des oeuvres d'auteurs français très connus. Surfez les sites tels que <http://pages.infinit.net/poibru/giono/gionobio.htm> pour trouver les dates correspondantes à chaque auteur et le titre d'une oeuvre de chacun.

Lors de votre visite aux jardins, trouvez l'endroit qui ressemble le plus à chaque citation et notez-le sur la carte des jardins (Feuille 15a).

Citations	La vie de l'auteur	Endroits aux Jardins Botaniques
 <p><i>"Nous nous asseyions entre les iris au bord de l'eau"</i> <i>"Viens voir mon camélia qui est tout en fleurs."</i> Marcel Proust</p>	<p>Né en: Mort en: Une oeuvre: _____ _____</p>	<ul style="list-style-type: none"> • The Camelia Walk (Endroit A) •
 <p><i>"Il y a les sites que marque leur silence."</i> Paul Valéry</p>	<p>Né en: Mort en: Une oeuvre: _____ _____</p>	<ul style="list-style-type: none"> •
 <p><i>"Mignonne, allons voir si la rose."</i> Ronsard</p>	<p>Né en: Mort en: Une oeuvre: _____ _____</p>	<ul style="list-style-type: none"> •
 <p><i>"La saison la plus colorée est l'automne quand les feuilles des chênes jaunissent."</i> Jean Giono</p>	<p>Né en: Mort en: Une oeuvre: _____ _____</p>	<ul style="list-style-type: none"> •

Patrimoine Botanique Commun

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Aims

- To deepen students' knowledge of Australian history and geography through studying the lives and achievements of French explorers, naturalists and botanists who have played a role in the history of Australia and their influence on Australian flora
- To familiarise students with the practices of preserving and documenting plants
- To encourage students to use a range of French resources, including dictionaries and the Internet for research purposes.

Language focus

- Vocabulary related to geography, for example, *la côte, le cap, la péninsule* and early explorers of Australia, for example, *le navigateur, l'explorateur, le naturaliste, le biologiste*
- Vocabulary related to plant species indigenous to Australia and France, for example, *l'eucalyptus, le bougainvillier, le mimosa* and plant types, for example, *l'arbuste, le buisson, l'arbre*.

Pre visit activities

- Research historical links forged between France and Australia by French explorers such as Baudin, Freycinet, La Perouse and Labillardière. Refer to *Dictionnaire des Noms Propres* or an encyclopaedia and the website <http://www.austgov.fr/cultural/ baudin>. Note features on an early map of Australia (*Feuille 17*) and choose an explorer for a detailed study
- Explore the influence of French naturalists on Australian flora through the exchange of plants between Australia and France (*Feuille 16*).

Activities at the Gardens

- Visit the New Caledonia Garden to observe the variety and type of plants. Draw five plants that have different shapes and leaves
- Visit the Gardens to site plants exchanged between France and Australia. Sketch plants in Garden Diary and note conditions under which they grow (*Feuille 16*)
- Visit the Herbarium, view specimens gathered or named by the French explorer Labillardière and note the locality, date, collector and habitat details.

Post visit activities

- On the basis of research on French explorers, select from a number of suggested subjects and text types to complete a piece of writing (*Feuille 16*)
- Give a Power Point presentation on a French explorer or naturalist
- Using the clue "Australian weeds in France", find out what happens to Australian plants such as the mimosa, that have been taken to France.

Choisissez l'un des explorateurs que vous avez étudiés et complétez cette feuille.

Nom de l'explorateur/naturaliste français:

Date de son voyage:

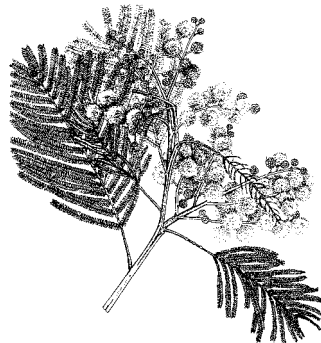
Nom de son vaisseau:

Nom d'une plante apportée en Australie:

Nom d'une plante emportée en France:

Pour vous aider, utilisez le site oueb: www.ambafrance-au.org

ou <http://www.nice-coteazur.org/francais/tourisme/jardin/botanique/index.html>



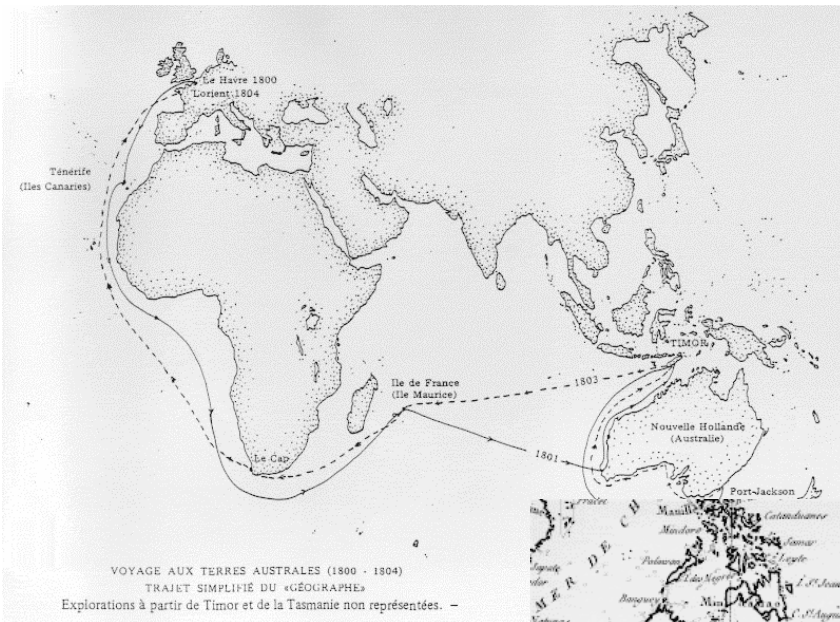
Nom de la plante	Situation en France

Maintenant, à vous d'écrire l'un des textes en-dessous:

- L'extrait du journal de l'explorateur
- Une lettre que l'explorateur a écrite
- Une histoire illustrée pour les enfants
- Un dialogue entre Lesueur et Baudin
- L'histoire d'un spécimen de Labillardière
- Le voyage d'un mimosa australien

Vous pouvez télécharger ces deux cartes du site oueb:
<http://www.austgov.fr/cultural/baudin/annexes.html>

D'abord, recherchez des informations sur le voyage de Baudin et indiquez sur la carte quelques dates précises.



Puis, complétez la carte d'Australie ci-dessous et indiquez les endroits suivants:

- Esperance**
- Cape le Grand**
- Freycinet Peninsula**
- La Perouse Point**

Ensuite, tracez le voyage d'un explorateur lié à l'un de ces quatre endroits.



Vocabulaire – Vocabulary

PLANTES	PLANTS	PARFUMS/GOUTS	PERFUMES/FLAVORS
la bourrache la cannelle la carotte la fraise la laitue la lavande la menthe la rose la sauge la tanaisie la tomate	borage cinnamon carrot strawberries lettuce lavender mint rose sage tansy tomato	aigre amer, amère boisé, boisée citronné, citronnée fade frais, fraîche fleuri, fleurie sucré, sucrée	sour bitter woody lemon-scented mild fresh floral sweet
		LES PARTIES DES PLANTES	PLANT PARTS
le basilic le camélia le chêne les épinards le géranium les haricots l'iris le jasmin le légume le maïs l'oignon le persil les petits-pois le poivron le romarin	basil camellia oak spinach geranium beans iris jasmine vegetable maize onion parsley peas capsicum rosemary	la branche la feuille la fleur la graine la racine la tige le fruit le tronc	branch leaf flower seed root stalk fruit trunk
		ADJECTIFS	ADJECTIVES
		antiseptique beau, belle, bel coupé, coupée dur, dure grand, grande haché, hachée inférieur, inférieure laid, laide petit, petite supérieur, supérieure toxique	antiseptic beautiful cut hard big chopped lower ugly little upper poisonous
CREATURES	CREATURES	PREPOSITIONS	PREPOSITIONS
l'abeille l'araignée la chenille la coccinelle la fourmi la grenouille la mante religieuse l'escargot le moustique le papillon le scorpion le ver (de terre)	bee spider caterpillar ladybird ant frog praying mantis snail mosquito butterfly scorpion worm	à au bord de autour de avec dans de dessous dessus en entre pour sur	at, to on the edge of around with in of, from below above in between for, in order to on

VERBES	VERBS	EXPRESSIONS	EXPRESSIONS
<p>aimer ajouter avoir chercher choisir compléter couper dessiner détester dévorer disposer donner écrire être faire finir grimper habiter illustrer inventer laver lier lire manger marcher mélanger mesurer mettre noter observer passer percer pouvoir rechercher relier retourner saupoudrer sceller sélectionner trouver utiliser verser visiter voir</p>	<p>To: like add have look for choose complete cut draw hate eat, devour arrange give write be do/make finish climb live illustrate invent wash link, join read eat walk mix measure put note observe pass pierce be able to research match, join turn around, return dust, sprinkle seal select find use pour visit see</p>	<p>Il était une fois Il fait beau Il fait chaud Il y a des nuages Il pleut Il fait mauvais Il fait froid Avance de – cases Recule de – cases Passe un tour</p>	<p>Once upon a time It's (a) fine (day) It's hot It's cloudy It's raining It's miserable (weather) It's cold Advance – spots, places Go back – spots, places Miss a go</p>

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Developed by:

Jennie Oldfield, Languages Strategy Team, Learning and Teaching Division, Department of Education & Training

Christine Joy, Royal Botanic Gardens Education Service

Daniel Rignault, French Adviser, Learning and Teaching Division, Department of Education & Training

Roxy McGuire, Languages Strategy Team, Learning and Teaching Division, Department of Education & Training

Thérèse Mercader, Languages Strategy Team, Learning and Teaching Division, Department of Education & Training

Kaye Derham, Carrington Primary School

Jenny Hibben, Scotch College

Diane de St Léger

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