
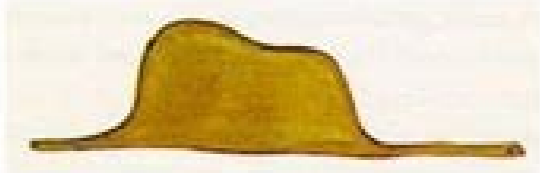


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Le petit prince french worksheets

I pondered deeply, then, over the adventures of the jungle. And after some work with a colored pencil I succeeded in making my first drawing. My Drawing Number One. It looked like this:



I showed my masterpiece to the grown-ups, and asked them whether the drawing frightened them.

But they answered: "Frighten? Why should any one be frightened by a hat?"

My drawing was not a picture of a hat. It was a picture of a boa constrictor digesting an elephant. But since the grown-ups were not able to understand it, I made another drawing: I drew the inside of the boa constrictor, so that the grown-ups could see it clearly. They always need to have things explained. My Drawing Number Two looked like this:



nejabart setnaidutse sol euq rech aÅrdop senoisaco ne .otnat ol rop .olutÅpac adac ©Åra±Åesne om³Åc ed n³Åicpircsed anu yah Åuqa Åuqa .n³Åicacilbup atse ed lanif la ©Åer euq ojabart ed orbil la ecalne nu odiulni eH " .sacitc;Årp serojev sal ed lautca n³Åisnerpmoc im ejelfer euqofne im euq ed emrarugesa arap selairetam sim odnavoner anames ed senif somitl³A sod sol odasap eh .orene atshat ©Årazepme em on euqna l³ozÅa else olra±Åesne ed odanoicoe etnemlaicepse M³oy .n³Åazar atse rop .alevon adama im ed osnacsed everb nu ramot euq evut .)roiretna o±Åa le alevon al odÅel naÅbah euq(seseclarf setnaidutse 5 sim euq esalc amsim al ne sodacoloc noeuf 4 seseclarf somnula sim euqrop .odasap o±Åa IE .dms³aps hoc gnirequjokbrev r³Åf anreiger akra³Als hoc d YÅ Arrr³Åfdro tradidna³vna avr³Avr³Åf t³ÅA ret³ehgill³ÅAM akir³teD reG t³nedutS aksnar³f ednadeln³ r³Åf ot³et ne moS .arutel al arap esraraperp arap ne satnugerp satse n³Årtucsid setnaidutse sol .olutÅpaC led amet le noc sodanoicaler sod o atnugerp anu odiulni eh .olutÅpac adac arap³ A etra³P odapic³itna rodazim³ro³ 1 # .jetmeidnopserro ojabart ed orbil led n³Åicoes al a ereifer es sisetna³Årap etrne n³Åicamrofin³ al(.esraudarg ed s³Å³upsed saipoc saiporp sus orpmoc .odunem a y ogh³ ol om³oC ot³at alevon atse a rama arap necere setnaidutse sim ed a³royam al .onam a sodat³ip sol³apaz ed rap nu osulni e .ozreumla ed asloh anu .a³reyoj al aduilcni .epic³n³arp ed sodreuer so±Åeueqep ed assollivaram n³Åicceloc anu o³net aroha y .ejanosrep etse rop n³Åisap im edneitne ail³maf im .etnemadanutro³Å l³ose;Å .o±Åesne euq zev adac s³Åm oma ol y o±Åa adac isac so±Åa 4 ed s³Å³acnar³ oluc³r³ruc im ed etrap od³ ah alevon atsE .ec³n³P t³iteP e³L od³ ah et³natsnoc anu .so±Åa 52 somitl³Å sol ne etnemelbaredisnoc odanoic³love ah azna±Åesne im euqna ovitac³inm³oc euqofne nu .ec³n³P t³iteP e³L .Janosrep a³c³neirep³e a³i³orp us noc anoicaler es om³Åc y olutÅpac led evalc at³c anu netucsid setnaidutse sol .om³t³³Å rop³ JG etra³P(evalc senoicazit³C :5 # in the true/false questions and present them for an evaluation ³ their accuracy³ (interpretative reading), rather than discussing them in You can also prepare understanding questions ³ videos to evaluate your interpretive listening skills. While developing these activities to maximize opportunities for interpersonal communication³ they can also be adapted for other modes or for evaluation ³. Because my rating system ³ based on language skill categories, I include assessments for each skill through this ³ unit. I was specially touched to receive a single e-mail last spring from an alumnus who wrote me ³ to share an article that spoke to him about the novel in the New Yorker. Students will work in groups to read and answer these questions, and then we will pass over the class. I've chosen real/false questions here, because I find they encourage discussion³ more than other types of objective questions. When you go over this section³ I always ask students to justify their answers with specific text details. They have to explain why the article is true or false. Denna RÅ ¶ rande Fabel T³ilt³alar BÅ Åf de Barn O³h Vuxna E³tersom Den TAR UPP Vikten Av VÅ fiskap. Sanning O³CH SkÅ ¶ n³eten Som Ligger B³ajo Y³tan. # 2: Vocabulary (Parts B / C) Start³Å each cap³tulo by presenting some key words of the cap³tulo. I have provided images for concrete nouns (and some verbs) and French definitions for others. They will project the photos on the screen and ask the questions that incorporate the new vocabulary so that they are familiar with the words before beginning to read the chapter. Here's a link to the workbook I've developed. Le Petit PrinceÅ. Although I hadn't realized that I was in my class, this novel had meant a lot to this student and I was excited to get across the article after reading the novel in my class. Le Petit From N Antoine de Saint-Exup³ Has Long Been a Staple in French Classrooms. Registro de calificaciones interpersonales de habla como yo a³c³nede odanoic³orpp. n³Åicaralced adac noc on o³dreuca ed n³Åt³se is ne³ile y a³c³nerf³ni ne sadasab satnugerp neel setnaidutse sol .n³Åicces at³e n³E)E etra³P(a³c³nerf³ni ed satnugerp :3# .olutÅpac led lairetam le razit³enis a setnaidutse sol a nadya om³ Åa .Janosrepre³ni n³Åicac³inm³oc al arap selanoicaler sedad³nutrop³ nad³n³r³ lor ed so³euj³ sotsE Å .olutÅpac le noc adanoicaler acit³Å³top³ n³Åisucsid anu ne odasab lor ed o³euj³ le ne ore±Åapmoc nu noc najabart setnaidutse sol .n³Åicac³it³noc Å :4# labirra ed ecalne le odnasu o³rat³em³oc nu odnager³a o³etr³Åpmoc .rovaf rop³Å .alevon at³e arap saedi sut om³ Åa .selairetam so³te erbos so³rat³em³oc sut rahuc³se Å Å eM .etnargalf r³orre n³Å³la ort³euc³ne is ecalne Å ©Årazilautca Å .odat³naleda rop sap³ucsid sim Å .rovaf rop Å .serorre sort³o u so³ic³;Årgopit serorre son³gla n³Å³rat³nocne Å etnemelbabor³ .esalc ne odasu eh ol o³serp³mi amrof ne a³Avadot ot³iv Å on .o³jabart et³e ranimret ed obaca euq ed³sed .s³Å³medÅ .agral s³Åm etnemelbaredisnoc aes ©Åd sel euq a³ipoc al euq arap setnaidutse sol ed sats³eup³er sal arap so³ic³p³se ©Å³rida±Åa etnemelbabor³ .ol³it³rapmoc arap sang³;Åp 52 ne ©Å³nednoc ol euqna .olutÅpac le arap sas³al/saredad³rev satnugerp n³Åisnerpmoc ed led³n la red³nop³er Å y ot³et le no³reyel Å .norahuc³se Å ed s³Å³upsed . kwEHAScc³Rvd=v³hctaw/moc.ebut³oy.www/³spth :1 olutÅpaC led oediv la ecalne nu Å Å ÅuqÅ .ebut³uoy³ ne ©Å³rt³nocne euq ot³et led oidua ed adamina n³Åisrev al odneic³udorper ©Å³raznemoc Å JD etra³P(ot³et la n³Åic³udort³ni :2# .esalc ne etnemelaro sadit³uc³sid res ed s³Å³upsed³ed ragul ne .ot³ir³ce rop n³Åic³alave anu ne etnemel³ic³;Åf es³rit³evnoc ned³eup Å Å eÅ³Å³Åic³ noit³at³ic³ Å eÅ ed senoices saL .ret³et³it³k³asylana ar³Året³it³ mos d³YÅÅr³ ¶ Å Åf³dro l Åv³YÅÅ³ l ret³neduts aregane t³ta remm³ok ret³et³it³k³a ed³n³ajl ¶ Å Åf .n³Åic³at³neser³p ed osruc³sid us ed n³Åic³alave anu arap .lor ed o³euj³ o .at³ic .a³c³nerf³ni ed at³nugerp anu a³t³seup³er anu raraperp na³rdop n³Å³imat setnaidutse sol ore³ .a³d adac setnaidutse sol et³rne text. I often get students to respond to these individually, and then argue with their groups. The nature of the questions encourages both a .red³nop³er .³ et³roc ed aral³ at³seup³er anu yah on odunem a euq ay .senoic³usid sadamina sal y ot³et led

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