

Reading challenge - Group 1

In your group, you have a section of the creation story in French. Using your glossary, work out what is happening in your section.

Some tips:

- A good way to start is to think about what you already know about the story.
- Then look for all the French words you know first and highlight them in green.
- Next, look for words that look a bit like English words, or words from any other language you might know. These are called cognates. Highlight them in orange.
- Now look up the words in bold in your glossary. These are the keywords and they will help unlock the meaning of the text. You can also use your French/English dictionary.
- Remember that you do not need to understand the meaning of every word to be able to work out what the text means.

Once every group has worked out what happens in their section of the story, be prepared to summarise your section, in English and feedback to the rest of your class.

Group 1

Au commencement il y a *Nu*. *Nu* c'est le chaos noir **d'eau bouillonnante** d'où apparaît toute **vie**.

Bientôt **la lumière** est sortie du chaos, c'est le soleil, créateur de **vie**.

Pour les Egyptiens le soleil a un nom différent pour différents moments de **la journée**:

- *Ra* à midi quand il est grand et fort.
- *Atum* le soir quand il est faible. *Atum* c'est "l'homme âgé, **vieux**".

Reading challenge - Group 2

In your group, you have a section of the creation story in French. Using your glossary, work out what is happening in your section.

Some tips:

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- Next, look for words that look a bit like English words, or words from any other language you might know. These are called cognates. Highlight them in orange.
- Now look up the words in bold in your glossary. These are the keywords and they will help unlock the meaning of the text. You can also use your French/English dictionary.
- Remember that you do not need to understand the meaning of every word to be able to work out what the text means.

Once every group has worked out what happens in their section of the story, be prepared to summarise your section, in English and feedback to the rest of your class.

Group 2

Il a un grand **oeil** unique, il observe tout l'univers.

Atum, le soleil, le créateur est **seul**, isolé. Il n'est pas mâle, il n'est pas femelle.

Isolé, *Atum* se marie avec son **ombre** pour avoir **un fils** et **une fille**.

Il crée son fils en **crachant**. Son fils s'appelle *Shu*, c'est **le dieu** de l'air.

Après il vomit sa fille, Tefnut, la déesse de **la pluie**, **la brume** et l'humidité.

Reading challenge - Group 3

In your group, you have a section of the creation story in French. Using your glossary, work out what is happening in your section.

Some tips:

- A good way to start is to think about what you already know about the story.
- Then look for all the French words you know first and highlight them in green.
- Next, look for words that look a bit like English words, or words from any other language you might know. These are called cognates. Highlight them in orange.
- Now look up the words in bold in your glossary. These are the keywords and they will help unlock the meaning of the text. You can also use your French/English dictionary.
- Remember that you do not need to understand the meaning of every word to be able to work out what the text means.

Once every group has worked out what happens in their section of the story, be prepared to summarise your section, in English and feedback to the rest of your class.

Group 3

Le rôle de Shu et Tefnut, c'est de **ranger** le Chaos. **Il faut** séparer **la lumière** et **l'ombre**, mais Shu et Tefnut disparaissent dans le Chaos.

Atum **cherche** ses enfants et son **oeil cherche** dans l'univers.

Enfin **l'œil** trouve Shu et Tefnet. Atum est **content**, il **pleure** de joie, ses **larmes tombent** et **les hommes** apparaissent.

Reading challenge - Group 4

In your group, you have a section of the creation story in French. Using your glossary, work out what is happening in your section.

Some tips:

- A good way to start is to think about what you already know about the story.
- Then look for all the French words you know first and highlight them in green.
- Next, look for words that look a bit like English words, or words from any other language you might know. These are called cognates. Highlight them in orange.
- Now look up the words in bold in your glossary. These are the keywords and they will help unlock the meaning of the text. You can also use your French/English dictionary.
- Remember that you do not need to understand the meaning of every word to be able to work out what the text means.

Once every group has worked out what happens in their section of the story, be prepared to summarise your section, in English and feedback to the rest of your class.

Group 4

Les dieux créent un autre **oeil**, c'est **la lune** !

Atum décide de créer **un monde** pour **les hommes**.

Shu et Tefnut ont des **jumeaux** conjoints. Ils s'appellent Geb, **la terre**, et Nut, **le ciel**.

Geb **pose** un coude et son genou **plié** forme les montagnes et les vallées.

Ensuite Shu **le dieu** de l'air pousse Nut **au-dessus** de Geb pour former **le ciel**.

Les doigts de pied et les **doigts** de Nut touchent l'horizon.

Reading challenge - Group 5

In your group, you have a section of the creation story in French. Using your glossary, work out what is happening in your section.

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- Then look for all the French words you know first and highlight them in green.
- Next, look for words that look a bit like English words, or words from any other language you might know. These are called cognates. Highlight them in orange.
- Now look up the words in bold in your glossary. These are the keywords and they will help unlock the meaning of the text. You can also use your French/English dictionary.
- Remember that you do not need to understand the meaning of every word to be able to work out what the text means.

Once every group has worked out what happens in their section of the story, be prepared to summarise your section, in English and feedback to the rest of your class.

Group 5

Sur les peintures, *Nut* est bleue comme **le ciel**, avec des **étoiles** sur **le corps**. *Geb* est marron comme **la terre** avec **les cheveux** verts comme les plantes.

Geb et *Nut* ont quatre enfants: deux dieux et deux déesses. Ils représentent les quatre forces de **la vie**:

1. *Osiris* **dieu** de la fertilité.
2. *Isis* la déesse **mère**.
3. *Set*, **le dieu** du **mal**.
4. *Nephthys* **la déesse** de la **mort**