

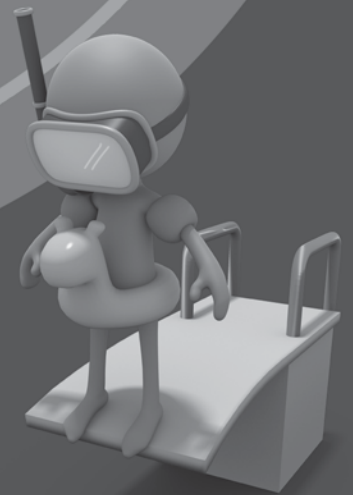
Classical Subjects *Creatively* Taught™

# French for Children

**Primer A**

Learn more than  
how to order  
a croissant

**Joshua Kraut**  
with David Spieser, PhD





*French for Children Primer A*

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# ✿ DÉDICACE ✿

*For Mme. Scott, whose generosity, talent, and enthusiasm in the classroom  
formed the perfect environment for a love of language to grow.*

***Et pour David, mon policier personnel de l'orthographe,  
mon consultant, mais surtout mon frère et mon ami.***



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# CD TRACK & AUDIO FILE INFORMATION

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2	0PW_02	PW	11	40	04_01	4	59	78	12_04	12	144
3	0PW_03	PW	12	41	04_02	4	60	79	12_05	12	152
4	0PW_04	PW	13	42	04_03	4	60	80	13_01	13	153
5	0PW_05	PW	14	43	04_04	4	60	81	13_02	13	153
6	0PW_06	PW	15	44	04_05	4	72	82	13_03	13	154
7	0PW_07	PW	15	45	05_01	5	80	83	13_04	13	154
8	0PW_08	PW	16	46	06_01	6	82	84	13_05	13	156
9	0PW_09	PW	16	47	06_02	6	82	85	13_06	13	160
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11	0PW_11	PW	17	49	06_04	6	83	87	14_01	14	168
12	0PW_12	PW	17	50	06_05	6	92	88	14_02	14	169
13	0PW_13	PW	17	51	07_01	7	93	89	14_03	14	169
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18	0PW_18	PW	20	56	07_06	7	103	94	15_02	15	180
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27	01_03	1	26	65	09_04	9	118				
28	01_04	1	26	66	09_05	9	119				
29	01_05	1	34	67	09_06	9	120				
30	02_01	2	35	68	09_07	9	125				
31	02_02	2	36	69	10_01	10	133				
32	02_03	2	36	70	11_01	11	134				
33	02_04	2	37	71	11_02	11	135				
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# ✿ SUGGESTED SCHEDULE ✿

There are seventeen chapters in *French for Children Primer A*, of which thirteen are content chapters and four are review. Doing one chapter per week (content and review chapters) will allow you to finish the course in approximately half of an academic year. Alternatively, if you complete one content chapter every two weeks, taking just one week per review chapter, the course will take a full year—thirty weeks.

## WEEKLY SCHEDULE

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The following is a basic weekly schedule, to be modified as necessary by the teacher. Note that days two and five call for longer sessions.

### Day One (approx. 30 mins.)

Listen to the audio file of the opening dialogue and have students follow along in the text. Take a few minutes (not too long) to ask students what they've understood from the dialogue and what they think is going on. Comprehension at this stage may be very minimal, but students should be encouraged to guess at details of the plot or simply the meaning of a single word. Present the vocabulary and the paradigm (grammar chant). Students should chant through the paradigm and vocabulary two or three times, using the recorded audio files (and/or teachers' pronunciation) as a guide. (Optional step 1: At this point, the video can be played up to the point at which the instructor reads through the chant and the vocabulary, but the video should be stopped after that.) Then, ask students to skim back over the dialogue to see if they understand more of the French. Again, do not take too long for comprehension questions at this stage; the dialogue will be revisited later. (Optional step 2: Students can take turns reading different parts in the dialogue, one or two lines each. This activity is meant to help students read the French and develop good French pronunciation more than to stage a drama, since comprehension may still be minimal.)

### Day Two (approx. 55–65 mins.)

Review the paradigm (grammar chant) and vocabulary and have students chant them again one or two times. Watch the video (either picking up where you left off from day one or viewing it in its entirety). The videos are approximately forty-five minutes to an hour in length. While you should feel free to stop them and rewind at any time, be aware that they may take a while to get through with frequent interruptions.



## Day Three (approx. 30 mins.)

Start with a quick chant of the paradigm and vocabulary. Then spend some time explaining the grammar page, paying special attention to the examples. If you see an italicized sentence, be sure to emphasize it (you may consider having students circle these and other key sentences with a colored pencil for future reference). Ask comprehension questions, such as “Can you tell me how a French adjective is different from an English adjective?” or “What is a pronoun?” After this, begin the worksheet, or assign it as homework.

## Day Four (approx. 30 mins.)

Again, start the day with a quick chant of the paradigm and vocabulary. Next, the worksheet should either be started or completed. Check students’ work and go over any corrections with the students. Grammar should be reviewed and retaught as necessary. One means of reviewing grammar can be to view the video again to ensure comprehension of key grammatical topics for that chapter.

## Day Five (approx. 50 mins.)

Students should take the quiz without looking back at the rest of the chapter. When the quiz has been completed, go over the answers together and review any trouble spots. Finally, go back and listen to the opening dialogue once more, having students follow along in the text. Discuss what is happening, and identify vocabulary/grammatical points that help you understand the dialogue. Translate the dialogue together.

## BIWEEKLY SCHEDULE

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The following is a basic biweekly schedule spread over seven class meetings, to be modified as necessary by the teacher.

## Day One (approx. 30 mins.)

Listen to the opening dialogue and follow along in the text. Take a few minutes (not too long) to ask students what they’ve understood from the dialogue, and what they think is going on. Comprehension at this stage may be very minimal, but students should be encouraged to guess at details of the plot or simply the meaning of a single word. Present the vocabulary and the paradigm (grammar chant). Students should chant through the paradigm and vocabulary two or three times, using the recorded audio files (and/or teachers’ pronunciation) as a guide. (Optional step 1: At this point, the video can be played up to the point at which the instructor reads through the chant and the vocabulary, but it should be stopped after that.) Then, ask students to skim back over the dialogue to see if they understand more of the French. Again, do



not take too long for comprehension questions at this stage; the dialogue will be revisited later. (Optional step 2: Students can take turns reading different parts in the dialogue, one or two lines each. This activity is meant to help students read and develop good French pronunciation more than to stage a drama, since comprehension may still be minimal.

## Day Two (approx. 55–65 mins.)

Review the paradigm (grammar chant) and vocabulary and have students chant them again one or two times. Have students watch the video (either picking up where you left off from day one, or else in its entirety). The videos are between forty-five minutes and an hour in length. While you should feel free to stop them and rewind at any time, be aware that they may take a while to get through with frequent interruptions.

## Day Three (approx. 30 mins.)

Start with a quick chant of the paradigm and vocabulary. Then spend some time explaining the grammar page, paying special attention to the examples. If you see an italicized sentence, be sure to emphasize it (you may consider having students circle or highlight these and other key sentences for future reference). Ask comprehension questions, such as “Can you tell me how a French adjective is different from an English adjective?” or “What is a pronoun?” Go back and listen to the opening dialogue once more, having students follow along in the text. Discuss what is happening, and identify vocabulary/grammatical points that help you understand the dialogue (a full translation is not necessary at this time—target in particular those sections of the dialogue that employ grammatical notions discussed in the Grammar section). If time remains, have students begin the worksheet.

## Day Four (approx. 30 mins.)

Again, start the day with a quick chant of the paradigm and vocabulary. Next, the worksheet should be started. Students may consult the chapter to complete this section. Grammar should be reviewed and retaught as necessary. One means of reviewing grammar can be to view parts of the video again to ensure comprehension of key grammatical topics for that chapter.

## Day Five (approx. 30 mins.)

The worksheet should be completed and reviewed. Trouble spots should be addressed. Students should prepare for taking the quiz by playing vocabulary games (e.g., flash cards, bingo, charades, etc.). Visit [HeadventureLand.com](http://HeadventureLand.com) for the fun, fast-paced, and free vocabulary game, FlashDash.

## Day Six (approx. 30 mins.)

Have students take the quiz, noting that they are not to look back at the previous sections of the chapter.

## Day Seven (approx. 30 mins.)

Review the quiz. Then, return a final time to the opening dialogue, having students listen to the audio file and follow along in the text. Translate the dialogue together. Discuss what is happening and identify vocabulary/grammatical points that help you understand the dialogue. Students may be encouraged to read aloud and to do their best to “act the part” if they feel so inclined.



# ❧ INTRODUCTION ❧

Before beginning our first lesson, let's talk about how this book works. The first thing you'll encounter after this introduction is the Pronunciation Wizard. This fairly self-explanatory wizard will be used over the course of the first few chapters. It is first mentioned in the Worksheet section of chapter 1. Even after you've finished with it (in chapter 5), feel free to flip back to it or listen again to the audio files for any questions you may have about the wonderful world of French pronunciation.

After the Pronunciation Wizard, you'll find the actual chapters of the book. There are two types of chapters: *lesson chapters* and *review chapters*. Review chapters are the easiest to explain. They simply bring together the information you've seen in the previous few chapters and give you an opportunity to test your knowledge. Lesson chapters, then, are where you learn things for the first time.

In each lesson chapter, you will see a few things: At the top of each page in the lesson chapters, you will see different titles. The title that is BIGGER THAN THE REST tells you which part of a chapter you are in. The four main parts of each lesson chapter are: Memory, Grammar, Worksheet, and Quiz. Let's take a look at what you'll find in each of the different parts.

## MEMORY

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### Dialogue:

The dialogues in this book weave together a somewhat peculiar story. Without revealing too much here in the introduction, we shall simply say that they relate the adventures of two four-legged companions of considerably different sizes and their meetings with other animals, as well as occasional people, whom they encounter along their way.

The *Fables* of Jean de La Fontaine, if you know them, may come to mind as you read through the dialogues—not every dialogue, but a good number of them. Many of these fables have an even earlier author with whom you may be familiar: the Greek poet, Aesop. A number of Aesop's fables were adapted by La Fontaine (in French, of course) almost 2,000 years after they were originally written!

More practically, the dialogues introduce you to some of the new vocabulary that you'll be learning in each chapter. Feel free to read over the chapter's vocabulary list before reading the dialogue if you desire, but we do not recommend that you try to memorize it letter-for-letter before attempting to read the dialogues.

In fact, the most rewarding way to approach the dialogues may simply be to *jump right in and try to figure out what words mean by their context*. You will often see a mix of French and English in the dialogues—especially at the beginning of the book—which should help you understand the context of the conversation better. In many cases, this mixture of languages should also make it possible for you to decipher the new French words in each chapter. Even if you can only narrow it down to a guess (for example: “I think this word must be some kind of food,” or “I think this word is an action that means to go somewhere”), that's a great start. This will give you a “feel” for the word even before you study the vocabulary more deeply.

## Chant:

The French word **chant** means the same thing as the English word “chant,” so you already know a French word! In each chapter we ask you to chant a certain set of words or phrases. Why? The goal is to help you and your mouth get used to forming the sounds of these words. You can listen to the audio files of the chants, which will also help you to learn how to pronounce them correctly.

## Vocabulaire:

There are approximately ten vocabulary words in each chapter. After reading through the dialogue and trying to figure out the new words ahead of time, we recommend that you spend a few minutes committing these words to memory every day that you are working on the chapter. Memorize the vocabulary, and the chapter will be easy as pie to follow. Don't memorize it, and you'll be flipping pages back and forth the whole time to look up what the words mean! Try making flash cards and having someone quiz you.

## GRAMMAR

---

This section is where we discuss the inner workings of French grammar—and how to use it. Pay close attention to a few different *icons* that may appear on the pages of the Grammar section:



**Remarque:** The French word **remarque** looks like an English word you may know—“remark.” In this book, when you see the **Remarque** icon, this means that you will be given a little bit of extra information to remember about the grammar rule you've just learned.



**Renvoi:** A **renvoi** is a sort of reminder to go back to a subject that has already been mentioned. For example, if we are talking about something in chapter 16, which uses some of the information from chapter 7, there will be a **Renvoi** icon in chapter 16, which tells you “turn to chapter 7 if you need to refresh your memory.”

## WORKSHEET

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The Worksheet is just what the name says it is: worksheet exercises where you can put your brain to the test and see if you can use the grammar lesson to complete the charts, sentences, and word puzzles you’ll find. For the Worksheet, feel free to flip back and forth between the exercises and the pages in the Grammar section in case you get stuck; the idea is to learn as you go. (Answers to the exercises from both the Worksheet and the Quiz section are found in *French for Children Primer A Answer Key*.)

## QUIZ

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Finally, the end of each lesson chapter contains a Quiz section. This section is similar to the Worksheet, except this time you’re *only* supposed to use your brain—no looking back at the Grammar section, the Worksheet, your flash cards, your notes, nothing, zero, zip, **rien** (**rien** is French for “nothing”). Of course, **la police** won’t come to your house if you do go back and look, but the point is that *if you still need to go back to previous pages for help, you have not really learned the lesson*, and so you should probably not go on to the next chapter until you can pass the quiz with either a perfect score or only one or two incorrect answers. And, of course, once you’re done with the quiz, we highly recommend going back to the opening dialogue and reading it through once more—probably much faster, and more enjoyably this time!—to cement in all of the new things you’ve learned.

### La dictée:

At the end of every Quiz section we’ve included an exercise called a **dictée**—a dictation. Traditionally in this type of exercise the teacher reads a short sentence slowly, a few words at a time, and the students copy down, or transcribe, what they hear. For each chapter, you may want to play the **dictée** CD track/audio file so that students can hear the sentences read aloud and then, if you’re comfortable doing so, read the sentences aloud yourself, including perhaps a faster repetition (one which approaches a normal speech rate) the second time.

Transcribing spoken French is especially helpful since, as you’ll see, there are many letters that may not be pronounced, but which are important to include in the written form nonetheless. The **dictée** has a rich tradition in francophone culture—a bit like our spelling bees. There are **dictée** competitions in many different francophone regions and they attract

both schoolchildren and adults! Our hope is that these “spoken puzzles” will be challenging and instructive for you as well. ♣

## TREASURES IN THE BACK OF THE BOOK

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Far, far away, in the back of this book, you will find several things:

### Appendices:

The appendices contain some of the same information you will learn from the book’s regular lesson chapters, but condensed and organized into charts to make it easier to search through. You’ll find dialogue and chant translations in the first two appendices and a preposition appendix (appendix C; prepositions appear throughout the book). There is a verb appendix (appendix D) with verb conjugations (see chapter 3).

### Glossaries:

The alphabetical glossary contains all of the vocabulary items in this book, along with their translations, presented in one long, alphabetical list. Think of this section as a “mini dictionary” just for the words of this book. For nouns, you will see the clues to determining the noun’s gender (see chapter 6) in the glossary entry. In the glossary by chapter, you guessed it, all of the vocabulary words are listed by the chapter in which they first appear. This glossary can be a very handy tool when you’re studying your vocabulary.

### TEACHER’S NOTE



A few practical tips: First, you should feel free to incorporate the **dictées** in the Worksheet section (rather than the Quiz section) if you find that more helpful or if it works more neatly with your schedule. Second, as for the marking of the **dictées** (assuming they are being used in a Quiz), you should be generous with “partial credit” in these exercises. It can be quite challenging to get the entire sentence exactly right, so having a breakdown of how students can obtain points for each sentence—rather using an all-or-nothing scheme—would be preferable. One could award points, for example, for each correctly spelled word.



# PRONUNCIATION WIZARD

## INTRODUCTION

---

Welcome to the Pronunciation Wizard! This section of the book is designed to help you (and your mouth) get ready for some of the tricky new sounds of the French language. Remember one thing as you wander through all of the information in this section: *The letters that you see on the page are only hints for how to say each word.* What does this mean? Why are we just giving you hints, and not the *real thing*? What kind of book is this? Well, actually we are giving you both the hints and the real thing: There are audio files for this book that have lots of different recordings of French, both for this Pronunciation Wizard and for the chapters that follow. As you go through this Pronunciation Wizard, you should listen to the audio files that are associated with it (they are labeled with “0PW” and then a number) so you can hear the *true sound* of each word. *That* is what you want to sound like when you speak. We tell you which audio file to listen to for each new sound as you explore this wizard, so don’t worry about losing your place.

At the beginning of the section, we just give you separate *words* to listen to and then repeat. For example, you might have: 1. **chat** 2. **chez** 3. **chameau** (0PW\_01/Tr. 1). You can try to pronounce these words by yourself first, and then check yourself with the audio file—or you can just listen to the audio file first and then try to imitate the sounds you hear for each word.

About halfway through this wizard, we start giving you *whole sentences* to listen to (and repeat, if you dare!). In these cases, only the “new” words are numbered—that is, only the words with the new sound we’re working on in that section of the Pronunciation Wizard will have the little number next to them. So for example, one of the sentences you’ll encounter later in this wizard is:

**Le roi<sup>1</sup> René<sup>2</sup> est enrhumé<sup>3</sup>!**

King René has a cold!

In this case, we’ll be working on the *r* sound, so only words with an *r* in them are numbered. Be sure to pay special attention to the numbered words since they contain the sound we’re working on in each example.



French pronunciation can be tricky, but it's not **impossible**. Your mouth is the exact same kind of mouth that French speakers have—you just need to learn to use it like they use theirs! So, here is some final advice: Think of your ears as very high-tech microphones that can record every detail of every sound. As you listen to the pronunciation audio files, “record” all of the sounds you hear. Then, imagine what your mouth (and your throat and lips) need to do to reproduce the exact same sound you heard, and “replay” the sound with your own voice. Do this even if you think you sound a little strange. Because “strange” is exactly how you need to sound when you speak a foreign language—it's different from your language, after all!



*Voilà, a famous French proverb: “Impossible is not French!” Another way we might say it is, “Impossible is not a French word!”*

By the way, do you know how to say “strange” in French? It's **étrange**. And guess how you say “foreign language” in French? It's **langue étrangère** (strange language).

## UNE TOUTE PETITE PREMIÈRE LEÇON (A LITTLE TINY FIRST LESSON)

---

Say the word “through” in English. How did you pronounce it? Did you say, “THREW-GUH-HUH”? No? Why not? Look at all of those letters! The *g* and the *h* at the end of the word can't just do *nothing*, can they? Of course they can. There are many English words that do not use all of the letters they have. Can you think of any more words that don't use all of their letters? What about: “debt,” “ghost,” “whistle,” and “although”? We sure hope you don't say DE-BUH-T, GUH-HOST, WUH-HIS-TULL, and ALTHOU-GUH-HUH. If you do, forget about French—go work on your English!

Why do so many English words have “unnecessary” letters? That's a fair question. One of the main reasons for this curious overload of letters is the fact that these words *used to be* pronounced with all of the sounds intact. Does that mean that English speakers used to say things like THREW-GUH-HUH for “through”? Well, not necessarily: Since many of our English words come from other languages (and other countries), some of these old pronunciations actually may never have been used by *English* speakers.



Either way, over the course of time (many hundreds of years), people have found ways to pronounce these words without going to the trouble of saying each letter. But the way we write and spell words can never quite keep up with the way we say them, so we are often left with “old-looking” words that contain “extra” letters. While this can be confusing sometimes, think of how neat it is to be able to see how people hundreds of years ago, in distant lands, were pronouncing some of the same words we still use today!

Why are we talking about this? Because French has lots, heaps, tons, oodles, *thousands* of words whose letters are not all pronounced. The first lesson of the Pronunciation Wizard, then, is *be careful not to say too much!* Here are a few examples of French words:

**Mon<sup>1</sup> chat<sup>2</sup> dort<sup>3</sup> toujours<sup>4</sup>.**

My cat sleeps all the time (always).

Now listen to the audio file (0PW\_02/Tr. 2: Pronunciation, Part A).

What’s missing from the pronunciation of these words? Write down the letters of the sounds that are missing from the four words in that sentence.

1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_



If you wrote down: 1. **n**, 2. **t** 3. **t** and 4. **s**, you got it! That means that, if you actually *said*, “**MoN chaT dorT toujoursS**,” pronouncing all of the letters, you would have said *too much*! A French speaker might not have understood you.

**Mon** is pronounced MO; **chat** is pronounced SHA; **dort** is pronounced like “door”; and **toujours** is pronounced TOO-[3]OOR (where the [3] is like the *s* in “measure” or “pleasure”).

Now, with our first lesson (Shhh! Don’t say too much!) behind us, let’s look at the French alphabet. The best way to learn the names of the letters is to sing them, so listen to the audio file (0PW\_03/Tr. 3, you’ll probably recognize the tune) and follow along with the letters:

**A B C D E F G H I J K L M N O P Q R S T U V W X Y et Z, maintenant je sais mon alphabet, prochaine fois, chante avec moi!** (The end of the French version goes, “. . . now I know my alphabet, next time sing with me!”)

Practice saying the names of the letters a few times with the song on the audio file, stopping it and starting it as needed. The tricky ones to remember for us English speakers are usually the letters **G** and **J**, since they sound almost the opposite in French (in other words, the French **G** sounds much like the English *J* and the French **J** sounds much like the English *G*). The French **Y** can also be tough to remember. It’s actually the words **i-grec**, which in English means “Greek *i*.”

## VOWELS

Now, take a look at the French vowels:

**a e i o u** and sometimes **y**

Wait a minute: They’re the same as English vowels! That was easy! Not so fast, Mr. or Ms. French-Is-a-Piece-of-Cake. Just think about English vowels for a second. Think about, say, the letter *a* and how it’s pronounced in the following words: “ball,” “band,” “bay.”

All of these words contain the letter *a*. However, none of the *a*’s make the same sound! Why? The letter *a* makes different sounds in English depending on its neighboring letters. That’s right: One little letter (*a*) has just made *three* different sounds. So, if English vowels can make different sounds when their neighboring letters change, it stands to reason that French vowels can, too. Now take a look at the French vowels again, and try to guess how many different sounds they can make:

1. **a** 2. **e** 3. **i** 4. **o** 5. **u** and sometimes 6. **y** can make: \_\_\_\_ sounds.

Now, look at the next page.



Did you guess *sixteen* different sounds? That is the real number. Let's see how these sounds actually work.

Listen closely to the audio files in the following sections to hear how these vowels should be pronounced. For each French vowel, we try to offer you the English version of the sound, but honestly, some of the French sounds have no equivalent in English. This means you have to make your mouth produce something *new* and maybe even a little strange!

## A

The **a** in French sounds like the *a* in “ball” or “wand.” Try to pronounce the following words.

1. **ma** 2. **ta** 3. **sa** 4. **chat** 5. **plat** 6. **gratte** 7. **âme** 8. **à**

How did you do? Especially with numbers 4 and 5—did you say too much? Now, listen to the audio file (0PW\_04/Tr. 4: Pronunciation, Part B) to see if you got them right.

Did you notice those symbols on top of the last two letters (**â** and **à**)? Those symbols are called *accents*. An **accent** is a symbol attached to a letter that shows us how to pronounce it and/or helps us know which word we are using. Sometimes accents change the pronunciation of the letter (don't worry about **a**'s—the pronunciation doesn't change much). Other times, we can tell which of two words we are using by noticing the accent (or the absence of the accent). And like the definition says, sometimes it's both! For example:

- **à** means “to,” as in “He’s going *to* Morocco.”
- **a** means “has,” as in “He *has* a plane ticket.”<sup>1</sup>
- **paume** [POM] means “palm,” as in “It is sitting in the *palm* of your hand.”
- **paumé** [POM-AY] means “lost, in the middle of nowhere.”<sup>2</sup>
- a **pécheur** is a “sinner” and a **pêcheur** is a “fisherman!”<sup>3</sup>

## E

The French **e** is a bit more complicated than the French **a**. It makes several different sounds. Listen to the following words with **e**'s in them (0PW\_05/Tr. 5: Pronunciation, Part C):

1. **le** 2. **que** 3. **mets** 4. **ses** 5. **les** 6. **belle** 7. **bête** 8. **changé** 9. **école**  
10. **mangé** 11. **mère** 12. **frère**

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1. In this case, there is a difference in meaning, but no difference in pronunciation.

2. In this case, there is a difference in meaning and in pronunciation.

3. In this case, there is a difference in meaning and in pronunciation.

Listen again to numbers 1–12 (0PW\_05/Tr. 5: Pronunciation, Part C), pause the audio file, and then try to *say* the following words:

13. **me** 14. **des** 15. **fête** 16. **sel** 17. **monté** 18. **écart** 19. **père**

Did you get them? Listen to the rest of the audio file to find out (0PW\_05/Tr. 5: Pronunciation, Part C).

Let's talk about accents again: Did you notice any change to the way an **e** sounded when it had some kind of accent on it? For example, was the **e** in example 1 the same **e** as in example 18? Definitely not! What did this accent (ˊ) do to the **e**? It made it sound like a very short *AY* sound, right? We call this accent **aigu** (French for “sharp”). How about the difference between examples 13 and 19? The latter sounds more like an *eh*. We call the accent on the word in example 19 an accent **grave** (Do you remember how to pronounce **grave** from the paragraph on the letter **a**?).

Now, did you notice the funny hat on the **e** in examples 7 and 15? That accent is called a **circonflexe** (sear-con-flex). As you may have heard when listening to the audio file (0PW\_05/Tr. 5: Pronunciation, Part C), an **e** with a **circonflexe** has a very similar sound to an **e** with a **grave** (an *EH* sound). Why do we have to bother with such silly things as accents, then? Aha! Remember that accents already show us how to pronounce a word or show us with *which* word we're dealing. But there is another great reward for knowing one's accents—especially the **circonflexe**! It just so happens that the **circonflexe** accent often clues us into the fact that, a long time ago, there used to be an **s** after the vowel.

So, for example, look at the words **bête** and **fête** again. Imagine these words with an **s** just after the vowel with the **circonflexe** accent: *beste* and *feste*. Hmm, they sound pretty close to some English words you might know, don't they? How about “beast” and “fest” or “festival”? Well, that's just about what they mean in French (**bête** means “beast” and **fête** means “party” or “holiday”). Do you think you're ready to “reconstruct” a few words with the **circonflexe** accent?

The next time your French-speaking friends say that they need to eat their **pâtes** in **hâte** before they go to the **côte** to catch a boat to the **île**, you'll know they just mean that they: need to eat their \_\_\_\_\_ ◊ in \_\_\_\_\_ ◊◊ before they go to the \_\_\_\_\_ ◊◊◊ to catch a boat to the \_\_\_\_\_ ◊◊◊◊!



pasta ◊◊◊◊ haste ◊◊◊◊ coast ◊◊◊◊ isle (or island) ◊◊◊◊

## I

In French, the **i** only makes one sound: EEEE as in “wheel” or “peel.” So, it should be pretty easy to guess how the following words sound. Just in case you have any questions, they are also on the audio file (0PW\_06/Tr. 6: Pronunciation, Part D).

1. **fil** 2. **pile** 3. **mille** 4. **Gilles** 5. **pif** 6. **cri** 7. **rit** 8. **mine** 9. **midi**  
10. **ride**

Attention! In English, if you have the word “bit,” and then add the letter *e*, what happens? The word “bite” is formed, and “bite” has a different vowel sound from “bit,” right? The same thing is true with the English words “rid” and “ride”—the *e* changes the way you pronounce the *i*.

Now listen closely to the audio file (0PW\_06/Tr. 6: Pronunciation, Part D) to see if the French letter **i** changes its sound when there is an **e** in the word. Does it? You’ll find the answer in the footnotes.<sup>4</sup>

## O

**O**, good! French **o**’s almost sound like English *o*’s in general. So, **solde** in French sounds pretty close to “sold” in English (except that **les soldes** means “sale” in French!). There are exceptions, however—and these can be tough, so listen attentively to the audio file (0PW\_07/Tr. 7: Pronunciation, Part E):

1. **or** 2. **téléphone** 3. **trône** 4. **molle** 5. **folle** 6. **rôle** 7. **bon** 8. **mont**  
9. **allons**

**Hold the phone!** What happened to examples 7, 8, and 9? First of all, we *do not pronounce* the final letters. Maybe you can guess why if you remember the rule we learned earlier (when we were talking about **i**’s and **e**’s): That is, only with an **e** at the end of a word can you hear the last few letters. In other words: *If there is no e at the end of the word, there is no guarantee that we will pronounce the last few consonants!*

Second of all, the **o** in examples 7–9 sounds strange, doesn’t it? Listen to the pronunciation again. How can you make that sound? Let’s try what we call the “hold your nose!” method: First, gently pinch your nose between your thumb and your index finger (as if some stinky French cheese were right next to you). Now, while you hold your nose like that, say the letter **o** like this: “OOOOHHHHHH.” As you are holding your fingers to your nose, try to feel if there is any vi-

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4. The **e** doesn’t change the pronunciation at all. In fact, the **e** only makes us pronounce the letter that is before it, so in examples 3 and 4, you pronounce the **l**, in example 8, you pronounce the **n**, and in example 10, you pronounce the **d**. “What?” you say, “That’s crazy! Wouldn’t you just say those letters anyway?” Well, not always—the word **nid** (nest), for example, is pronounced NEE!

bration in your fingers. If there is *no* vibration, you are making the English *o* sound (as in examples 1–6 in this section). If you can make your fingers (and your nose) vibrate, you are making the French **o** sound of examples 7–9. If you are having trouble, try to imagine the air coming out of not only your mouth, but also your nose as you hold your fingers to it. If you let some air pass through your nose, you will get the right vibrations!

What is the point of all of this? In French, there are some **o** sounds (and **a**, **i**, **e**, and **u** sounds!) that are made with the help of your nose. **Any vowel requiring you to let some air pass through your nose is called a *nasal vowel*.** How will you know when you need to use a nasal vowel? It's easy—just look for an **n**!

Listen to the following words from the audio file (0PW\_08/Tr. 8: Pronunciation, Part F), and try to repeat them.

1. un   2. brun   3. gant   4. chant   5. sont   6. dont   7. ment   8. en   9. fin

## U

The French **u** has many different possible pronunciations. It is perhaps the most difficult vowel for English speakers to learn, so be careful. Here is the biggest trap:

The difference between **tout** (all) and **tu** (you).

Whenever you see an **o** before the **u**, you can relax—those two letters combine to form a familiar English *u* sound—OOOH—as in the word “you.” While they are not *exactly* the same (and you might be able to hear a slight difference on the audio file), the vowels are very similar nonetheless.

In French there are plenty of words that contain this **ou** vowel sound:

1. tout   2. flou   3. doux   4. goutte   5. coûte

If you'd like to hear these words pronounced, check out the audio file (0PW\_09/Tr. 9: Pronunciation, Part G).

Now take a look at these words: **tu**, **pur**, **zut**, **lu**, **dur**, **chute**, **rude**, **vue**.

How are they different from examples 1–5? There's no **o**. Oh, OK, but no big deal, right? Actually, *yes*, it is a big deal! We need to make a different sound entirely. Let's call it the French *u*. To say the French *u*, here is the trick:

1. Pucker your lips (make them round as though you're about to put on lipstick—guys, you'll just have to pretend you know what you're doing here).
2. Now, hold that position, and try to make the sound EEEE.

What *should* happen is that the EEEE comes out sounding like a weird EW. Voila! The French **u**. Listen to how it sounds with the following words, which you've seen before (0PW\_10/Tr. 10: Pronunciation, Part H):

1. **tu**
2. **pur**
3. **zut**
4. **lu**
5. **dur**
6. **chute**
7. **rude**
8. **vue**

Most important, though, the following are pairs of words in which each word has the exact same sounds, except one has the French **u** and the other doesn't. Try to pronounce them yourself before you listen to the audio file (0PW\_11/Tr. 11: Pronunciation, Part I).

- 1a. **tu** (you)
- 1b. **tout** (all)
- 2a. **pur** (pure)
- 2b. **pour** (for)
- 3a. **lu** (read [past tense])
- 3b. **loue** (is renting)
- 4a. **bu** (drank)
- 4b. **boue** (mud)
- 5a. **su** (knew)
- 5b. **sous** (under)

Another reason that **u** in French can be so tough is that it combines with other vowels to make still different sounds from the ones we've learned so far. Listen, for example, to what happens when a **u** meets an **e** inside a word (0PW\_12/Tr. 12: Pronunciation, Part J):

1. **deux**
2. **cheveux**
3. **bleu**
4. **feu**
5. **fleur**
6. **beurre**
7. **leur**
8. **peur**

In examples 1–4, the **eu** makes a strange kind of UHH sound, like you might make if you got hit by a football right in the stomach! In examples 5–8, it's a different kind of sound, this time always with **eur**—it's just a little bit longer than the **eu** of examples 1–4—closer to the *u* in “fur” or “blur.”

## Y

The letter **y** is easy in French—it's always pronounced like the French **i**—EEEE!

## Combinations of Vowels

Often vowels can be right next to each other in a word. We've already seen some examples of this: **o + u** = OOOOH and **e + u** = UH! (the hit-in-the-stomach sound). There are many other kinds of “mixes,” though! These include (0PW\_13/Tr. 13: Pronunciation, Part K):

**o + i** = WAH

Examples: **roi** (RWAH), **choix** (CHWAH), **foi** (FWAH)



**u + i = WEE**

*Examples: **puis** (PWEE), **tuile** (TWEEL), **huile** (WEEL)*

**a + i before l = EYE**

*Examples: **paille** (PIE), **bail** (BUY), **taille** (TIE)*

**a + i before any other letter = EH**

*Examples: **trait** (TREH), **faire** (FER), **raide** (RED)*

**a + u or e + a + u = OH**

*Examples: **au** (OH), **taux** (TOH), **beau** (BOH), **eau** (OH)*

**i + e = EE**

*Examples: **crie** (CREE), **trie** (TREE), **sortie** (SORTEE)*

## CONSONANTS

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Whew! We're finished with the vowels (for now!). Let's move on to the other letters in the French alphabet, which are called *consonants*. A **consonant** is a letter that makes you either stop or slow down the air coming up from your lungs, and then out of your mouth. You'll recognize them in English as:

B C D F G H J K L M N P Q R S T V W X Z

Luckily, they are the same in French! There are a couple of differences between English consonants and French consonants, however—sometimes major differences, and sometimes minor. Let's begin with the major differences between French and English consonants.

### Major Differences

#### R

The French **r** is by far the toughest letter for English speakers to master. Why, you ask? Well, take a look at the following example sentence with **r** words in it and then listen to the sentence, trying to hear what's different (0PW\_14/Tr. 14: Pronunciation, Part L):

**Robert<sup>1</sup> a renversé<sup>2</sup> la ratatouille<sup>3</sup> pendant le repas<sup>4</sup>.**

Robert spilled the ratatouille during the meal.



## **Le roi<sup>5</sup> René<sup>6</sup> est enrhumé<sup>7</sup>!**

King René has a cold!

What did you notice about the pronunciation of the **r**'s in words 1–7? One thing you should definitely have heard is that *to make the French r, the back of your tongue needs to jump up and vibrate against the back your mouth*. Have you ever had a sore throat? What do you do for it (along with taking medicine)? Ever try to gargle salt water? You know, you put some salt in warm water, take a swig, lean your head back, and blow air through the water slowly? Well, the French **r** makes that exact same sound! Only, don't lean your head back when you're speaking French, or people might think you're a little bizarre.

## **J**

In French, the letter **j** is softer than the English *j*. In fact, it is the same SHUH sound as you hear in the words “measure,” “beige,” and “pleasure.” Listen to the audio file (0PW\_15/Tr. 15: Pronunciation, Part M) to hear the following sentences:

**Je<sup>1</sup> connais Jacques<sup>2</sup> et son jumeau<sup>3</sup>!**

I know James and his twin brother!

**Jean<sup>4</sup> ne joue<sup>5</sup> jamais<sup>6</sup> à ce jeu<sup>7</sup>!**

John never plays this game!

## **G**

The **g** sound in French changes, just as it does in English. In English, when we say the words “gentle” and “get,” the *g* does not make the same sound in each word, right? The first word—gentle—has a *soft g* sound, while the second word—get—has a *hard g* sound. In French, the soft **g** is actually the exact same sound as the French **j** (which makes a SHUH sound)! When do you use the soft **g** in French? Simple: If the letter **g** comes before an **e**, **i**, or **y**. Any other time, the French **g** sounds just like the English hard *g* (*Go get green grapes!*). It will be easier to remember this rule when you actually see and hear the words (check out 0PW\_16/Tr. 16: Pronunciation, Part N).

### ***Soft G's***

**George<sup>1</sup> a giflé<sup>2</sup> la girafe<sup>3</sup> géante<sup>4</sup>.**

George slapped the giant giraffe.

## Hard G's

**Les gorilles<sup>5</sup> guident<sup>6</sup> les garçons<sup>7</sup> dans les gorges<sup>8,5</sup>.**

The gorillas guide the boys through the caves.

Now, a challenge for you! Listen to the following sentence (0PW\_17/Tr. 17: Pronunciation, Part O). Then, below each word with a **g**, circle *H* for “hard g” or *S* for “soft g” based on the pronunciation of the word that you hear. The sentence means: “I keep my cheetah in the garage; he’s nice, but it bothers people to hear him roar.”

**Je garde<sup>1</sup> mon guepard<sup>2</sup> dans le garage<sup>3</sup>; il est gentil<sup>4</sup>, mais ça gêne<sup>5</sup> les gens<sup>6</sup>**  
(H)/S      (H)/S      (H)/S H/(S)      H/(S)      H/(S)      H/(S)  
**de l’entendre rugir<sup>7</sup>.**  
H/(S)

## H

The last major difference in consonant sounds between English and French has to do with the tricky little letter **h**. For the most part, the letter **h** makes *absolutely, positively* no sound whatsoever. But surely it must make *some* sound, you say? No! Perhaps just a little HU? No! Maybe just a tiny little breath? No, no, no! So then, try your hand at these words:

1. **honnête**    2. **hôpital**    3. **horizon**    4. **homme**

Easy, huh? Just pronounce them “**onnête**,” “**ôpital**,” “**orizon**,” and “**omme**”! (You can also check them out on the audio file 0PW\_18/Tr. 18: Pronunciation, Part P.) But ‘old your ‘orses a minute. You should know one more thing about **h**’s. What happens in English when a *t* or a *c* joins up with an *h* to make *th* or *ch*? You get two new sounds, right? The words “than” and “chop” sound different from the words “tan” and “cop,” right? Well, in French, when a **t** joins an **h**, *nothing happens*. But, when a **c** joins up with the letter **h**, we get the sound SSHHH. That means that **thé** (tea—the drink) is pronounced TAY<sup>6</sup> and **thon** (tuna fish) is pronounced TOH!<sup>7</sup> On the other hand, **chou** (cabbage) is pronounced SHOO and **choix** (choice) is pronounced SHWA. Try your hand at the following sentences before you listen to them (0PW\_19/Tr. 19: Pronunciation, Part Q).

**Je suis heureux<sup>1</sup> dans mon hôtel<sup>2</sup>, mais j’ai hâte<sup>3</sup> de retourner chez<sup>4</sup> moi.**

I’m happy in my hotel, but I’m looking forward to returning home.

5. Note that in word 8—**gorges**—there is a hard **g** at the beginning and a soft **g** at the end.

6. Careful, the word **thé** contains an accent **aigu**! (See the accent section in this pronunciation wizard to find out what that means.)

7. And remember, **thon** has a *nasal* vowel—there’s an **n** at the end.

**Elle cherchait<sup>5</sup> Thomas<sup>6</sup> dans le théâtre<sup>7</sup>, mais il chassait<sup>8</sup> des chevaux<sup>9</sup> dehors<sup>10</sup>.**

She looked for Thomas in the theater, but he was out chasing horses.

## *Minor Differences*

### ***L or LL?***

In French you will see words that have two **l**'s in a row: **ville, travailler, grille, paille**, etc. Now, in some of these words, the **ll** makes a normal **l** sound (like “village” in English—the two *l*'s just sound like one, right?). However, in other French words, the **ll** makes the sound of a **y**. There is no easy way to figure out which word is which, but you will get the hang of it as you read and listen to more and more French. Here's a sentence in which all the **ll** words make a **y** sound (0PW\_20/Tr. 20: Pronunciation, Part R):

**La fille<sup>1</sup> se réveille<sup>2</sup> pour travailler<sup>3</sup>.**

The girl wakes up to work.

And here's a sentence where all of the **ll** words make an **l** sound (0PW\_21/Tr. 21: Pronunciation, Part S):

**Elle<sup>4</sup> est la plus belle<sup>5</sup> de la ville<sup>7</sup>.**

She's the prettiest one in the city.

### ***Q***

How do you pronounce the letter **q** in French? That's a quick question to answer: Pronounce it like it's a **k**! Easy, right? So, **roque** is pronounced ROKE and **quatre** is pronounced KAT-RUH. Have a quick listen to the following sentence to really get the feel for French **q**'s (0PW\_22/Tr. 22: Pronunciation, Part T):

**Quand<sup>1</sup> Quentin<sup>2</sup> a quitté<sup>3</sup> sa classe à quatre<sup>4</sup> heures, il n'avait plus de questions<sup>5</sup>.**

When Quentin left his class at four o'clock, he didn't have any more questions.



## X

Normally, French **x**'s follow the same rules that English **x**'s do. However, there is a special kind of French **x** that can be a trap if you're not careful! Those are the **x**'s at the ends of words (remember the rule "Don't say too much!"). So, check out the following words:

1. **cheveux** 2. **vieux** 3. **courageux** 4. **travaux** 5. **faux**

When you see an **x** at the end of a word like this, just think one thing: "An **x** at the end is *not your friend!*" That means that you don't pronounce it. To hear words 1–5 pronounced, check out the audio file (0PW\_23/Tr. 23: Pronunciation, Part U).

## ACCENTS (À, É, Ô, Ç, AND OTHERS)

We talked about accents before, back in the paragraphs on French **a**'s and **e**'s, but now would be a good time to review the basic guidelines for using accents. So here it is, in full, French's awesome accent action!

**Definition:** An accent is a symbol attached to a letter that shows us how to pronounce it and/or helps us know which word we are using.

There are four types of accents in French:

- **grave:** `
- **aigu:** ´
- **circonflexe:** ^
- **cedille:** ç

Here's how these accents affect different letters:

à	does not change the pronunciation of the <b>a</b> ; only helps us see which word we are using
â	does not change the pronunciation of the <b>a</b> ; only helps us see which word we are using
é	changes the pronunciation to a <i>sharp</i> AY sound: 1. <b>écouté</b> 2. <b>roulé</b> 3. <b>étendre</b>
è	changes the pronunciation to a <i>relaxed</i> EH sound: 4. <b>père</b> 5. <b>problème</b> 6. <b>thème</b>
ê	same sound as è; helps us see which word we are using

î	does not change the pronunciation of the letter; only helps us see which word we are using
ô	does not change the pronunciation of the letter; only helps us see which word we are using
ç	this accent is called the <b>cédille</b> and it always makes a <b>c</b> sound like an <b>s</b> : 7. <b>français</b> 8. <b>façon</b> 9. <b>reçu</b>

To hear words 1–9, listen to audio file 0PW\_24/Tr. 24 (Pronunciation, Part V).

**Félicitations!** (Congratulations!) You’ve made it to the end of the Pronunciation Wizard. Do make a point to turn back to this section if ever you have a hesitation about how to pronounce a certain letter or word. Of course, the best reference will be your very own ears as you listen to each week’s chant, dialogue, and vocabulary on the audio files. One more thing to keep in mind: This pronunciation guide has helped you with the individual sounds of French, which should get you started on your way to pronouncing individual words. But, of course, that’s not all there is to master when we think of “speaking with a French accent” or “speaking like a native”—there is also the rhythm of French, and the way words shift their pronunciations depending on what other words surround them, or where the words fall in a sentence. You’ve got a great opportunity to absorb these other “pronunciation rules” (if you want to call them that—“patterns” might be a better term) as you listen to the dialogues read each week, and hear spoken French on the video. These are patterns that truly are best learned through imitation (with some rare exceptions) rather than listing them all out in some monstrously big and boring appendix. But you will only learn them if you’re listening for them! So, remember to pay attention to the rhythms and tones of French as well as the actual pronunciation of French words as you use the audio materials.





## DIALOGUE [01\_01/Tr. 25]

**Les aventures d'Aurélie et Jean** (The Adventures of Aurélie and Jean)

*Our story begins a long time ago on an ordinary day in a faraway forest, where an unfortunate mix-up has just taken place. Zookeepers from a distant city have traveled deep into the woods in order to release back into the wild two endangered species that had been nursed for years in captivity. However, instead of bringing along the rare spotted horse and miniature raccoon, the zookeepers have accidentally transported a crate containing Aurélie, a jolly, but somewhat dim-witted milk cow, and Jean, a common field mouse—both from the petting zoo. As the zoo team retreats to their boat for the long trip home, the timed door on the crate slowly opens. Out step the two animals. After a few moments, the horror of what has happened dawns on Jean. And, as usual, nothing really dawns on Aurélie.*

AURÉLIE. **Ça va?**

JEAN. **Ça va?** You're asking me, **Ça va?** right now? What are you, nuts? Just look around! Do you have any idea where we are?

AURÉLIE. **Non. Alors, ça va?**

JEAN. No! Things are not going OK! Just look at this place.

AURÉLIE. **Je regarde . . . alors?**

JEAN. Look!

AURÉLIE. **Je regarde, je regarde! Et alors?**

JEAN. Aurélie, don't you realize what's happened?

AURÉLIE. **Non . . .**

JEAN. There's been a mistake at the zoo! They've released *us* into the wild! We are in the middle of a gigantic forest!

AURÉLIE. **Non!**

JEAN. Yes! Unbelievable! Our pen isn't even close to the endangered species . . . and we look very *un-endangered*! Hey, Aurélie, I'm talking here. You want to listen? Hey! **Je parle!** Aurélie?

AURÉLIE. **Chhhhuuuut! J'étudie.**

JEAN. Huh? You're studying? What are you studying?

AURÉLIE. **J'étudie la carte.**

JEAN. What!? You have a map?!

AURÉLIE. **Oui!**



## CHANT [01\_02/Tr. 26]

**Je parle (*I speak, I am speaking*)****Je parle:** I speak, I am speaking**Je parle, je parle, chut, chut, chut!**

## VOCABULAIRE [01\_03/Tr. 27]

Français (French)	Anglais (English)
<b>regarder, je regarde</b>	to look (at), I look (at)
<b>étudier, j'étudie</b>	to study, I study
<b>parler, je parle</b>	to speak, I speak
<b>la vache</b>	the cow
<b>la souris</b>	the mouse
<b>la carte</b>	the map
<b>le français</b>	French
<b>et</b>	and
<b>avec</b>	with
<b>à</b>	to, at



## Conversation Journal [01\_04/Tr. 28]

**ça va** This phrase can be a question, such as "How are you?" "How are things going?" "How is it going?" or "Is everything OK?" It can also be an answer, such as "I'm doing fine" or "Things are going well." It all depends on how you say it—with a questioning tone of

voice or with an answering tone of voice.

**alors** so (used very often in conversation, such as "So, you want to go fishing?")

**oui** yes

**non** no

**Chut!** Shhhh!, Be quiet!



## VERBS

Look carefully at this list of words: “sandal,” “from,” “big,” “pudding,” “run,” “desk,” “eat,” “dolphin,” “stay.” Which words are *actions*? I hope you said “run,” “eat,” and “stay”—those are the only three. These three action words are *verbs*. A **verb** is a word that expresses an action—it tells us what someone or something is **doing**. Every language in the whole world has verbs: You need a verb to make a sentence!

How do verbs work in French? Well, let’s take a closer look at the chant you are learning:

**Je parle. Je parle** means “I speak.” The word **je** means “I,” and **parle** means “speak.” Which word is the verb? **Parle!** That’s right. **Facile, non?** (Easy, no?) Of course it’s easy! It’s the first chapter!

But wait just a minute. In the chant, it says that **je parle** means “I speak” or “I am speaking.” Huh? **Je parle**—that’s just two words, right? How can that possibly also mean “I am speaking”? That’s *three* words!

Welcome to the first mystery of French. In French, it’s not a problem to say “I am speaking” in only two words. In fact, French does it all the time: **je parle** (I am speaking), **je nage** (I am swimming), **je lis** (I am reading).

So here is **Verb Rule #1**: *There is no difference between “I speak” and “I am speaking” that you can see in French.*

Won’t it be hard to tell the difference, then? Not really—just pay attention to the situation. For example, check out the following two sentences. Imagine that we translated the regular words from French into English, but we forgot to translate the **bold and underlined words**, which are still in French:

1. “Shhhh! Be quiet! **Je parle** to my mom on the phone!”
2. “**Je parle** with my brother every day.”

Now we need to finish the job. How can we translate the underlined **Je parle** in examples 1 and 2? Let’s look at the following:

1. Shhhh! Be quiet! **I am speaking** to my mom on the phone!
2. **I speak** with my brother every day.

That sounds better than:

1. \*Shhhh! Be quiet! **I speak** to my mom on the phone!<sup>1</sup>
2. \***I am speaking** with my brother every day.

So, what's the big deal? The big deal is that we know now that it is possible to take the same two words—**je parle**—and translate them two different ways in English: “I am speaking” or “I speak.” It's a two-for-one special!

Now, here is a little secret. If you've paid close attention, and have really understood what you just learned about the fact that a single French expression can have multiple meanings in English, then you've taken one of the most important steps in learning French, or any other foreign language, that you could possibly take. Why is that? It is because one of the toughest bad habits to shake when you're learning another language is thinking that every word or every expression must have just one translation in English.

Well, *wait!* What's wrong with thinking that? Shouldn't every word or expression have just one meaning? If any word can have a bunch of meanings, how on earth can we keep them straight? How can we translate anything?!

Not to fear: The situation isn't as bad as you may imagine. First of all, most French words (or other words in foreign languages) *do* have just one translation into English. So you don't need to worry about the vast majority of the vocabulary you're learning—here in this book, or in other languages you may learn. Just remember that occasionally, as mentioned before, a word or expression may have different translations in English, depending on the situation or context in which it is used. This principle is true for many words and expressions in this book, including several in this chapter (for instance, **ça va**, **je regarde**, and **je parle**). The expression **ça va** can be translated many ways in English, some of which are noted in the Conversation Journal. Using **je regarde** can either mean that you are looking, for example, in a certain direction, or that you are looking *at* a particular thing. For instance, if you say, “**Je regarde Aurélie**,” you'd translate that sentence as, “I am looking at Aurélie,” while just saying “**Je regarde!**” would be best translated, “I'm looking!” Finally, **je parle** can be translated in at least *two* ways in English: “I speak” and “I am speaking” (see chapter 2 about yet another way you could translate **parler**). In the case of **je parle**, we already saw in the example above how the *context* of the situation can make clear which meaning was intended.

Now, it would start to get old very quickly if, in all of the grammar explanations, chants, etc., I always had to give every translation for every French word that has more than one English translation. Likewise, it would start to get old even faster if I made *you* translate all of the forms

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1. When you see an asterisk (\*) in front of a sentence or an expression, that means that it is either grammatically wrong or it sounds unnatural.



in all of the worksheets and quizzes. So I won't. If a word has multiple translations, I'll indicate this in the *vocabulary list*. As for the worksheet and quiz exercises, unless there is a clear reason (from context) to pick one translation or the other, just choose one and go with it. *The most important thing for you to keep in mind as you learn the vocabulary words in this book is that you are able to imagine a situation in which your choice fits naturally.* So, if you choose, for example, to translate the sentence **Je regarde la carte** as "I look at the map," that's fine, but it is important that you can imagine an appropriate situation in which you would be using that particular meaning (maybe in response to the question "What do you do when you get lost?"). Alternatively, if you translate it as "I am looking at the map," that's also fine—maybe you could imagine someone having asked you, "What are you doing?"

This principle of knowing that different situations might call for different translations for the same word or expression is so key to learning a foreign language that I wanted to bring it to your attention right away here in chapter 1. You'll see quickly just how common the principle is: The vocabulary in chapter 2 will offer another great opportunity to be flexible with your translations!

There is one last thing to point out in this **chapitre**. If you look closely at our second vocabulary word—**j'étudie**—you'll notice that the letter **e** from the word **je** has been squeezed out. Instead of **\*je étudie**, we say **j'étudie**. There is an apostrophe ( ' ) in the place of the **e** in **je**. This happens very frequently in French when two *vowels* from different words end up next to each other in a sentence—especially the vowel **e**. I'll be sure to point out other examples of this "squeezing" as they come up throughout the book.



### TEACHER'S NOTE

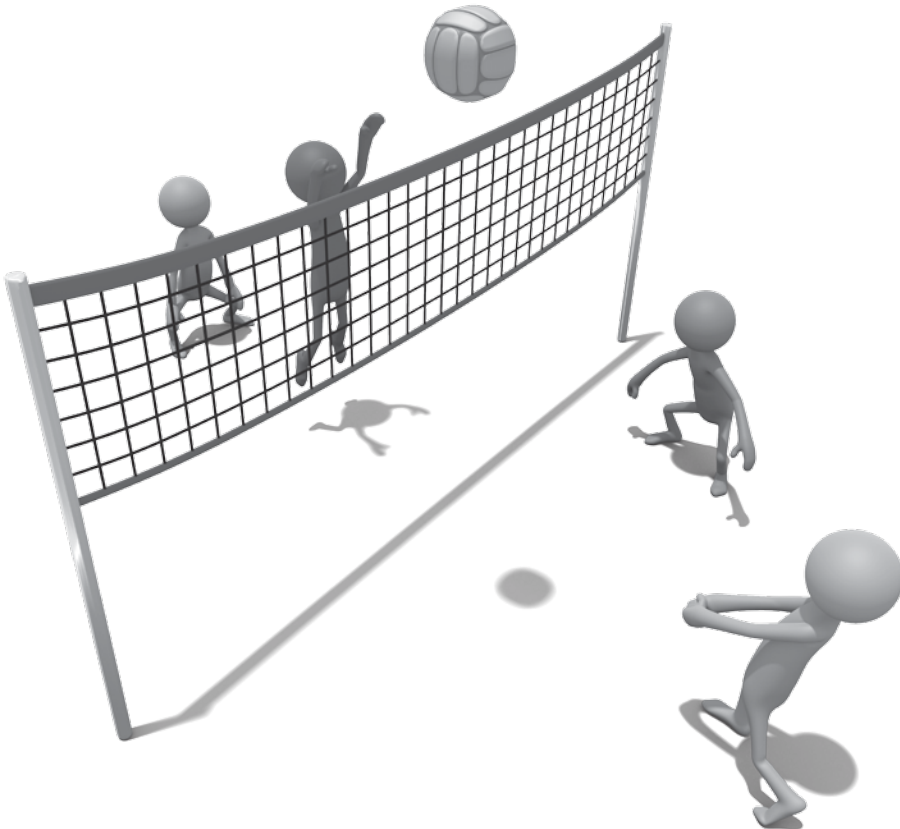
Students should *not* be required to supply all possible translations for each exercise: They should only provide one. All of the possible answers will be included in the Answer Key, so don't worry that you'll have to memorize all of the translations just so you can properly grade your students' work. It would be instructive, however, to question students from time to time about the particular choice they've made in translating, such as, "Can you imagine a particular situation that goes along with that translation?" or "In what situation could you imagine using a *different* translation from the one you've provided?"



## TRANSLATION

Translate the following words, or groups of words, into English.

1. la vache the cow
2. la souris the mouse
3. la vache et la souris the cow and the mouse
4. Ça va? Answers will vary, but should be one of the following: How are you? How are things going? How is it going? Is everything OK?
5. la vache avec la carte the cow with the map
6. Je parle. I speak/am speaking.
7. Je parle à la vache. I speak/am speaking to the cow.
8. Je parle français. I speak/am speaking French.
9. Je regarde la souris. I look at/am looking at the mouse.
10. J'étudie la carte avec la vache. I study/am studying the map with the cow.



## GRAMMAR

Fill in or circle the correct answer.

1. A *verb* is a word that describes an action. It tells us what someone is doing.
2. Circle the three verbs:  
a. town    b. bookshelf    **c. jump**    d. painter    **e. paint**    **f. sleep**
3. In French, **je regarde** means “I look” and never “I am looking.”  
Circle one:    True    **False**
4. What happens when you have the words **je + étudie** (I + study) together in a sentence?  
You get j'étudie. Why? It is because there are two vowels from different words sitting next to each other.

## PRONUNCIATION PRACTICE



Go to the Pronunciation Wizard at the beginning of the book and read the part labeled “Introduction.” Do the exercises in that section, stopping just before the section labeled “Vowels.”

## NEW VOCABULARY

Fill in the blank with the correct translation for each word.

1. <b>je regarde</b>	<u>I look (at)</u>	6. <b>la carte</b>	<u>the map</u>
2. <b>j'étudie</b>	<u>I study</u>	7. <b>le français</b>	<u>French</u>
3. <b>je parle</b>	<u>I speak</u>	8. <b>et</b>	<u>and</u>
4. <b>la vache</b>	<u>the cow</u>	9. <b>avec</b>	<u>with</u>
5. <b>la souris</b>	<u>the mouse</u>	10. <b>à</b>	<u>to, at</u>



## TRANSLATION

Translate the following French sentences into English. (Hint: Remember, depending on the situation, you could translate French verbs such as **je parle** in two different ways in English. In the sentences below, the situation is fairly clear as to which translation would be best, so go ahead and select the most natural one—either *I speak* or *I am speaking*; *I look* or *I am looking*, etc.)

1. No, I don't want to come home right now! **Je parle avec la vache!**

I am speaking with the cow!

2. None of the other kids talk with the mouse. Only I do. **Je parle avec la souris.**

I speak with the mouse.

3. "What are you looking at?"

**"Je regarde la carte."** I am looking at the map.

4. "Hey, why don't you want to play outside!?"

**"Because! J'étudie!"** I am studying.

5. My parents want to go on vacation to France, but they're worried because they can't speak any French. I told them to relax, though. **Je parle français!**

I speak French!



## Dictée!



Listen to the audio file [01\_05/Tr. 29] of the **dictée** for this **chapitre**. On the lines provided, write down the three sentences you hear. You do not need to write translations for them, though it's good practice to think through what the English translation would be. You may stop and repeat the audio file several times as you're writing down the sentences.

1. La vache parle.      Translation: The cow speaks/is speaking.
2. La souris étudie.      Translation: The mouse studies/is studying.
3. J'étudie et je parle.      Translation: I study/am studying and I speak/am speaking.





CHAPÎTRE  
2 DEUX

## DIALOGUE [02\_01/Tr. 30]

**Note:** As part of your preparation to read each chapter's new Jean and Aurélie dialogue, we recommend that you go back to the previous chapter's dialogue for a refresher on what is happening with our two characters. The stories will be easier to read that way!

JEAN. So, you've got a map. Maybe things aren't so bad after all. But, hey, wait a minute, where in the world does a cow learn to read maps?

AURÉLIE. **Ben ... à l'école.**

JEAN. At *school*? We've lived in the same petting zoo for five years and you've never told me you'd been to school?

AURÉLIE. **Oui, j'aime l'école.**

JEAN. Unbelievable! And I suppose all cows go to school?

AURÉLIE. **Ben, oui! Nous aimons l'école. Nous aimons beaucoup l'école!**

JEAN, *chuckling*. Of course you do! **Bien sûr, vous aimez l'école!** You all are studious cows, aren't you? Well, all right, then, Miss Smarty-Udders, what do *you* propose we do to get out of here?

AURÉLIE. **Marcher! Oh je marche beaucoup! Je marche, et je marche, et je marche!**

JEAN. Well, I'm glad you do. And I guess that as long as you are walking, I'll just hitch a ride on your back.

AURÉLIE. **Ah! Non, non, non, non, non ... non! Je marche et tu marches.**

JEAN. What, me, walk? Do you know how far it could be to the zoo?

AURÉLIE. **Oh ça va, ça va, Jean!**

JEAN. But, Aurélie! Oh, OK ... fine. **Allons-y.**

AURÉLIE. **Allons-y! À la maison!**



## CHANT [02\_02/Tr. 31]

**Parler (to speak/talk)****Parler! Je parle, tu parles, il/elle parle.****Parler! Nous parlons, vous parlez, ils/elles parlent.****Parler!**

Person	Singular	Plural
1st Person	<b>je parle</b> (I speak/talk) <sup>1</sup>	<b>nous parlons</b> (we speak/talk)
2nd Person	<b>tu parles</b> (you speak/talk)	<b>vous parlez</b> (you [all] speak/talk)
3rd Person	<b>il/elle parle</b> (he/she speaks/talks)	<b>ils/elles parlent</b> (they, masculine/they, feminine speak/talk) <sup>2</sup>

**ATTENTION**

Hey! Are you pronouncing the **s** on the end of **tu parles**? We thought we heard you. Don't say that **s**. Remember, don't say too much!

## VOCABULAIRE [02\_03/Tr. 32]

Français	Anglais
<b>aimer, j'aime</b>	to like/love, I like/love
<b>marcher, je marche</b>	to walk, I walk
<b>travailler, je travaille</b>	to work, I work
<b>la maison</b>	the house, the home
<b>l'école</b>	the school
<b>beaucoup</b>	a lot, many, very much
<b>la forêt</b>	the forest
<b>les devoirs</b>	the homework
<b>pour</b>	for
<b>de</b>	of, from

1. Did you notice that the French word for "I" is not capitalized in our chart? That's because, unlike in English, this word is not normally capitalized—unless, of course, it occurs at the beginning of a sentence.
2. The words "masculine" (often abbreviated as masc. or m.) and "feminine" (often abbreviated as fem. or f.) do not necessarily mean "male" and "female" or "boys" and "girls." Even though we do sometimes use **ils** when talking about a group of men or boys, or **elles** when talking about a group of women or girls, the idea of "masculine" and "feminine" is actually more complicated than that, and will be explained in **chapitre 6**. Hold tight for now!



## Conversation Journal [02\_04/Tr. 33]

<b>bien sûr</b>	of course	a conversation. For example: “Well, I guess you can wear a bathing suit to the movies if you really want . . .” or “Well, I’m not sure what I’d do if my refrigerator exploded!”
<b>Allons-y!</b>	Let’s go!	
<b>ben</b>	This word is used in the same way as we use the English word “well” when we don’t know exactly what to say in	

### ATTENTION

Do you remember our discussion in **chapitre** 1 about how a French word or expression can have multiple translations in English? Well, you probably noticed in the chant of this chapter that we made good on our promise to show you yet another way in which **je parle** (I speak/I am speaking) can be translated: I talk or I am talking. So, how do you know which one to choose when translating **parler**? Again, think about the situation in which it is being used and see if one of the translations (speak or talk) clearly sticks out as the way you’d say it, given the rest of the sentence. For instance, would you say, “I got in trouble because I spoke in class today” or “I got in trouble because I talked in class today”? In French, the verb would be the same—**parler**—but in English, it would sound more logical to use the verb “to talk.” Of course, sometimes it will not be so clear, but in those cases, don’t fret, just choose a translation that you feel makes sense for the situation.

Another example in this **chapitre** is the word **aimer**, which may be translated as “to like” or “to love.” Again, it all depends on the context: If you’re using **aimer** to talk about how fond you are of someone’s new T-shirt, you’re probably using the verb to mean “like.” However, if you’re using **aimer** to talk about how fond you are of your mother, (hopefully) you’re using the verb to mean “love.” As with most things in language, there are always exceptions. The important point to remember is that your translation must make sense in the context of the sentence.

# SUBJECTS

Look at the chant for this chapter. What is the chant all about? We're still talking about the verb **parler**, right, so what's the difference this time? Aha! This time, you may have noticed that we learned a little bit (**un peu**) more than we did in the last chant: We have now learned how to talk about *different people doing an action*. We now know how to say not just *I* speak, but *you, he, she, we, you all*, and *they* speak, too. How do we say "I," "you," "he," "she," "we," "you all," and "they" in French? Can you guess by looking at the chart? If you said, **je, tu, il, elle, nous, vous, and ils/elles**," you've got it! Those words are called *subjects*. The **subject** of a sentence is *one doing or being something: It can be a person, a place, or a thing*. In other words, the *subject* does the *verb* in the sentence. So, for example:

1. He runs every day.

subject verb

2. Yesterday I snored.

subject verb

3. **Nous** (We) **parlons** (speak/talk) **beaucoup** (a lot).

subject verb

Now, let's have a look at the difference between English subjects and verbs vs. French subjects and verbs:

Anglais	Français
I speak	<b>Je parle</b>
You speak	<b>Tu parles</b>
He speaks	<b>Il parle</b>
She speaks	<b>Elle parle</b>
We speak	<b>Nous parlons</b>
You (all) speak	<b>Vous parlez</b>
They (m. <sup>2</sup> ) speak	<b>Ils parlent</b>
They (f.) speak	<b>Elles parlent</b>

3. See the comment on masculine and feminine in the note for this **chapitre's** chant on page 36.

There's a good chance you're thinking, "Whoa, whoa, whoa. Why is French so complicated?" If you look at English, it's easy (**c'est facile**)—we just say the word "speak" every time, and we add an *s* to it when it's a "he" or a "she." If you want to say the same thing in French, there is a different form of "speak" for almost every subject. Does this mean that we have to learn thousands and thousands of French verb forms—new ones for every new verb we meet? That would take ages!

Fear not. Most French verbs follow *patterns*. Once you learn the pattern to a French verb, you've uncovered the key to any verb that follows the same pattern. The three verbs in this **chapitre's** vocabulary list, as well as the three verbs from last **chapitre's** list, all follow an identical pattern. Take any three you like as examples—we chose **parler**, **étudier**, and **marcher**:

Parler (to speak/talk)	Étudier (to study)	Marcher (to walk)
je <b>parle</b>	j' <b>étudie</b>	je <b>marche</b>
tu <b>parles</b>	tu <b>étudies</b>	tu <b>marches</b>
il <b>parle</b>	il <b>étudie</b>	il <b>marche</b>
elle <b>parle</b>	elle <b>étudie</b>	elle <b>marche</b>
nous <b>parlons</b>	nous <b>étudions</b>	nous <b>marchons</b>
vous <b>parlez</b>	vous <b>étudiez</b>	vous <b>marchez</b>
ils <b>parlent</b>	ils <b>étudient</b>	ils <b>marchent</b>
elles <b>parlent</b>	elles <b>étudient</b>	elles <b>marchent</b>

Notice that the underlined endings of all the forms repeat in each of the three verbs. As you read this **chapitre's** episode of Aurélie and Jean's adventures, you saw verbs in many of the different forms we just listed. But what makes each form different from the next? Well, there are three "ingredients" of a verb form you will learn in this book to help you analyze the differences. The first two ingredients, *number* and *person*, are explained in the following section. We'll tackle the third one, *tense*, in *French for Children Primer B*.

## VERBS: NUMBER

If you want to understand a verb form, you have to ask questions about it. The first question we should ask is, How many people are doing this action? In other words, is it just one person, or is there more than one person doing the action? It's got to be one or the other! So, we can separate all of the different forms you see above (**je parle**, **tu parles**, **il parle**, **nous parlons**, etc.) into two kinds: *singular*, meaning "only one," or *plural*, meaning "more than one." The singular group has just one person doing the action in the sentence, while the plural group has 2, 3, 4, or maybe even 5,091,230,941 people doing the action. Check out the following chart:

Singular	Plural
<b>je (I) parle</b> How many people? One.	<b>nous (we) parlons</b> How many people? OK, me, and who else? One other person? Two people? Maybe three? Maybe more?
<b>tu (you) parles</b> How many people? One.	<b>vous (you [all]) parlez</b> How many people? Twenty-seven? Fifty-seven? Maybe twenty?
<b>il (he) parle</b> How many people? One.	<b>ils (they, m.) parlent</b> How many people? Two? Ten? One hundred ninety-nine?
<b>elle (she) parle</b> How many people? One.	<b>elles (they, f.) parlent</b> How many people? Two? One million?

## VERBS: PERSON

The second question we need to ask in order to understand these changing verb forms is, Who is *doing* the action? Now, careful: We are not looking for *specific* answers to this question, such as “Cinderella is doing the action!” or “The president of the United States and his buddies are doing the action!” To answer this question there are only *three general* choices:

1. The one doing the action in the sentence is *the speaker of the sentence*.
2. The one doing the action in the sentence is *the person (or the people) to whom the speaker is speaking*.
3. The one doing the action in the sentence is *a different person, neither the speaker of the sentence, nor a person to whom the speaker is speaking*.

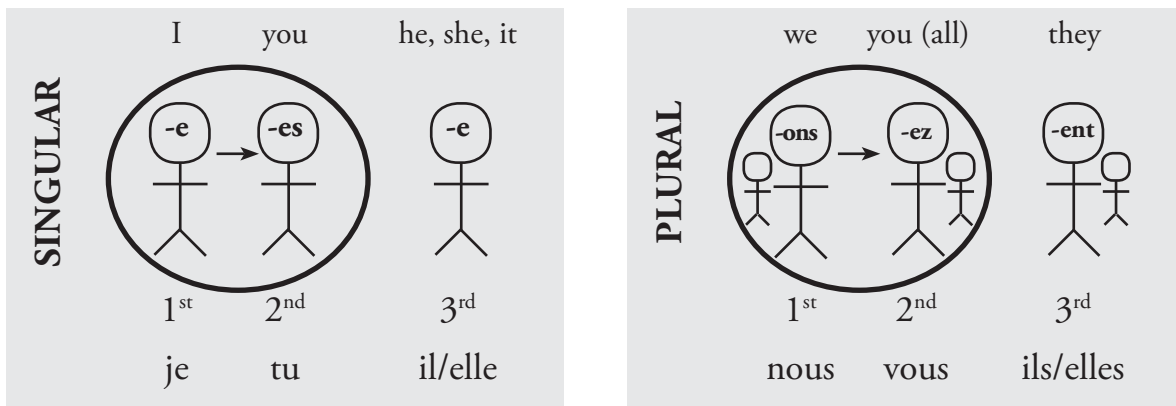
*The answer to this general question, Who is doing the action in a sentence? is what we call **person**. Let's look a little deeper into the three different choices for the person ingredient in a verb: *first person*, *second person*, and *third person*. If a verb is in the *first-person* form, this means that the speaker of the sentence is the one (or one of the ones) doing the action. For instance, if you say “*I run* like a goose,” or “*We run* like geese,” in both cases you are the one talking, and you run like a goose (either alone, or with other people). In French, you would use the subject **je (I)** or **nous (we)**, along with a first-person form of the verb, either singular or plural.*

The *second-person* form of the verb is used for the person (or people) to whom the speaker of the sentence is talking. Take, for example, the following questions: “*You love* pink pickup



trucks, right?” or “*You all love pink pickup trucks, right?*” The words “you” and “you all” (**tu** and **vous**) are in the second-person form because the speaker is addressing these subjects. The verb “love” is in the second-person form because it goes with “you” or “you all.”

Finally, the *third-person* form is used for a person or people who are “not in the conversation”—that is, those individuals who are 1) not speaking and 2) not being spoken to directly. The third-person form of a verb, then, is used when describing what *some other person* is or does. For example, in the sentence “I thought you knew that *he eats* frogs’ legs,” the word “he” is in the third-person (singular) form, and so is the verb “eats.” “He” is neither the speaker of that sentence nor the person addressed by the speaker. We could also use the third-person plural form “they”: “I thought you knew that *they eat* frogs’ legs.” **En français** (in French), we have **il** (he), **elle** (she), and then **ils** (they, m. plural) and **elles** (they, f. plural) as the third-person forms.<sup>4</sup> This drawing may help you understand:



Now that you’ve got this down, take another look at the chant chart at the beginning of the chapter. You should now see what we meant by putting “Person: 1st Person, 2nd Person, and 3rd Person” on the side, and “singular” and “plural” at the top of the table.



4. If you were very observant, you might have noticed that the *third-person singular* forms—**il parle** and **elle parle**—look identical to the *first-person singular* form, **je parle** (**parle** looks the same, that is). However, this is just a lucky exception: With many verbs, the **il** and **elle** form of the verb is different from the **je** form. For example, **je finis** (I finish) is different from **elle finit** (she finishes). Don’t worry about the difference between **ils** and **elles** right now. We’ll look at that in detail in **chapitre 7**.


## CHANT

Fill in the rest of the verb forms of **parler**.

Person	Singular	Plural
1st Person	<b>je parle</b>	<u>nous parlons</u>
2nd Person	<u>tu parles</u>	<b>vous parlez</b>
3rd Person	<u>il/elle parle</u>	<b>ils/elles parlent</b>

## TRANSLATION

Translate the following sentences into English.

- Il aime la vache.** He likes/loves the cow. 
- Vous parlez français.** You (all) speak/are speaking French.
- Elle travaille pour l'école.** She works/is working for the school.
- Nous étudions la carte.** We study/are studying the map.
- Nous parlons à la vache.** We talk/speak/are talking/speaking to the cow.
- Tu travailles à l'école.** You work/are working at the school.
- Elle aime l'école.** She likes/loves the school/school.
- Nous aimons la forêt.** We like/love the forest.
- Ils regardent la souris.** They look at/are looking at the mouse.
- Vous travaillez beaucoup.** You (all) work/are working a lot.

## TEACHER'S NOTE



As noted in **chapitre 1**, multiple translations will be supplied in the answer key, but students are not required to give all possible translations—just one will suffice.

## DISSECTION

In this section, you will learn to “dissect” a verb into its different ingredients. For now, you only need to pick *person* and *number*. Following the example we’ve given you in the first row of the chart, dissect the verbs that follow, and give their translations.



	Person	Number	Translation
<b>Nous travaillons</b>	first	plural	we work
1. <b>J'étudie</b>	<u>first</u>	<u>singular</u>	<u>I study/am studying</u>
2. <b>Vous aimez</b>	<u>second</u>	<u>plural</u>	<u>you [all] like/love</u>
3. <b>Elle travaille</b>	<u>third</u>	<u>singular</u>	<u>she works/is working</u>
4. <b>Elles travaillent</b>	<u>third</u>	<u>plural</u>	<u>they work/are working</u>
5. <b>Nous marchons</b>	<u>first</u>	<u>plural</u>	<u>we walk/are walking</u>

## GRAMMAR

Fill in or circle the correct answer.

- How many different “ingredients” does a verb form have? three
- Can you name them? person, number, and tense
- Circle two of the questions we should ask when trying to identify a verb form:
  - What is the name of the person doing the action?
  - ☒ How many people are doing the action?
  - How many times does the person do the action?
  - ☒ Who is doing the action?
  - Is the person doing the action really a certified doctor?
- English verbs change forms more than French verbs. Circle one: True ☒ False

## PRONUNCIATION PRACTICE



Go to the Pronunciation Wizard at the beginning of the book and read the part labeled “Vowels.” Do the exercises in this section, stopping just before the section labeled “Consonants.”

## NEW VOCABULARY

Fill in the blank with the correct translation for each word.

1. aimer, j'aime	<u>to like/love, I like/love</u>	6. beaucoup	<u>a lot, many, very much</u>
2. marcher, je marche	<u>to walk, I walk</u>	7. la forêt	<u>the forest</u>
3. travailler, je travaille	<u>to work, I work</u>	8. les devoirs	<u>the homework</u>
4. la maison	<u>the house, the home</u>	9. pour	<u>for</u>
5. l'école	<u>the school</u>	10. de	<u>of, from</u>

## REVIEW VOCABULARY

Fill in the blank with the correct translation for each word.

1. regarder, je regarde	<u>to look (at), I look (at)</u>	5. la souris	<u>the mouse</u>
2. et	<u>and</u>	6. la vache	<u>the cow</u>
3. avec	<u>with</u>	7. le français	<u>French</u>
4. à	<u>to, at</u>		

## TRANSLATION

Translate the following sentences into English.

1. Elle étudie à l'école. She studies/is studying at the school.
2. Vous aimez les devoirs. You (all) like/love homework.
3. J'étudie à la maison. I study at the house/at home. ♣
4. Nous parlons français. We speak French.
5. Tu étudies le français. You are studying French. ♣

## VERB FORMS

Complete the chart below with the different forms of the verb **travailler** (to work).

Person	Singular	Plural
1st Person	<u>je travaille</u> _____ (I work)	<u>nous travaillons</u> _____ (we work)
2nd Person	<u>tu travailles</u> _____ (you work)	<u>vous travaillez</u> _____ (you [all] work)
3rd Person	<u>il/elle travaille</u> _____ (he/she works)	<u>ils/elles travaillent</u> _____ (they work)

## Dictée!



Listen to the audio file [02\_05/Tr. 34] of the **dictée** for this **chapitre**. On the lines provided, write down the three sentences you hear. You do not need to write translations for them, though it's good practice to think through what the English translation would be. You may stop and repeat the audio file several times as you're writing down the sentences.

1. **Vous parlez.** Translation: You [all] speak/are speaking.
2. **Elle travaille beaucoup.** Translation: She works/is working a lot.
3. **Nous marchons à la maison.** Translation: We walk/are walking to the house.

### TEACHER'S NOTE



Translation #3, from p. 44: The first answer is the literal, word-for-word translation of the French sentence. However, you may notice that it sounds somewhat unnatural in English, if what is meant is that I study at the house that is *my house*. In that case, we'd probably just say, "I study at home." That is a fine translation in this case—maybe even better than the "official" answer. In these types of situations, where a slightly different translation might better capture the meaning than a word-for-word translation does, we will indicate this alongside the word-for-word answers.

### TEACHER'S NOTE



Translation #5, from p. 44: In this case, the word **le**, which normally translates as "the," is not translated into English. Occasionally, as you will see, such words simply do not have to be translated, though the reasons for this differ from case to case. We will be sure to let you know whenever this occurs.

# CHAPÎTRE

## TROIS 3

### DIALOGUE [03\_01/Tr. 35]

JEAN. Aurélie, what are you looking for now?

AURÉLIE. **Je cherche ... je cherche ...**

JEAN. Yes? What?

AURÉLIE. **Je cherche la carte ...**

JEAN. **Tu cherches la carte?** You mean to tell me that you lost it!?

AURÉLIE. **Oui ... désolée!**

JEAN. Well, what will we do now?

AURÉLIE. **Euh ... chercher la voiture?**

JEAN. Aurélie, **la voiture?** There's no car! That's why we are walking, remember? Think for a minute, will you? It's already getting dark ... sheesh. Try again. What should we do now?

AURÉLIE. **Rester?**

JEAN. Stay? No, we can't just *stay* here!

AURÉLIE. **Regarder la forêt?**

JEAN. What? What good will it do to look at the forest?

AURÉLIE. **Hmm ... Manger, alors?**

JEAN. **Manger? Manger** *what?* There's nothing to eat around here. Oh, Aurélie, this is hopeless.

AURÉLIE. **Ou ... parler?**

JEAN. Huh? Talk? Talk with whom?

AURÉLIE. **Ben ..., avec le chat!**

JEAN. **C-c-c-c ... Comment?** Where do you see a c-c-c-cat!? AH! **Oh là là**, Aurélie! When were you going to tell me that there was a cat in the tree behind me?

## CHANT [03\_02/Tr. 36]

**Finir (to finish)**

**Je finis, tu finis, il finit, and elle finit,**  
**nous finissons, vous finissez, ils finissent, and elles finissent.**

Person	Singular	Plural
1st Person	<b>je finis</b> (I finish)	<b>nous finissons</b> (we finish)
2nd Person	<b>tu finis</b> (you finish)	<b>vous finissez</b> (you [all] finish)
3rd Person	<b>il/elle finit</b> (he/she finishes)	<b>ils/elles finissent</b> (they, m./they, f. finish)

## VOCABULAIRE [03\_03/Tr. 37]

Français	Anglais
<b>finir, je finis</b>	to finish, I finish
<b>réussir, je réussis</b>	to succeed, I succeed
<b>espérer [que], j'espère [que]</b>	to hope [that], I hope [that] <sup>1</sup>
<b>chercher, je cherche</b>	to look (for), I look (for) <sup>2</sup>
<b>rester, je reste</b>	to stay, I stay
<b>manger, je mange</b>	to eat, I eat
<b>le chien</b>	the dog
<b>le chat</b>	the cat
<b>la voiture</b>	the car
<b>ou</b>	or

1. Notice that we've used square brackets for the word "that" as a possible addition to "hope," but regular old parentheses with the word "for" as a possible addition to "look." Why? We simply want to point out that if you say a sentence such as, "I hope that I win the lottery," you must actually use the French equivalent of the word "that," which is the word **que**. On the other hand, the word "for" in the expression "to look for" does not have a French equivalent; it is "built in" to the verb, so to speak, and so **chercher** can either mean "to look" or "to look for," depending on the situation. The case of **chercher** is very similar to another verb you've already seen where we put parentheses around a possible add-on word: **regarder**. You may remember that this word can mean either "to look" or "to look at" depending on the situation. Because you don't need to actually use an equivalent French word for "at," we put "at" in parentheses in the vocab list. It is simply understood when you use the verb.
2. Just to be clear, even though the word "for" might be optional when translating the verb **chercher**, depending on the context, the meaning of the verb stays the same. **Chercher** is used to indicate *searching* for something. You've now learned two verbs that could potentially be translated as "to look"—**regarder** and **chercher**—but these verbs mean different things. **Regarder** is not searching for anything, it is simply looking—looking *at* something, usually. For example, in English, the expression "I'm looking, I'm looking!" means something quite different depending on whether you've just been asked, "Are you looking at this beautiful sunset?" (you'd use **regarder** if you were answering this question in French) or "How much longer until you find your wallet?"



## Conversation Journal [03\_04/Tr. 38]

désolé      sorry

comment      This word can mean “how” as in the question, “How do you know?” but it can also mean, “Excuse me?”—a question one asks when one does not understand something.



(you'd use **chercher** if you were answering in French).

In this chapter, we will zoom in even closer on French verbs. Indeed, there are some loose ends we need to tie up from **chapitre 2**, and also some totally new information that we'll throw into the mix (we would hate for you to be bored). Actually, we've already thrown the new information at you—it's in the chant!

## VERB ENDINGS

The different forms of **finir** (to finish) do not look much like the forms of other verbs we've seen, such as **parler** (to speak/talk), do they? What is different? Let's have a quick look at several different verbs to refresh our memories:

Parler (to speak/ talk)	Étudier (to study)	Marcher (to walk)	Finir (to finish)
<b>je parle</b>	<b>j'étudie</b>	<b>je marche</b>	<b>je finis</b>
<b>tu parles</b>	<b>tu étudies</b>	<b>tu marches</b>	<b>tu finis</b>
<b>il parle</b>	<b>il étudie</b>	<b>il marche</b>	<b>il finit</b>
<b>elle parle</b>	<b>elle étudie</b>	<b>elle marche</b>	<b>elle finit</b>
<b>nous parlons</b>	<b>nous étudions</b>	<b>nous marchons</b>	<b>nous finissons</b>
<b>vous parlez</b>	<b>vous étudiez</b>	<b>vous marchez</b>	<b>vous finissez</b>
<b>ils parlent</b>	<b>ils étudient</b>	<b>ils marchent</b>	<b>ils finissent</b>
<b>elles parlent</b>	<b>elles étudient</b>	<b>elles marchent</b>	<b>elles finissent</b>

You probably recognize the first three verbs from **chapitres 1** and **2**. So, what makes **finir** different from the rest? The *endings*! Look at what happens if we erase the beginnings of all the verbs above:

<b>-e</b>	<b>-e</b>	<b>-e</b>	<b>-is</b>
<b>-es</b>	<b>-es</b>	<b>-es</b>	<b>-is</b>
<b>-e</b>	<b>-e</b>	<b>-e</b>	<b>-it</b>
<b>-e</b>	<b>-e</b>	<b>-e</b>	<b>-it</b>
<b>-ons</b>	<b>-ons</b>	<b>-ons</b>	<b>-issons</b>
<b>-ez</b>	<b>-ez</b>	<b>-ez</b>	<b>-issez</b>
<b>-ent</b>	<b>-ent</b>	<b>-ent</b>	<b>-issent</b>
<b>-ent</b>	<b>-ent</b>	<b>-ent</b>	<b>-issent</b>

Do you remember how we said that verbs follow patterns as they change forms? Well, officially, *the pattern that a verb follows when changing forms is called a **conjugation***. A conjugation is the pattern that a verb follows when changing forms to agree with different subjects. As you can see, there are at least two patterns, or *conjugations*, which a verb can follow as it “transforms”: First, there is the **-e, -es, -e, -e, -ons, -ez, -ent, -ent** pattern; and then, in the column

farthest to the right, there is the **-is, -is, -it, -it, -issons, -issez, -issent, -issent** pattern. We call verbs that follow these two patterns **-er** verbs and **-ir** verbs.

### ATTENTION

Notice the extra **s** that is present in the last few forms of the **-ir** conjugation. You can really hear those guys, unlike the silent **s** in **je finis** or **tu finis**.

## INFINITIVES

Huh? What do you mean **-er** and **-ir**? You never see any **er**'s or **ir**'s in these conjugations, right? Just look at the preceding chart. Where are the **-er** and **-ir**, anyway? Aha! But you *have* seen the **-er** and **-ir** before! Do you remember where? Hopefully, your eyes caught the word **parler** at the beginning of the chant in **chapitres** 1 and 2, and maybe you were even slick enough to see **finir** at the beginning of this **chapitre**'s chant. **Parler** is translated as "to speak/talk" and **finir** is translated as "to finish." These versions of the verbs are not really conjugations like the rest of the forms you see in the chart. They are called *infinitives*.

The *infinitive* of a verb is the form which has **no changed ending**—it is the **original** form whose ending (such as **-er** or **-ir**) has not been changed at all. Does this mean that if you go looking through old French books from a thousand years ago that you will only see the *original* infinitives and none of these other conjugations (**-e, -es, -ez**, and so on)? Nope. The infinitive is not "unchanged" in that sense—it is "unchanged" in the sense that *it does not have any different verb endings that tell us who or how many people do the action*. It is like a piece of clay that can be formed into many different shapes simply by adding the various verb endings.



### RENVOI

The ideas of "who" and "how many people" are the same as "person" and "number," which you learned in **chapitre 2**.

So then, the two *infinitives* you have learned so far follow the **-er** conjugation and the **-ir** conjugation. Many more of these patterns exist (you can find whole books people have written on just the patterns!), but in this book we are only giving you the most common ones so that your brain doesn't explode before your second year of French.

How can we use infinitives in French? Just as we do in English—for example, to say in French "I like *to study*," we'd say **J'aime** + the infinitive "to study," which is **étudier**. That gives us **J'aime étudier**. Or how about "You like *to study*"? **Tu aimes étudier**. In French, "You like *to walk*" would be **Tu aimes marcher**. Infinitives, then, can often be translated as simply "to" + action: "to walk," "to study," "to look for," "to call," etc. If you look back at the vocabulary for **chapitres** 1 and 2, you will see that we gave you both the infinitive of the verb plus the "I" form of the verb (first-person singular).



## FAUX AMIS

Occasionally, you'll run across a French word that looks almost identical to an English word. These word pairings, such as **rapide** and "rapid," or **chanter** and "to chant" are called *cognates*, and come from the same, much older source—in this case, the Latin words *rapidus* and *can-tus*. The other name sometimes given to cognates is *derivatives*, since they flow down from an older source (think "river" in the word "derivative"). You'll learn more about this type of word in **chapitre** 5. In any event, spotting Latin derivatives often makes learning French easier. For example, if you hear the sentence, **Je parle avec le professeur**, you can probably guess that **professeur** means "professor" or "teacher." You might not have guessed "teacher" right away, but you probably guessed "professor."

However, there are certain cases in which using this strategy backfires. That is, two words may look absolutely, positively related, but their meanings are completely different. We call these words "false friends," or **faux amis**, in French. In this **chapitre** we meet one such **faux ami**: the verb **rester**. If you didn't pay close attention to this **chapitre's** **vocabulaire**, you might think that this verb means "to rest" or "to take a rest." Actually, it means "to stay" somewhere—whether it's in the middle of the pool, at the top of a tree, or in your living room. We'll be sure to warn you if any more of these sneaky words appear, but keep your eyes and ears peeled for them from now on!



## CHANT

Complete the chart below with the different conjugations of the verb **finir** (to finish).

Person	Singular	Plural
1st Person	<u>je finis</u> _____ (I finish)	<b>nous finissons</b> (we finish)
2nd Person	<u>tu finis</u> _____ (you finish)	<b>vous finissez</b> _____ (you [all] finish)
3rd Person	<b>il/elle finit</b> (he/she finishes)	<u>ils/elles finissent</u> _____ (they finish)

## TRANSLATION

1. **Elles mangent beaucoup.** They eat/are eating a lot.  
\_\_\_\_\_
2. **Tu finis les devoirs.** You finish/are finishing the homework.  
\_\_\_\_\_
3. **Tu aimes manger!** You love/like to eat!  
\_\_\_\_\_
4. **Je cherche le chat.** I look for/am looking for the cat.  
\_\_\_\_\_
5. **Vous cherchez le chien.** You (all) look for/are looking for the dog.  
\_\_\_\_\_
6. **Nous cherchons le chien avec la voiture.** We look for/are looking for the dog with the car.  
\_\_\_\_\_

7. Elle reste à la maison. She stays/is staying at the house.

8. Elle finit les devoirs. She finishes/is finishing the homework.

9. Nous réussissons à l'école. We succeed/are succeeding at school.

10. Vous finissez les devoirs. You (all) finish/are finishing the homework.

## DISSECTION

Following the example we've given you, dissect the verbs that follow, and give their translations.

	Person	Number	Translation
<b>Vous finissez</b>	second	plural	you all finish
<b>Nous finissons</b>	<u>first</u>	<u>plural</u>	<u>we finish</u>
<b>Je réussis</b>	<u>first</u>	<u>singular</u>	<u>I succeed</u>
<b>Ils réussissent</b>	<u>third</u>	<u>plural</u>	<u>they succeed</u>
<b>Vous réussissez</b>	<u>second</u>	<u>plural</u>	<u>you (all) succeed</u>
<b>Ils restent</b>	<u>third</u>	<u>plural</u>	<u>they stay</u>



## GRAMMAR

Circle or fill in the correct answer.

1. Circle the letter of the correct name of the *different forms* of a verb that change depending on who (*person*) and how many (*number*) are doing the action?
  - a. computation
  - b. constellation
  - ☒ c. conjugation
  - d. combination
  - e. constipation
2. The form of a verb that has no changed endings—the “original” form of a verb—is called the infinitive.
3. If you listed the verb **parler** (to speak/talk) in all of the different forms (I speak, you speak, he speaks, etc.) and then next to it you listed the verb **chercher** (to look for) in all of the different forms, you would find the exact same pattern if you *erased* the \_\_\_\_\_ of the word. Circle the correct answer.
  - ☒ a. beginning
  - b. end
  - c. last letter
  - d. first letter

## PRONUNCIATION PRACTICE



Go to the Pronunciation Wizard at the beginning of the book and read the part labeled “Consonants.” Do the exercises in that section, stopping just before the section labeled “Accents.”

## MISSION INFINITY

Below is a large group of verbs. You've seen some of the verbs before—others you have not. Don't worry about translating anything; your mission is to pick out all of the infinitives *just by the forms*, and write them in the list on the side. Can you find all eleven?

mange	arrête	fournir	remplissent
chanter	cuisinons	fabriquons	attachez
vieillir	promets	rigoler	chassent
déménagez	créez	trient	plient
travaillons	écouter	dorment	lave
parle	frémissons	discutez	pardonnent
téléphonent	grignote	montons	grimpez
ranges	retirons	cultivez	élèvent
ajoutez	mélanges	trichent	manquez
regardent	développez	imaginent	tomber
vole	glisses	tournent	gagnent
pleurer	crient	finis	choisissez
marchons	gémir	naviguent	sortez
allumes	tape	dansez	jouer
remplir	communique	mènent	rougissent
cherchons	trouve	appeler	aimons

*Infinitives:*

1. fournir
2. chanter
3. tomber
4. vieillir
5. rigoler
6. pleurer
7. écouter
8. gémir
9. jouer
10. remplir
11. appeler



## NEW VOCABULARY

Fill in the blank with the correct translation for each word.

1. finir, je finis	<u>to finish, I finish</u>	6. manger, je mange	<u>to eat, I eat</u>
2. réussir, je réussis	<u>to succeed, I succeed</u>	7. le chien	<u>the dog</u>
3. espérer [que], j'espère [que]	<u>to hope [that], I hope [that]</u>	8. le chat	<u>the cat</u>
4. chercher, je cherche	<u>to look (for), I look (for)</u>	9. la voiture	<u>the car</u>
5. rester, je reste	<u>to stay, I stay</u>	10. ou	<u>or</u>

## REVIEW VOCABULARY

Fill in the blank with the correct translation for each word.

1. aimer, j'aime	<u>to like/love, I like/love</u>	6. avec	<u>with</u>
2. marcher	<u>to walk</u>	7. la maison	<u>the house, the home</u>
3. parler, je parle	<u>to speak, I speak</u>	8. la forêt	<u>the forest</u>
4. beaucoup	<u>a lot, many, very much</u>	9. étudier, j'étudie	<u>to study, I study</u>
5. la carte	<u>the map</u>	10. de	<u>of, from</u>

## TRANSLATION

Translate the following sentences into English.

1. Tu aimes étudier à la maison. You like/love to study at the house/at home.

2. Elle réussit à l'école. She succeeds/is succeeding at school.

3. J'aime finir les devoirs! I like/love to finish homework!

4. Nous espérons parler français. We hope to speak French.

5. J'espère que tu réussis. I hope that you succeed. 

6. Ils restent avec la voiture. They stay/are staying with the car.

## CONJUGATION CHART

Complete the following chart with the different conjugations of the verb **réussir** (to succeed).

Person	Singular	Plural
1st Person	<b>je réussis</b> (I succeed)	<b>nous réussissons</b> (we succeed)
2nd Person	<b>tu réussis</b> (you succeed)	<b>vous réussissez</b> (you [all] succeed)
3rd Person	<b>il/elle réussit</b> (he/she succeeds)	<b>ils/elles réussissent</b> (they succeed)

### TEACHER'S NOTE



Technically, "to hope" here could be construed as progressive—"I am hoping that you succeed"—but it is an unusual form and it's unlikely that students will translate this sentence that way.

## Dictée!



Listen to the audio file [03\_05/Tr. 39] of the **dictée** for this **chapitre**. On the lines provided, write down the three sentences you hear. You do not need to write translations for them, though it's good practice to think through what the English translation would be. You may stop and repeat the audio file several times as you're writing down the sentences.

1. **Il finit les devoirs.**      Translation: He finishes/is finishing the homework.
2. **Ils finissent les devoirs.**      Translation: They finish/are finishing the homework.
3. **Tu restes dans la voiture.**      Translation: You stay/are staying in the car.

