


A Treasure Chest for Families New to

FRENCH IMMERSION

Durham Edition



Une trousse de trésors pour
les parents d'immersion

Le conseil scolaire du district de Durham 2010
Durham District School Board 2010



DURHAM DISTRICT SCHOOL BOARD PROGRAMS DEPARTMENT



BIENVENUE !

Welcome to the wonderful world of French Immersion! To help you take your first steps in your child's journey with French Immersion, we have compiled a quick and easy reference guide designed to make this transition as smooth as possible. Even the most involved immersion parents or guardians have, at times, felt helpless trying to understand a homework assignment or wanting to offer support to their children. This handbook will assist you in providing that important support for your children as they embark on their exciting journey towards bilingualism.

INTERNET SUPPORT

We invite you to access this document on our website at www.durham.edu.on.ca. From the home page, go to "Programs" and then select "French Immersion". Here, you will find the on-line version of the "Treasure Chest". Click on a word to hear the pronunciation of the French words and expressions.

ACKNOWLEDGEMENTS

Special thanks go out to the following people for their assistance in producing this resource:

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Geoff Collins, *Program Facilitator, FSL, Classical and International Languages*

Sheryl Pearson, *Design Team Leader, Creative Services*

Michelle Pearson, *Graphic Designer, Creative Services*

Also to Maria DiMauro who helped create the original documents upon which this resource is based.

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INTRODUCTION

What is French Immersion?

The French Immersion programme is designed to provide non-francophone children with a high degree of proficiency in the French language. In fact, it is not expected that anyone at home will have any prior knowledge of French, and for that reason, all communication between the school and home will be conducted in English, (e.g. newsletters, memos, report cards).

While any exposure to a second language is beneficial, French Immersion broadens and deepens that exposure. In immersion programs, French is not only a subject, but a language of instruction and a means of communication. Essentially, children will learn the language as a vehicle of expression in other curriculum areas rather than learning about language in isolation.

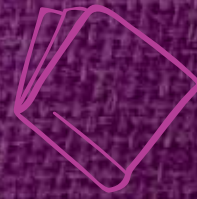
In French Immersion, much of the regular school curriculum is taught in French. Immersion goes beyond learning *about* French to learning *through* French.

Immersion students retain their own language and culture while gaining an appreciation and use of another.

French Immersion programs have flourished across Canada since they were first introduced in the late 1960s. The benefits and opportunities of learning more than one language are recognized as never before. Research confirms that knowledge of a second language strengthens first language skills and that the ability to speak two or more languages generally enhances problem-solving and reasoning skills, the capacity for creative thinking and the ability to respect and understand other cultures. Second language learning also strengthens students' ability to communicate and participate effectively in the workplace and in the global community.

The purpose of the French Immersion program is to provide children with the opportunity of achieving a meaningful level of functional bilingualism. To expect all students to attain the fluency of native speakers is, however, not a realistic aim even for an immersion program. **What the children will achieve is a high level of functional bilingualism, enabling them to function with ease in both English and French.**

How Can I Help?



Parents and guardians have a vital role in their child's learning. Today, more than ever before, parents have access to information on how to effectively support their child's education through books, pamphlets, speakers, workshops, the media and the Internet.

The following are suggestions for parents and guardians with children in the French Immersion program:

- Speak positively about the program, the teacher and the school. Express any questions or concerns you might have to the teacher or principal, not your child. Remember that your child's success in the program will be affected by the efforts and the mutual support of all involved.
- During the first few years in French Immersion, the child is not in contact with the customs, traditions or culture of his or her own heritage so it would be recommended that this learning take place in the home. Teach your child the stories, songs and nursery rhymes that are part of his or her own folklore.
- Show an interest in your child's daily activities and let him/her know that you are pleased with his/her progress. Always be as encouraging as possible.
- Read daily with your child in English. By approaching this in a relaxed and enjoyable manner, your child's English vocabulary will be enriched and his/her self-confidence, and love of reading, will grow. Do not worry about formally teaching your child to read English as he/she will readily transfer reading skills to English once they have been mastered in French.
- Listen to your child read in both English and French.
- If your child is eager to speak French at home, encourage him/her but never force your child to do so.
- Do not attempt to correct your child if you are uncertain of the correct expression or pronunciation.

- Give your child the benefit of the doubt and let your child teach you!
- Take advantage of situations that increase your child's exposure to French language and culture such as French television and radio programs, music, computer software, the Internet, cultural events, books, magazines, movies, and games.
- Do not compare your child's progress with the neighbour's children, whether in the French Immersion or the regular program. No two teachers and no two students work at the same rate.
- Assist your child in completing class assignments or projects by helping with organizational or presentation skills, locating appropriate resources for research or explaining specific concepts in English.
- Check for homework on a daily basis and schedule in time for its completion. Provide a quiet, secluded place with good overhead lighting, a firm chair with a table or desk and no distractions! Questions or concerns regarding homework expectations should be discussed with the classroom teacher.
- Volunteer to help at the school, either in the classroom or with concerts, fairs, field trips, and so on.



Help With Listening & Speaking

Les Salutations

GREETINGS

Allô
Bonsoir !
Bonjour !
Salut !
Comment ça va ?
Bonne nuit

Au revoir !
À lundi !
À demain !
Bon appétit !
Bonne fin de semaine !

S'il vous plaît !
Merci !
Bienvenue !
Pardon !
Je m'excuse !

Bonne chance !
Bonne fête !
Félicitations !

À bientôt, à tout à l'heure
Comme-ci, comme-ça
Assez bien
Bon, D'accord, Ça va
Bien
Bien sûr
De rien, pas de quoi

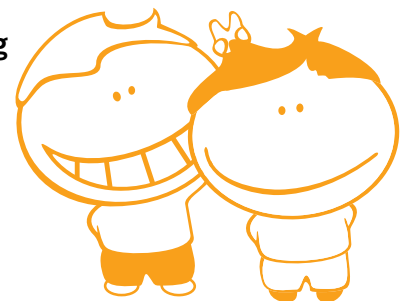
Hello!
Good evening!
Hello/Good morning!
Hi/Goodbye!
How are you?
Good night

Goodbye!
See you on Monday!
See you tomorrow!
Enjoy your food!
Have a good weekend!

Please!
Thank you!
Welcome!
Excuse me!
I'm sorry!

Good Luck!
Happy Birthday!
Congratulations!

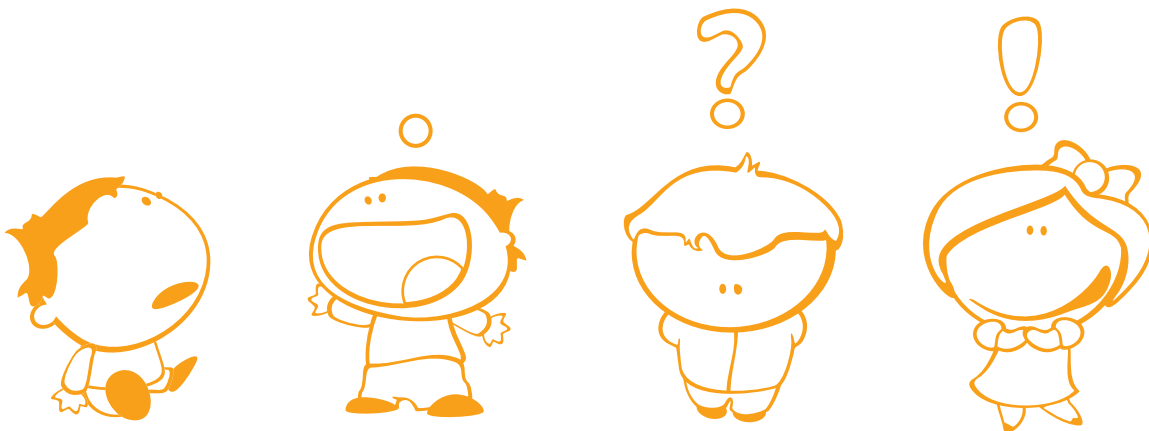
See you later, see you soon, so long
So-so
Pretty well
O.K.
Good, well
Of course
You're welcome



Les expressions interrogatives

QUESTION WORDS

Quoi ?	What?
Qui ?	Who?
Comment ?	How?
Où ?	Where?
Quel ?	Which? What?
Pourquoi ?	Why?
Quand ?	When?
Combien ?	How much? How many?
Est-ce que ?	Do/Does? Is/Are there?
Qu'est-ce que ?	What?
mais	but
aussi	also
parce que	because
et	and
cependant	however



Les chiffres de 1 à 1 000

NUMBERS 1 TO 1000

1 un	2 deux	3 trois	4 quatre	5 cinq
6 six	7 sept	8 huit	9 neuf	10 dix
11 onze	12 douze	13 treize	14 quatorze	15 quinze
16 seize	17 dix-sept	18 dix-huit	19 dix-neuf	20 vingt
21 vingt et un	22 vingt-deux	23 vingt-trois	24 vingt-quatre	25 vingt-cinq
26 vingt-six	27 vingt-sept	28 vingt-huit	29 vingt-neuf	30 trente
31 trente et un	32 trente-deux	33 trente-trois	34 trente-quatre	35 trente-cinq
36 trente-six	37 trente-sept	38 trente-huit	39 trente-neuf	40 quarante
41 quarante et un	42 quarante-deux	43 quarante-trois	44 quarante-quatre	45 quarante-cinq
46 quarante-six	47 quarante-sept	48 quarante-huit	49 quarante-neuf	50 cinquante
51 cinquante et un	52 cinquante-deux	53 cinquante-trois	54 cinquante-quatre	55 cinquante-cinq
56 cinquante-six	57 cinquante-sept	58 cinquante-huit	59 cinquante-neuf	60 soixante
61 soixante et un	62 soixante-deux	63 soixante-trois	64 soixante-quatre	65 soixante-cinq
66 soixante-six	67 soixante-sept	68 soixante-huit	69 soixante-neuf	70 soixante-dix
71 soixante et onze	72 soixante-douze	73 soixante-treize	74 soixante-quatorze	75 soixante-quinze
76 soixante-seize	77 soixante-dix-sept	78 soixante-dix-huit	79 soixante-dix-neuf	80 quatre-vingts
81 quatre-vingt-un	82 quatre-vingt-deux	83 quatre-vingt-trois	84 quatre-vingt-quatre	85 quatre-vingt-cinq
86 quatre-vingt-six	87 quatre-vingt-sept	88 quatre-vingt-huit	89 quatre-vingt-neuf	90 quatre-vingt-dix
91 quatre-vingt-onze	92 quatre-vingt-douze	93 quatre-vingt-treize	94 quatre-vingt-quatorze	95 quatre-vingt-quinze
96 quatre-vingt-seize	97 quatre-vingt-dix-sept	98 quatre-vingt-dix-huit	99 quatre-vingt-dix-neuf	100 cent
101 cent un	325 trois cent vingt-cinq	800 huit cents	1 000 mille	

Jours de la semaine, mois, saisons et dates

DAYS OF THE WEEK, MONTHS, SEASONS AND DATES

JOURS DE LA SEMAINE

dimanche
lundi
mardi
mercredi
jeudi
vendredi
samedi

DAYS OF THE WEEK

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

MOIS

janvier
février
mars
avril
mai
juin
juillet
août
septembre
octobre
novembre
décembre

ABRÉVIATIONS

jan.
fév.
mars
avr.
mai
juin
juil.
août
sept.
oct.
nov.
déc.

MONTHS

January
February
March
April
May
June
July
August
September
October
November
December

SAISONS

le printemps
l'été
l'automne
l'hiver

SEASONS

spring
summer
fall
winter

DATES

le premier	1	le neuf	9	le dix-sept	17	le vingt-cinq	25
le deux	2	le dix	10	le dix-huit	18	le vingt-six	26
le trois	3	le onze	11	le dix-neuf	19	le vingt-sept	27
le quatre	4	le douze	12	le vingt	20	le vingt-huit	28
le cinq	5	le treize	13	le vingt et un	21	le vingt-neuf	29
le six	6	le quatorze	14	le vingt-deux	22	le trente	30
le sept	7	le quinze	15	le vingt-trois	23	le trente et un	31
le huit	8	le seize	16	le vingt-quatre	24		

Par exemple, « **Aujourd'hui, c'est le mardi 31 mai.** »

Le temps

THE WEATHER

Il fait beau.	It's good weather.
Il fait mauvais.	It is bad weather.
Il fait chaud.	It's hot.
Il fait froid.	It's cold.
Il fait soleil.	It's sunny.
Il y a du soleil.	
C'est ensoleillé.	
Il vente.	It's windy.
Il y a du vent.	
C'est venteux.	
Il fait gris.	It's overcast.
C'est nuageux.	It's cloudy.
Il pleut.	It's raining.
Il neige.	It's snowing.
Il gèle.	It's freezing.
Il y a du brouillard.	It's foggy.
Il y a de l'orage.	It's stormy.
C'est orageux.	



Heures

TIMES

A.M.	AVANT-MIDI	P.M.	APRÈS-MIDI
1 o'clock	1 h - une heure	1 o'clock	13 h - treize heures
2 o'clock	2 h - deux heures	2 o'clock	14 h - quatorze heures
2:10	2 h 10 - deux heures dix	2:30	14 h 30 - quatorze heures trente
3 o'clock	3 h - trois heures	3 o'clock	15 h - quinze heures
3:15	3 h 15 - trois heures et quart	3:40	15 h 40 - quinze heures quarante
4 o'clock	4 h - quatre heures	4 o'clock	16 h - seize heures
5 o'clock	5 h - cinq heures	5 o'clock	17 h - dix-sept heures
5:20	5 h 20 - cinq heures vingt	5:50	17 h 50 - dix-sept heures cinquante
6 o'clock	6 h - six heures	6 o'clock	18 h - dix-huit heures
7 o'clock	7 h - sept heures	7 o'clock	19 h - dix-neuf heures
8 o'clock	8 h - huit heures	8 o'clock	20 h - vingt heures
9 o'clock	9 h - neuf heures	9 o'clock	21 h - vingt et une heures
10 o'clock	10 h - dix heures	10 o'clock	22 h - vingt-deux heures
11 o'clock	11 h - onze heures	11 o'clock	23 h - vingt-trois heures
12 o'clock	12 h - midi - Noon	12 o'clock	24 h - minuit - Midnight



Les formes

SHAPES

LES FORMES

SHAPES

un rectangle



un cercle



un triangle



un carré



un cube



un cône



une sphère



un ovale

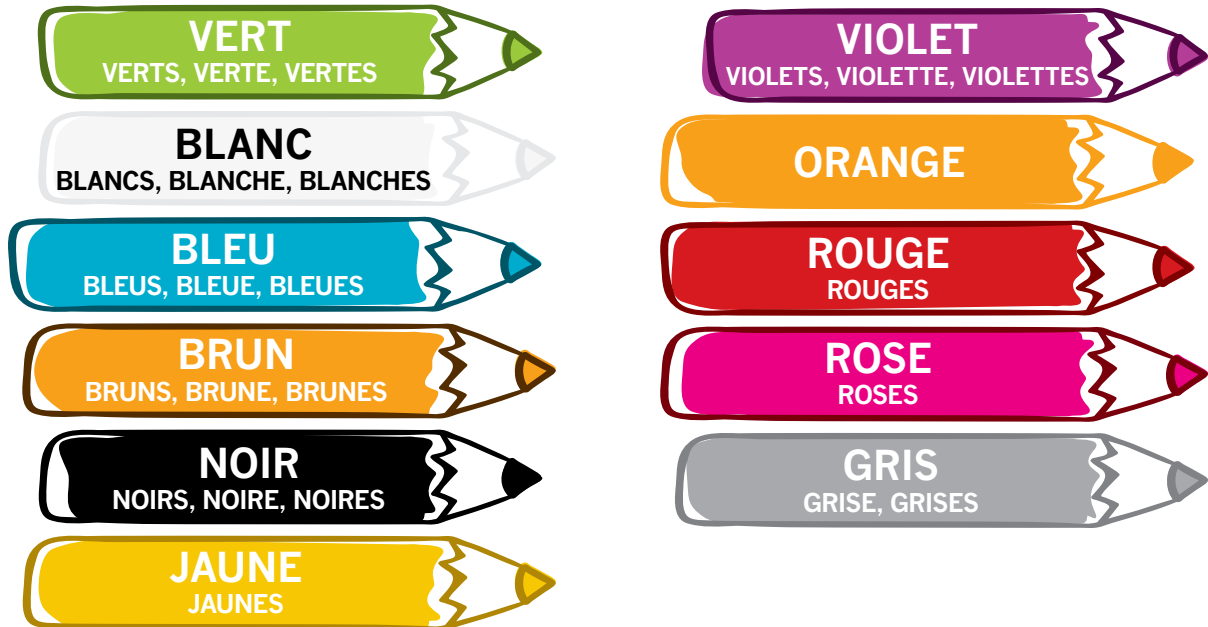


un losange



Les couleurs

COLOURS



DE QUELLE COULEUR SONT TES CHEVEUX ?

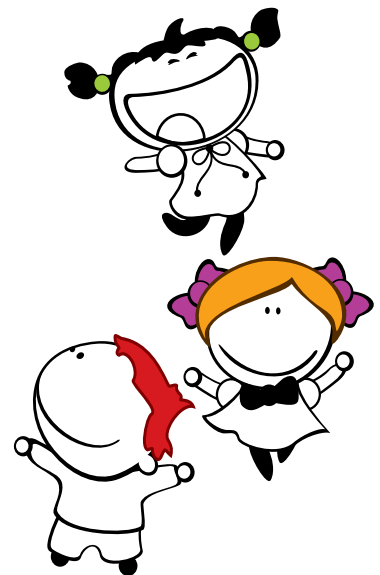
J'ai les cheveux...

- noirs**
- bruns**
- blonds**
- gris**
- châtains**
- roux**
- blancs**

WHAT COLOUR IS YOUR HAIR?

My hair is...

- black
- brown
- blonde
- grey
- light brown
- red
- white



Les adjectifs

ADJECTIVES

grand (grands, grande, grandes)

- *Mon père est **grand**.*
- *Ma mère est **grande** aussi.*

petit (petits, petite, petites)

- *Mon chien est **petit**.*
- *Mes chats sont **petits** aussi.*

gros (grosse, grosses)

- *Mon dictionnaire est **gros**.*

mince (minces)

- *Mon ami est **mince**.*

beau (beaux, belle, belles)

- *L'acteur est **beau** et l'actrice est **belle**.*

laid (laid, laide, laides)

- *Le monstre est **laid**.*

gentil (gentils, gentille, gentilles)

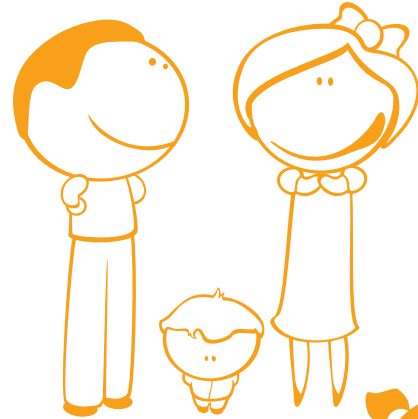
- *Ma sœur est très **gentille**.*
- *Mes parents sont **gentils** aussi.*

méchant

(méchants, méchante, méchantes)

- *Il est très **méchant**.*

big, tall



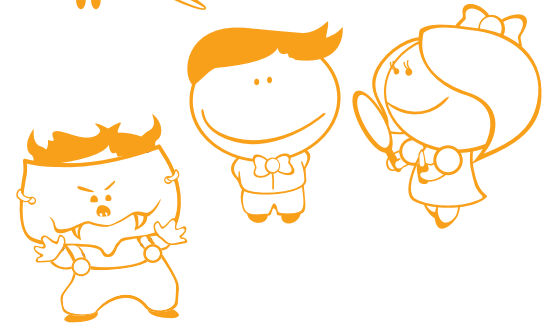
small, little



big, fat



thin



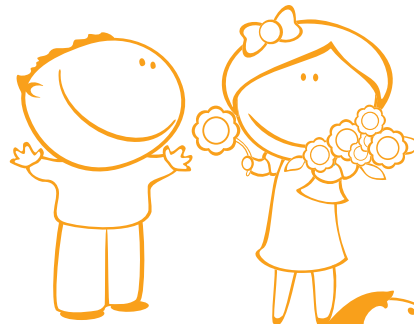
beautiful, handsome



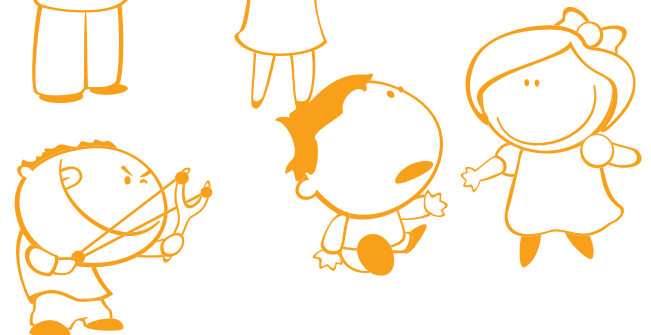
ugly



kind



mean



bon (bons, bonne, bonnes)

• *Mmm... le gâteau est très **bon** !*

mauvais (mauvaise, mauvaises)

• *Le temps est **mauvais** aujourd'hui.*

rapide (rapides)

• *Cette auto est très **rapide** !*

lent (lents, lente, lentes)

• *Mais cette auto est très **lente** !*

content (contents, contente, contentes)

• *Nous sommes très **contents** !*

triste (tristes)

• *Il est **triste**.*

chaud (chauds, chaude, chaudes)

• *J'adore le chocolat **chaud** !*

froid (froids, froide, froides)

• *L'eau est très **froide** !*

fâché (fâchés, fâchée, fâchées)

• *Elle est **fâchée** !*

intéressant

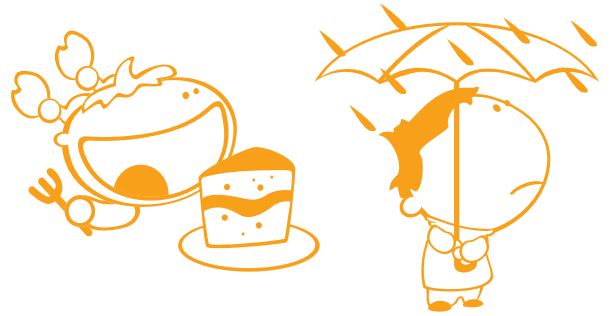
(intéressants, intéressante, intéressantes)

• *Le film est très **intéressant** !*

amusant (amusants, amusante, amusantes)

• *Le jeu est très **amusant** !*

good



bad

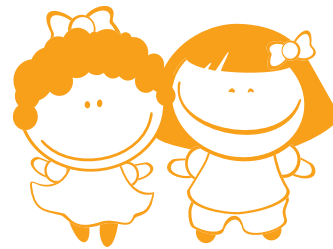
fast



slow



happy



sad



hot



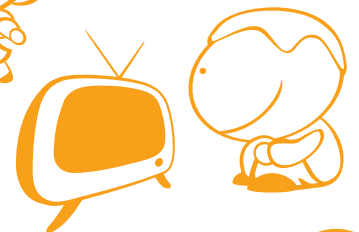
cold



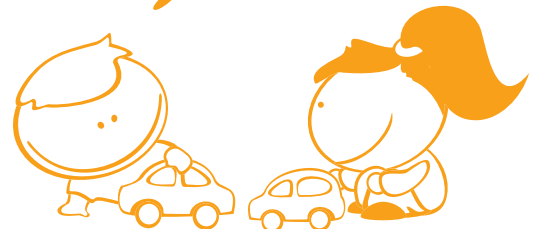
mad, angry



interesting



amusing, fun



Les expressions utiles

USEFUL EXPRESSIONS

LES CONVERSATIONS

Bonjour !

Salut !

Bonne journée !

Bonne fin de semaine !

Bonsoir !

Bonne nuit !

Au revoir !

À bientôt !

À tout à l'heure !

À demain !

À lundi !

S'il te plaît

S'il vous plaît

Merci !

De rien !

Bonne chance !

Bonne fête / Joyeux anniversaire !

Félicitations !

Bon appétit !

D'accord

CONVERSATIONS

Hello! Good morning!

Hi!

Have a good day!

Have a good weekend!

Good evening!

Good night!

Goodbye!

See you soon!

See you later!

See you tomorrow!

See you on Monday!

Please (when talking to a child or a friend)

Please (when talking to an adult or more than one person)

Thank you!

You're welcome!

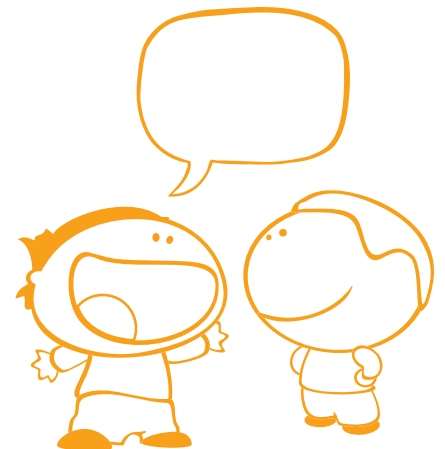
Good luck!

Happy Birthday!

Congratulations!

Enjoy your meal!

Okay (I agree)



Comment ça va ?
Ça va bien, merci. Et toi ?

How are you?
Fine, thanks. And you?

Comment t'appelles-tu ?
Je m'appelle _____.

What is your name?
My name is _____.

Quel âge as-tu ?
J'ai ____ ans.

How old are you?
I am ____ years old.

Quand est ton anniversaire ?
Mon anniversaire est le _____.

When is your birthday?
My birthday is _____.

Où habites-tu ?
J'habite à _____.

Where do you live?
I live in _____.

Quel est ton adresse ?
Mon adresse est _____.

What is your address?
My address is _____.

Comment s'appelle ton père ?
Mon père s'appelle _____.

What is your father's name?
My father's name is _____.

Comment s'appelle ta mère ?
Ma mère s'appelle _____.

What is your mother's name?
My mother's name is _____.

Combien de frères as-tu ?
J'ai ____ frère(s).

How many brothers do you have?
I have ____ brother(s).

Combien de sœurs as-tu ?
J'ai ____ sœur(s).

How many sisters do have?
I have ____ sister(s).

À quelle école vas-tu ?
Je vais à l'école _____.

What school do you go to?
I go to _____.

Comment s'appelle ton école ?
Mon école s'appelle _____.

What is the name of your school?
The name of my school is _____.

En quelle année es-tu ?
Je suis en ____ année.

What grade are you in?
I am in grade ____.

À L'ÉCOLE

Puis-je tailler mon crayon ?

Puis-je quitter la salle de classe ?

Puis-je boire de l'eau ?

Puis-je aller ...

au bureau ?

aux toilettes ?

à la bibliothèque ?

à mon casier ?

à la fontaine ?

au gymnase ?

Quelle est la date ?

Quel jour sommes-nous ?

De quoi avons-nous besoin ?

Que faisons-nous aujourd'hui ?

J'ai une question.

Je ne sais pas.

Je ne comprends pas ...

le mot.

la phrase.

la réponse.

la question.

les devoirs.

l'exercice.

le problème.

AT SCHOOL

May I sharpen my pencil?

May I leave the classroom?

May I get a drink of water?

May I go...

to the office?

to the washroom?

to the library?

to my locker?

to the fountain?

to the gym?

What is the date?

What day is it?

What do we need?

What are we doing today?

I have a question.

I don't know.

I don't understand...

the word.

the sentence.

the answer.

the question.

the homework.

the exercise.

the problem.

Je n'ai pas de _____.	I don't have a/any _____.
Ouvrez vos livres !	Open your books!
Fermez vos livres !	Close your books!
Répétez, s'il vous plaît.	Say that again, please.
Donne-moi ton livre, s'il te plaît.	Please give me your book.
Écoutez les instructions.	Listen to the instructions.
Parlez plus fort, s'il vous plaît !	Speak up, please!
Lisez à haute voix !	Read out loud!
Répondez à la question, s'il vous plaît.	Answer the question, please.
Sortez vos devoirs !	Take out your homework!
Apprenez le dialogue par coeur.	Memorize the dialogue.
Apportez vos cahiers.	Bring your workbooks.
Asseyez-vous, s'il vous plaît.	Please sit down.
Levez-vous, s'il vous plaît.	Please stand up.
Faites attention !	Pay attention! Be careful!
Dites-le en français !	Say it in French!
Comment dit-on _____ ?	How do you say _____?
Que veut dire _____ ?	What does _____ mean?
Que signifie ce mot ?	What does this word mean?
Ce n'est pas correct.	It's not correct.
Tu as fait une faute.	You have made a mistake.
Zut !	Darn it!
Pas si vite !	Not so fast!
Vraiment ?	Really?
Un moment, s'il vous plaît !	Just a moment, please.

Lentement, s'il vous plaît !

Slowly, please!

Plus vite, s'il vous plaît !

Faster, please!

Êtes-vous prêts ?

Are you ready?

Corrigeons les devoirs.

Let's check the homework.

Je suis désolé(e).

I'm sorry.

Excusez-moi. Pardonnez-moi.

Excuse me.

J'ai perdu mon/ma/mes _____ .

I have lost my _____ .

J'ai oublié mes devoirs !

I've forgotten my homework.

Encore une fois, s'il vous plaît !

Once again, please!

Prendre les présences.

To take attendance.

Présent(e) !

Present!

Il est absent. Elle est absente.

He is absent. She is absent.

Je veux faire une annonce.

I want to make an announcement.

Je dois étudier.

I have to study.

À quelle page sommes-nous ?

What page are we on?

Faut-il sauter une ligne ?

Do we have to skip a line?

Il n'y a pas de devoirs ?

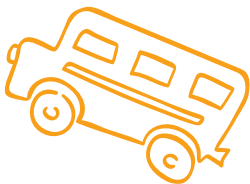
Isn't there any homework?

C'est assez. Ça suffit.

That's enough.

C'est tout.

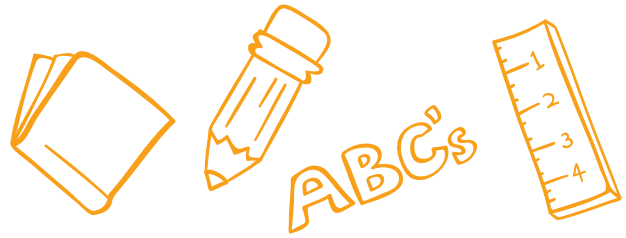
That's all.



ABC's



VOCABULAIRE UTILE À L'ÉCOLE USEFUL SCHOOL VOCABULARY



Une agrafeuse	A stapler
Une boîte bleue	A blue box
La craie	The chalk
Un crayon	A pencil
Un stylo	A pen
Une gomme à effacer	An eraser
Une règle	A ruler
Un taille-crayons	A pencil sharpener
Une perforatrice	A paper punch
Un pupitre	A desk
Les devoirs	Homework
Le tableau	The chalkboard, whiteboard
La poubelle	The garbage can
Une horloge	A clock
Un rétroprojecteur	An overhead projector
Un sac à dos	A back-pack
Le projecteur électronique	The data projector
Un coffre à crayons	A pencil case
Les crayons à colorier	Pencil crayons
Un dictionnaire	A dictionary
Une chaise	A chair
Une table	A table

Un tapis	A carpet
La cloche	The bell
Un téléviseur	A television
Un lecteur de disque compact	A CD player
Un écran	A screen
Un ordinateur	A computer
Un livre	A book
Un manuel	A textbook
Un cahier	A workbook
Le papier	Paper
Le carton	Cardboard
Les ciseaux	Scissors
La porte	The door
La fenêtre	The window
La colle	Glue
Un(e) enseignant(e)	A teacher
Un(e) élève	A student
Le directeur/ la directrice	The principal
Le directeur-adjoint/ la directrice-adjointe	The vice principal
Le concierge	The caretaker
Le/la secrétaire	The secretary
Le bureau	The office or the teacher's desk

LES MOTS USUELS HIGH FREQUENCY WORDS

J'aime _____ .	I like _____ .
Je n'aime pas _____ .	I don't like _____ .
Et	And
Est	Is
Aussi	Also
Il y a	There is, there are
C'est	It is
Tout le monde	Everyone, everybody
Sur	On
Sous	Under
Devant	In front of
Derrière	Behind
Ici	Here
Là-bas	Over there
Avant	Before
Après	After
Plus	More
Moins	Less
Que	Than, that

Mais	But
Ou	Or
Pour	For
Avec	With
Parce que	Because
Après	After
Vite	Quickly
Lentement	Slowly
Beaucoup	A lot
Très	Very
Vraiment	Really
Encore	Again, yet
Puis, ensuite	Then, afterwards
Pendant	During
Maintenant	Now
Aujourd'hui	Today
Demain	Tomorrow
Hier	Yesterday
Bravo !	Well done!
Fantastique !	Fantastic!
Formidable !	Great!



Help With Reading

The most important foundation for reading is established before your child goes to school. There is nothing more important that you can do for your child than to establish a love of books and an appreciation of the written word.

Expose your child to English and French reading material as often as possible. Use a variety of genres (i.e. newspapers, comic books, fiction, and non-fiction). Discuss content with your child and encourage verbal feedback. Model reading to show that books can be a form of entertainment as well as a source of information.

Studies have shown that reading strategies and skills may be transferred from one language to another.

Libraries and Book Clubs are an excellent source for obtaining quality reading material. Parents can assist their child in learning how to locate information and resources which will support his/her learning.

There are several differences between French and English pronunciation that might be most obvious as you read along with your child:

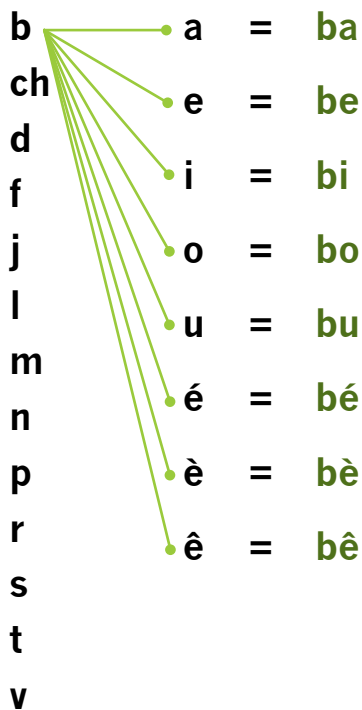
- **consonants** are essentially the same;
- there are significant differences between the **sounds of the vowels**;
- **h** is always silent in French;
- an **s** at the end of a word, to indicate the plural, often is silent;
- **qu** sounds like **k** (not kw as quiet);
- **th** is pronounced **t**;
- **ch** is pronounced like the English **sh**;
- **i** is pronounced like the long English **e** (see);
- **ou** in French always sounds like troop (not out);
- **oi** sounds like **wa** (wash)
- **au** and **eau** have the long **o** sound (go);

- **ez** has the long **a** sound (say);
- **accents** change the sounds of **vowels**;
- **è** sounds like the short English **e** (peck);
- **é** sounds like the long **a** sound (say);
- **ê** sounds like the short English **e** (peck);
- **ç** sounds like the **s** sound (sand);
- **stress falls** on the last sounded syllable (tapi sounds like tap-ee);
- **when a word begins with a vowel** (or silent h), it is usually joined with the last consonant of the preceding word – it will sound as though your child is reading one word instead of two (l’homme).

Adapted from “Yes, You Can Help”.

Phonics Practice

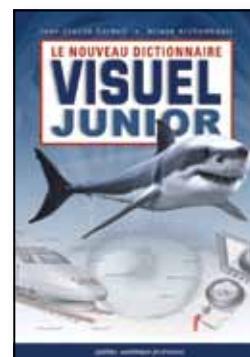
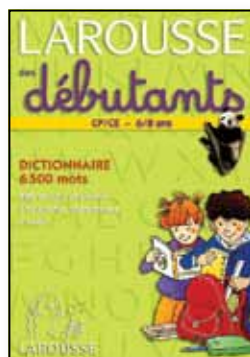
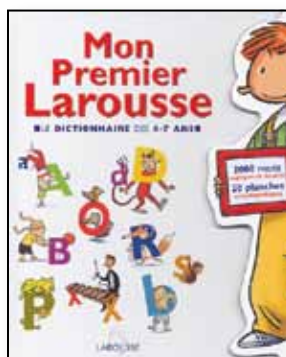
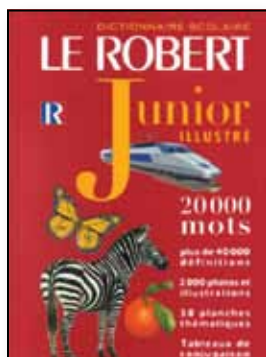
Practice pronouncing these vowels by adding them to different consonants:



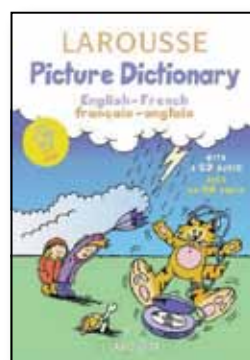
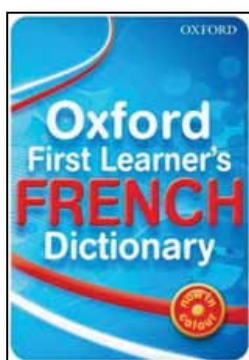
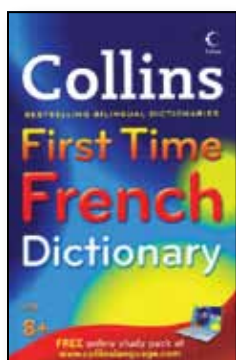
Suggested Language Resources

CHILDREN'S FRENCH DICTIONARIES

There are many excellent French dictionaries on the market. Here are just a few of them.



CHILDREN'S BILINGUAL DICTIONARIES



SUGGESTED LANGUAGE RESOURCES

Most French Immersion teachers recommend the Bescherelle reference books for grades 4 and up.

1. **Collection Bescherelle: Complete guide to conjugating 12 000 French Verbs**
2. **Bescherelle: Grammaire pour tous**
3. **Le Petit Bescherelle** (grammar)
4. **Bescherelle: L'art de conjuguer**
5. **Bescherelle: L'orthographe pour tous**
6. **Side by Side French & English Grammar** – *Passport Books*

Help With Writing



La ponctuation

PUNCTUATION TIPS

NOMBRES

1 343,57 \$

- a space replaces the comma and a comma replaces the period
- a space after the number followed by the dollar sign

2 000 500 personnes

- a space replaces the comma

5 millions de dollars

HEURES

15 h 30

- a space on both sides of the h

GUILLEMETS

« Le ciel est bleu »

- one space after opening quotation marks and one space before closing quotation marks

DEUX POINTS

Vous trouverez la liste ci-dessous : papier, crayon, règle, etc.

- one space before and two spaces after the colon

NUMBERS

\$1,343.57

2,000,500 people

5 million dollars

TIME

3:30 p.m.

QUOTATION MARKS

“The sky is blue”

COLON

The following is a list:
paper, pencil, ruler, etc.

POINT-VIRGULE

Elle travaille beaucoup; elle veut compléter ses devoirs.

- no space before and one space after the semi-colon

POINT

J'aime jouer avec mon chien.

- same rules as in English

SEMI-COLON

She's working hard; she wants to finish her homework.

PERIOD

I like playing with my dog.

Diacritics or Accents

Why they're important and how to do them.

Many words in the French language require diacritics (special marks). Accents (as in mère), diaeresis (as in Noël) and the cedilla (as in français) affect the pronunciation of words. In the case of accents, however, they can also change the meaning of the word. The following examples demonstrate how important it is to use accents:

Montant dû (amount **due**) – du pain (**some** bread)

Passe la balle (**pass** the ball) – le passé (the **past**)

Il était là (he was **there**) – la fleur (**the** flower)

Diacritics are used with **vowels** as well as with the letter c. French diacritics are required on **upper case** letters just as they would be on **lower case** letters (ex.: ministère – MINISTÈRE).

In most word processing software, lower and upper case diacritics can be found under **Insert/Symbol**.

However, another easy way of producing diacritics is to use the **Alt key** along with your keypad. Follow these simple steps to create a diacritic:

1. Use the **Punctuation and Diacritics Table** on page 28 to select the appropriate combination of letter/diacritic and corresponding number.
2. **Press and hold down the Alt key** and then compose the **corresponding number** from the number keypad (ensure that the **Number Lock is on**).
3. **Release the Alt key** and your character will appear.

Punctuation and Diacritics Table

A E I O U C

To the right of our keypad turn “Num Lock” on, press Alt, hold and press the desired numbers, and release.

à – 133 À – 0192	é – 130 É – 144	î – 140 Î – 0206	ô – 147 Ô – 0212	ù – 151 Ù – 0217	ç – 135 Ç – 128
â – 131 Â – 0194	è – 138 È – 0200	ï – 139 Ï – 0207		û – 150 Û – 154	
	ê – 136 Ê – 0202				
	ë – 137 Ë – 0203				
FRENCH QUOTATION MARKS	« – 174	» – 175			

Note: The use of diacritics is mandatory when using either lower case or upper case and when capitalizing words in French.

The following is a list of diacritics used in French:

- ✓ **accent aigu** – acute accent
- ✓ **accent grave** – grave accent
- ^ **accent circonflexe** – circumflex accent
- **tréma** – diaeresis
- ¸ **cédille** – cedilla

Note: When French words contain oe and ae such as *œuf*, *sœur*, *œil*, *curriculum vitæ*, etc., the **œ and æ are together**. Although this usage is not mandatory, it is highly recommended when writing in French. To achieve these styles, use the following **Alt keys**:

æ – alt 145

Æ – alt 146

œ – alt 0156

Œ – alt 0140

Capitalization in French

MINISTRY NAMES

The letter “m” in the word *ministère* is generally not capitalized in French, unless the name of a ministry is used in a business card, on letterhead or signage. Each complement/qualifier is capitalized.

Example:

The Ministry of Agriculture, Food and Rural Affairs *becomes* **Le ministère de l’Agriculture, de l’Alimentation et des Affaires rurales**

NATIONALITIES

When referring to one’s nationality or citizenship, capitalization is required in French. However, when this same word is used as an adjective, it is not capitalized.

Example:

Les Canadiens aiment l’hiver
(Canadians like winter).

Le peuple canadien aime l’hiver
(The Canadian people like winter).

LANGUAGES

In French, languages are not capitalized.

Example:

The French and English languages are very different. *becomes* **Les langues française et anglaise sont très différentes.**

DATES AND DAYS OF THE WEEK

Months and days of the week are never capitalized in French.

Example:

I received your letter on Tuesday, March 6, 2010. *becomes* **J’ai reçu votre lettre le mardi 6 mars 2010.**

GEOGRAPHIC NAMES

Geographic names are always capitalized in French.

Example:

The province of Ontario *becomes* **La province de l’Ontario**

CARDINAL POINTS

Cardinal points are capitalized in French when they refer to the name of a geographical region, when they are part of an electoral district and when they are part of an address.

Example:

Western Canada *becomes* **l’Ouest canadien**

York-South *becomes* **York-Sud**

33 King Street South *becomes* **33, rue King Sud**

When the cardinal point refers to a direction, it is not capitalized.

Example:

The building faces the north *becomes* **L’édifice fait face au nord**

PROPER NOUNS AND TITLES

Proper nouns are capitalized, however titles are generally not capitalized in French.

Example:

Mr. David Lalonde, Executive Director of the Communications Branch *becomes* **M. David Lalonde, directeur Général de la Division des communications**

Mrs. Rolande Duval, Unit Manager *becomes* **Mme Rolande Duval, chef de service**

Fossilized Errors



What is a fossilized error?

It refers to an error that is made so often that it has become a natural part of the person's speech.

There are a number of factors that contribute to the phenomenon.

- **One is over-generalization of rules.** In English, it is easy to over-generalize. For example, the addition of “s” in the third person singular present. It is easy for students to remember I come, we come, they come. Students can forget to add the “s” to “he comes” because they over-generalize the rule and apply it to all the verb forms.
- **Another factor is the constant use of false friends (les faux-amis).** For example, in French “sympathique” means nice when referring to a person. In English, the word “sympathetic” has a different meaning. If French students are not corrected in their use of the word sympathetic, they can believe they are using it correctly. Regular use of the word in the wrong context without correction leads to a fossilized error.

When students are aware of the error and the teacher has checked they understand the language point, correction is needed each time the error is made.

It can take a long time to redress a fossilized error, so patience and good humour are needed. Of course, the easiest way to deal with them is by prevention. We should try to correct these most common errors before they become entrenched and fossilized.

English

I've finished
I went
He went
I came back
On the bus
On Monday
mine, yours, his/hers
that looks beautiful

Error

Je suis fini
J'ai allé
Il a allé
J'ai revenu
Sur l'autobus
Sur lundi
le mon, le ton, le son
cela regarde beau

Correction

J'ai fini
Je suis allé
Il est allé
Je suis revenu
Dans l'autobus
Lundi
le mien, le tien, le sien
cela a l'air beau

Techno-French!

Un ordinateur	A computer
Une souris	A mouse
Un tapis de souris	A mouse pad
Un écran	A screen
Un moniteur	A monitor
Un clavier	A keyboard
Une touche	A key
Une imprimante	A printer
Imprimer	To print
L'Internet	The Internet
En ligne	On-line
Cliquer	To click
Télécharger	To download
Une icône	An icon
La police	A font
Naviguer/ navigateur	To browse/ a browser
La barre de défilement	The scroll bar
Défiler vers le bas	To scroll down
Défiler vers le haut	To scroll up
Un site Web	A web site

Une page d'accueil	A home page
Un lien	A link
Un moteur de recherche	A search engine
Un favori/ un signet	A favourite/ bookmark
Sauvegarder	To save, back-up
Enregistrer	To save
Enregistrer sous	To save as
Un courriel	An e-mail
Glisser et déposer	To drag and drop
Créer un nouveau document	To open a new file
Ouvrir un document existant	To open an existing file
Un fichier	A file
Un dossier	A folder
Un tableur	A spreadsheet
Importer	To import
Exporter	To export
deux points/ deux barres obliques/point	colon/two forward slashes/dot

Character Education



Le caractère

UNE BASE SOLIDE POUR L'AVENIR

L'esprit d'équipe

*Je coopère lorsque je travaille avec les autres.
Je valorise les opinions de tous afin d'atteindre un but commun.
J'encourage les autres à participer.*

La responsabilité

*Je suis fiable. Tu peux compter sur moi pour terminer mon travail. Je suis responsable de mes paroles et de mes actions.
Je réfléchis avant d'agir et je comprends qu'il y a des conséquences à mes actions.*

Le respect

*Je traite les autres comme je veux être traité(e).
Je suis courtois(e) et poli(e). J'écoute ce que les autres ont à dire.
Je m'exprime sans insulter, ni ridiculiser les autres.*

La persévérance

*Je travaille fort et avec détermination pour terminer le travail que je commence même si c'est difficile.
Je fais toujours de mon mieux. Je fais toujours face à mes défis.*

L'optimisme

J'ai une attitude positive. Je perçois les défis comme des occasions pour approfondir mes connaissances. Je crois à l'avenir.

La gentillesse

*Je suis sensible aux émotions des autres. J'aide ceux qui en ont besoin. Je ne blesse personne avec mes paroles et mes actions.
Je suis charitable.*

L'intégrité

*J'essaie toujours de faire ce qui est correct même lorsque c'est difficile. Je suis franc(che) et je fais toujours de mon mieux.
Mes paroles et mes actions reflètent mes valeurs.*

L'honnêteté

Je suis sincère et je dis toujours la vérité.

L'empathie

*Je respecte et je comprends les émotions des autres.
J'agis avec gentillesse et compassion.*

Le courage

Je fais face à mes peurs avec courage. J'accepte les défis.

Character

A FOUNDATION FOR YOUR FUTURE

Teamwork

I work cooperatively, valuing the opinions of others, towards a common goal. I encourage others to participate.

Responsibility

I am reliable and dependable to do my work. I take ownership for what I say and do. I think before I act, understanding there are consequences for my actions.

Respect

I treat other people the way I want to be treated. I am courteous and polite. I listen to what people say. I don't insult, ridicule or name call. I protect property and the environment.

Perseverance

*I am determined and work hard to finish what I start even if it is difficult. I complete all tasks to the best of my ability.
I do not give up when faced with challenges.*

Optimism

I have a positive attitude. I look at challenges as opportunities for learning. I have hope for the future.

Kindness

*I am sensitive to people's feelings. I help others in need. I am never mean or hurtful with my actions or words.
I am charitable.*

Integrity

*I always try to do what's right, even when it is difficult. I am true to be my very best self.
I live up to the highest ethical standards.*

Honesty

I am truthful and sincere.

Empathy

I respect and understand the feelings of others. I act with kindness and compassion.

Courage

I face my fears with confidence – being brave. I face challenges directly.



Useful Internet Sites

USEFUL WEB SITES SUPPORTING THE FRENCH IMMERSION PROGRAM FOR PARENTS AND GUARDIANS

www.alliance-francaise.ca

Alliance Française de Toronto

French classes for adults and children and a variety of special events.

<http://audacity.sourceforge.net>

Audacity

Free, downloadable voice recording and editing software. A great way to practise spoken French in the comfort of your own home.

www.audiofrench.com

AudioFrench.com

AudioFrench.com is an on-line French audio dictionary with thousands of sound files, accompanying text, and video clips to help you learn, practise, and enjoy the French language. Great for parents and children to use together.

www.cpf.ca

Canadian Parents for French – Canada

www.cpfont.on.ca

Canadian Parents for French – Ontario

<http://cpfchapters.ca/durham>

Canadian Parents for French – Durham

An association of parents dedicated to the promotion and support of French instruction at a national, provincial and regional level. It provides valuable resources and information, and organizes events such as summer camps, conferences and book fairs. Among the useful resources published by CPF are various reference books, special reports, pamphlets and newsletters.

www.cforp.on.ca

Centre Franco-Ontarien de Ressources Pédagogiques

The Franco-Ontarian Educational Resource Centre offers a wide range of resources on its French-language web site. Of particular interest to parents of younger children will be the “Section jeunesse et petite enfance”.

www.durhamcollege.ca

Durham College

Durham College in Oshawa offers a number of French courses for adults. Full details can be found on their web site under “Continuing Education” and then “Programs”.

<http://ddsb.durham.edu.on.ca>

Durham District School Board

The French Immersion section of the Board web site can be found under “Programs”.

www.cofrd.org/siteweb/librairie.html

Librairie du Centre

There is now a “Librairie du Centre” bookstore and distribution centre right in the middle of Oshawa. Contact details and opening times can be found on the web site.

www.ocol-clo.gc.ca

The Office of the Commissioner of Official Languages

The web site houses various resources pertaining to Canada’s official status as a bilingual country.

www.edu.gov.on.ca

Ontario Ministry of Education

To access important information pertaining to French Immersion, click on “French-Language Education”, then “French in English-Language Schools”. Here you will find the Curriculum Documents for all grade levels.

www.rosettastone.ca

Rosetta Stone

A computer-based language-learning tool.

www.scholarschoice.ca

Scholar’s Choice

Now with 2 branches in Durham Region, Scholar’s Choice stocks a selection of French resources such as workbooks, posters and CDs. The web site has details of how to get to their stores in Ajax and Oshawa.

www.scholastic.ca/editions

Scholastic Canada

Their on-line store has an enormous selection of French books for all grade levels.

www.tou.tv

Tou.TV

CBC site offering a variety of TV shows for all ages.

www.tralco.com

Tralco

On-line store specializing in French books, dictionaries, games, music and software.

USEFUL WEB SITES SUPPORTING THE FRENCH IMMERSION PROGRAMME FOR STUDENTS

<http://french.about.com/library/pronunciation/bl-audiodico-a.htm>

About.com: French Language

This French-English audio dictionary contains more than 2,000 entries. Each French word or expression has a sound file, an English translation, and links to additional or related information.

www.atlasgeo.net

Atlas géographique mondial

Site featuring maps, flags and basic information from countries all over the world.

www.bescherelle.com/index_eco.php

Bescherelle

This is the kids version of the on-line grammar resource.

www.bitstripsforschools.com

Bitstrips

A great site which allows students to create their own comic strips. Available in both English and French.

<http://bonpatron.com>

Bon Patron

Bon Patron is a grammar correction tool which finds grammatical and spelling mistakes in French text and offers suggestions as to how they should be corrected.

www.brainpop.fr

BrainPOP

Fun French games, activities and videos for all subject areas.

www.fslactivities.ca

FSL Activities with M. Renaud

A large number of activities and resources for French.

www.jedessine.com

Je dessine

On-line games, arts and crafts all in French.

<http://users.skynet.be/providence/vocabulaire/francais/menu.htm>

Jeux de français

Visual games covering many themes in which students are asked to select the right answer from a drop-down menu.

www.kidadoweb.com

Kidadoweb

A collection of the best, free websites for children featuring games, art activities, homework help, and much more.

www.languageguide.org/french

LanguageGuide.org

A French vocabulary, grammar and pronunciation guide.

www.leconjugueur.com

Le conjugueur

An excellent resource to conjugate French verbs.

www.le-dictionnaire.com

Le dictionnaire

On-line French dictionary with encyclopedia, grammar, synonyms and other links.

www.infovisual.info/index_fr.html

Le dictionnaire visuel

Visual dictionary which allows users to enter a French word and see the corresponding picture.

<http://lookwayup.com/free/EnglishFrenchDictionary.htm>

Look Way Up

An on-line dictionary site which corrects spelling. You can drag and drop terms from other windows. Click the magnifier icon to access thesaurus and synonyms.

<http://cemc2.math.uwaterloo.ca/mathfrog>

Math Frog

On-line mathematical games and activities for students in grades 4, 5 and 6.

www.poissonrouge.com

PoissonRouge.com

A great selection of interactive games for primary students. For French games, click on the castle with the French flag.

www.quia.com/shared/french

Quia

A wealth of on-line activities for elementary students.

www.racontine.com/index.html

Racontine.com

Click on "Les Racontines" to read and hear some great stories for primary students.

www.radio-canada.ca/jeunesse/petits

Radio Canada

The French-language division of the CBC offers a multitude of shows and games especially for primary students in its "Zone des petits".

www2.tfo.org/education/elevs/resultats

TFO

TV shows, videos, games and even homework help are all available at TVO's French web site.

www.pdictionary.com/french

The Internet Picture Dictionary

Thematic picture dictionary with activities.

www.wordreference.com

WordReference.com

An easy-to-use bilingual on-line dictionary.



Music Resources

www.anniebrocoli.com

Annie Brocoli

Popular children's entertainer from Québec. For ages 3-8.

www.charlottediamond.com

Charlotte Diamond

Seasonal and thematic songs. For ages 3-10.

www.edurock.com

Étienne

A mixture of rock and hip-hop which includes themes and grammar structures studied in the classroom. For ages 10-14.

www.jacquot.net

Jacquot

A variety of songs which explore thematic vocabulary through music. For ages 5-10.

www.sara-jordan.com

Sara Jordan

A series of songs focusing on grammar structures presented in a rap or rock and roll style. For ages 7-12.

www.gregglerock.ca

Gregg LeRock

A wide range of songs presented in various styles. For ages 10-15.

<http://clownsamuel.com>

Suzanne Pinel

Themes include: seasonal songs, popular children's songs, and song and dance. For ages 3-10.

www.julipowers.com

Julie Powers

A variety of songs in different styles, several of which include AIM gestures. For ages 10-14.

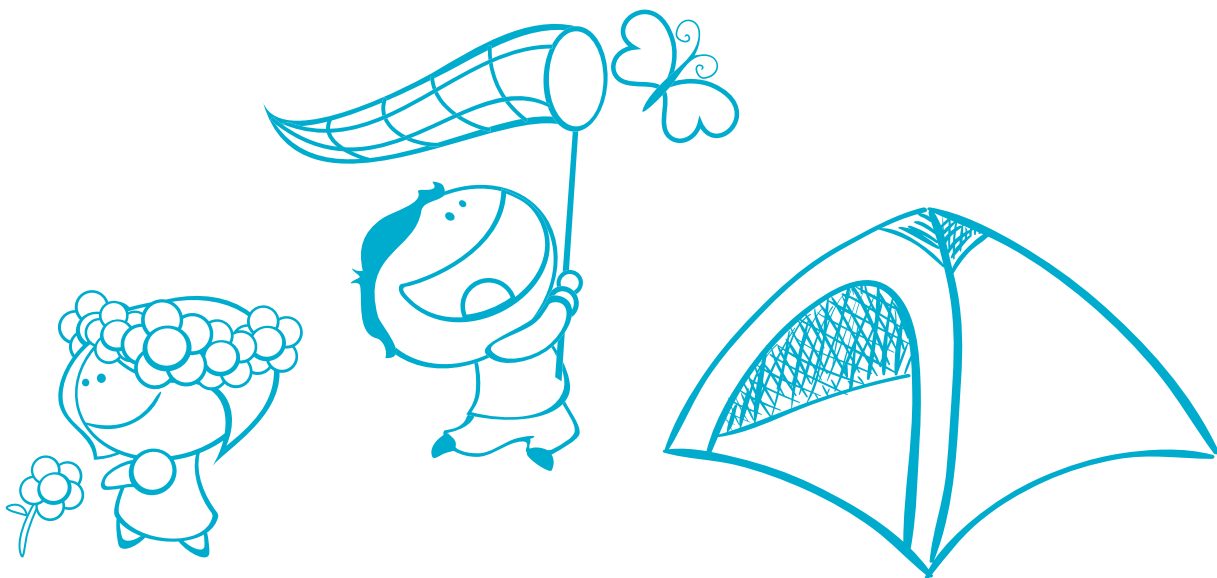
French Summer Camps



Only when the student has to use French outside the classroom does the second language become real, relevant and necessary. Some students may wish to enrol in summer camps to extend their French learning. Check the Canadian Parents for French website for details of French camps across the country. Go to www.cpf.ca and click on “Educators”, then “Youth Activities” to see what’s available.

More information about Summer Camps in the Toronto area can be found at the Alliance Française website, www.alliance-francaise.ca.

In Durham Region, St-Charles Garnier High School in Whitby also offers a Summer Camp for students between the ages of 6 and 14. Further information can be found on their website at http://garnier.csdccs.edu.on.ca/pages/CampGarnier/en/index_en.html.





Exchange Programs

AFS Interculture Canada

www.afscanada.org

Academic year, semester, and summer programs in different countries. Opportunities for families to host exchange students. For ages 15-18.

Canadian Crossroads International

www.cciorg.ca

Work in developing countries. For ages 15-18.

Canadian Educational Exchange Foundation (CEEF)

www.ceef.ca

Individual exchange programs for ages 14-17 which include a three month reciprocal exchange and a summer reciprocal exchange.

International Student Exchange – Ontario (ISE)

www.iseontario.on.ca

A non-profit organization offering Ontario students reciprocal exchange programs in Quebec and Europe. For ages 12-18.

NACEL

www.nacel.ca

International exchanges including au pair program, home stay in French, and hosting opportunities. For ages 13-18.

Society for Education Visits and Exchange in Canada (SEVEC)

www.sevec.ca

Educational visits for groups of students. For ages 12-16.



Le conseil scolaire du district de Durham 2010
Durham District School Board 2010