

Lesson 32

Où sont mes vêtements? (Disc 2 Track 25)

Listen to the audio and follow along.



François: *Marie, où sont mes chaussures.*



Marie: Your shoes are *sous ton lit*.



François: They are under my bed? *Oh, merci Marie.*



Marie: *De rien.* It was nothing



François: *Marie, où est ma chemise?*



Marie: Your shirt is *dans la cuisine*.



François: My shirt is in the kitchen? What's it doing there?



Marie: *Je ne sais pas.* Why don't you ask your shirt?



François: *Marie, tu me fais rigoler.*



Marie: I am glad to be of service by causing you to have a good laugh.



François: *Marie, où est mon blouson?*



Marie: Your jacket is *à coté de ta chemise dans la cuisine*.



François: Sorry, you're right. My jacket is beside my shirt in the kitchen.



Marie: Could your jacket tell you why your shirt and him were in the kitchen?



François: *Marie, arrête.*



Marie: OK, I will stop. You are just so cute looking for all your clothes.



François: One more thing.



Marie: *Quoi?* What?



François: *Où sont mes pantalons?*



Marie: You seem *d'être dans les choux*.



François: *Oui Marie*, I am in a bit of difficulty. Please help me.



Marie: Your pants are *dans ton bureau*.



François: I never looked in my dresser. Why aren't they in my closet? Please don't tell me to ask them.



Marie: Ok, I won't. *Ils ne sont pas dans ton placard parce que ton placard est plein de boîtes.*



François: Oh yeah, my closet is full of boxes that *grand-maman* sent with us when we came home from *La Belle France*.



Marie: *François*, what would you have done without me?



François: Probably left *la maison sans mes chaussures, ma chemise, mon blouson et mes pantalon*.



Marie: What would *les voisins* say?



François: *Beaucoup!!!*

They both laugh!

Vocabulary: (Disc 2 Track 26)



Listen to the audio and follow along.

French

Où
mes chaussures
ma chemise
Je ne sais pas
mon blouson
tes pantalons
ta chemise
sous ton lit
dans la cuisine
à coté de
dans ton bureau
dans ton placard
rigoler
arrête
d'être dans les choux
De rien
Quoi?
parce que
plein de boîtes
La Belle France
la maison
les voisins
le voisin
la voisine
Beaucoup!!!

English

Where
my shoes
my shirt
I do not know
my jacket
your pants
your shirt
under your bed
in the kitchen
next to
in your dresser
in your closet
to have a good laugh
stop
to be in difficulty
It was nothing
What?
because
full of boxes
The Beautiful France
the house
the neighbors
the neighbor (male)
the neighbor (female)
Lots!!!



Note: Pick the activities that you would like to do, not necessarily all the activities. This curriculum was designed for you, not you for the curriculum!

Activity:

Do these activities throughout the week to reinforce the lesson.

mes vêtements

See the activity sheet on the enhanced CD. Match the following:

<i>mes chaussures</i>	shoes
<i>ma chemise</i>	my shirt
<i>mon blouson</i>	my jacket
<i>tes pantalons</i>	your pants
<i>ta chemise</i>	your shirt

Où sont mes vêtements?

See the activity sheet on the enhanced CD. Fill in the following:

<i>sous ton lit</i>	under your bed
<i>à coté de</i>	next to
<i>dans la cuisine</i>	in the kitchen
<i>dans ton bureau</i>	in your dresser
<i>dans ton placard</i>	in your closet

Pas de quoi

This sentence is not translated directly in the story. Listen to the vocabulary audio carefully and then again to the story. Try and pick out this phrase so that you know the meaning.

What would *les voisins* say?

This sentence is not translated directly in the story. Listen to the vocabulary audio carefully and then again to the story. Try and pick out this phrase so that you know the meaning. Since this is a very popular English saying, most children will understand this sentence in context.

les voisins

The phrase *les voisins* means the neighbors. *Le voisin* means the neighbor (male) and *la voisine* means the neighbor (female). Use the activity sheet to fill in the names of your neighbors.

Je ne sais pas

The sentence *Je ne sais pas* is a good example of how to turn a sentence into a negative one by adding *ne* before the verb (action word) and *pas* after it. Point this out to your child(ren). Practice adding this type of negation to other sentences that you have seen in the curriculum.

d'être dans les choux

Here is another cute idiom for you. *D'être dans les choux* means to be in difficulty, but the literal translation means "to be in the cabbages." I see a stressed out person in the middle of a cabbage field, what about you? Take the Idiom activity sheet and fill it in.



Teacher Helps:

Parce que

In the vocabulary *parce que* is done for phonemic awareness. If you go back to the lesson audio you will notice that the *ce* part of *parce* is hardly pronounced. If you were to try to repeat this phrase from the lesson audio, you would not be able to pick up the slight sounds. Point this out to your children and practice both.



Scripture Memory Work:

In the activity sheet there is a printout of a scroll. This scroll is for copy work of the scripture verse that you are currently working on. Pick one scripture verse. Do the copy work the first day and listen to the audio of the verse every day of the week, if possible.



Cultural Note:

In Québec, *les voisins* usually end up being good friends. People tend to be less transient, and therefore form lasting friendships with their neighbors. It is similar to many smaller communities all over the world.

Trivia:

One of the oldest neighborhoods in North America, *Place-Royale* has narrow streets and stone-walled houses. It represents four centuries of history and feels like a quaint village in France. Within the walled city you will find many cobblestone streets and French architecture.

Notebook:

Follow same procedure as first half of curriculum.
Put all the work in the child's French notebook.

Front Cover Work:

Follow same procedure as first half of curriculum.



Things to Remember:

Remember to consult the Younger Student's Checklist to make sure your child is learning the desired skills to complete the program.

Everyday Vocabulary:

(Disc 1 Track 44)

Please see the recordings on your enhanced CD and List III in Appendix F.

<i>Qui?</i>	Who?
<i>vachement contente</i>	very happy (cowly happy)
<i>bientôt</i>	soon
<i>Je suis béni(e)</i>	I am blessed
<i>beaucoup</i>	a lot
<i>C'est bien</i>	It's good
<i>Marie, tu es drôle</i>	<i>Marie</i> , you are funny
<i>Levez-vous</i>	stand up
<i>Asseyez-vous</i>	sit down
<i>Sautez</i>	jump
<i>Nagez</i>	swim
<i>Tournez-vous</i>	turn around
<i>Souriez</i>	smile
<i>Tombez</i>	fall
<i>Louez Dieu</i>	praise the Lord
<i>Marchez</i>	walk
<i>Sautillez</i>	hop
<i>Penchez-vous</i>	bend over
<i>Mangez</i>	eat
<i>Couchez-vous</i>	go to bed
<i>Courez</i>	run

Appendix F contains a complete list of the Everyday Vocabulary.



Independent Learner:

Please see your lesson planner for directions

Continue to work on your phonograms as you did in the first semester. You should now know phonograms 1-38 and be working on phonograms 39-50 for this quarter. This is the last quarter of the year. Remember you need to learn the first 50 phonograms in order to obtain the Certificate of Completion.

Do mes vêtements and Où sont mes vêtements? from the **Activity** section.

Write the vocabulary out in your notebook. Practice the vocabulary by listening to the audio of just the vocabulary part of the lesson on a daily basis. Continue reviewing the possessive pronouns. Here is the table to help you with the exercises that follow.

Possessive Pronouns

<p><i>Je</i> (I)</p> <p><i>Mon père</i> (my father) <i>Ma mère</i> (my mother) <i>Mes parents</i> (my parents)</p>	<p><i>Tu</i> (you)</p> <p><i>Ton père</i> (your father) <i>Ta mère</i> (your mother) <i>Tes parents</i> (your parents)</p>	<p><i>Il/Elle</i> (he/she)</p> <p><i>Son père</i> (his/her father) <i>Sa mère</i> (his/her mother) <i>Ses parents</i> (his/her parents)</p>
<p><i>Nous</i></p> <p><i>Notre père</i> (our father) <i>Notre mère</i> (our mother) <i>Nos parents</i> (our parents)</p>	<p><i>Vous</i></p> <p><i>Votre père</i> (your father) <i>Votre mère</i> (your mother) <i>Vos parents</i> (your parents)</p>	<p><i>Ils/Elles</i></p> <p><i>Leur père</i> (their father) <i>Leur mère</i> (their mother) <i>Leurs parents</i> (their parents)</p>

Possessive Pronoun Exercises:

1. Using the table and the first sentence as a model insert the proper possessive pronoun:

Ex. *Mon père est gentil.*

_____ *mère est gentille.*

_____ *frère est grand.*

_____ *soeur est petite.*

2. Complete each with either *son, sa ou ses.*

Ex. *Le père de Marie: son père*

Note: Notice that even though *Marie* is a girl we use the masculine form, because *père* is masculine. The possessive pronoun is dependent on the noun it modifies. Be careful!

La mère de Paul: _____.

La voisine de Jean: _____.

L'amie de Frank: _____.

The answers to these exercises are found on the enhanced CD (disc 1: semester 2).

Finish your project so you can apply for your Certificate of Completion at the end of this semester.