

## Lesson 7

### *Les Directions* (Disc 1 Track 12)

Listen to the audio and follow along.



**Colette:** *Où sont mes crayons?*



**Marie:** Where are your crayons?



**Colette:** Yes, where are my crayons?



**Marie:** The word crayons is similar in English and in French.



**Colette:** *Oui, mais où sont mes crayons?*



**Marie:** Oh right, your crayons.



**Colette:** Do you have *un boeuf sur la langue*?



**Marie:** No, I am not hesitating to speak.



**Colette:** Do you know where my crayons are?



**Marie:** *Ils sont en haut sur la table dans ma chambre.*



**Colette:** Oh, they are upstairs on the table in your room.



**Marie:** *Oui.*



**Colette:** *Merci*, thank you.



**Marie:** *Pas de quoi*, you're welcome.


**Vocabulary:** (Disc 1 Track 13)

Take the phonogram list that you prepared before you started the program. Use it to try and read the vocabulary before you listen to the audio. Prepare in this way for the following lessons.

Listen to the audio and follow along.

**French**

*Où sont mes crayons?*

*Oui*

*Mais*

*Ils sont*

*en haut*

*un boeuf sur la langue*

*sur la table*

*dans ma chambre*

*Merci*

*Pas de quoi*

**English**

Where are my crayons?

yes

but

they are

upstairs

to be hesitant to speak

on the table

in my room

thank you

you're welcome



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.

*Où sont mes crayons?*

Try to say, "*Où sont mes crayons?*" during the week and see if your child(ren) will remember what that means from the story. Go around saying it over and over to yourself, but loud enough for the child(ren) to hear.

Word review

See review activity sheet on enhanced CD for reinforcement.

### My crayons

Make your own crayons. This project is great to do as Christmas gifts.

Ingredients:

Chocolate or plaster molds

1 Cup of Soap flakes (like Ivory Snow)

Food Coloring

1 Tablespoon of hot water

Put soap flakes into a bowl, add hot water, stirring constantly. Mixture will be quite thick and difficult to stir.

Separate mixture into several bowls. Add food coloring, mixing each color until it is blended well.

Press mixture into molds, let dry for at least one week. After removing crayons from mold, let dry for a day or so.

Name your crayon colors after French cities, like Marseille bleu or Paris rouge or Provence violet.

### La Table

Try to place an interesting object on the table. Bring the child(ren) into the living room. Tell them that there is something very special *sur la table* (on the table). Don't say it in English. Repeat this exercise with *dans ma chambre* (in my room). If you lack confidence with these phrases, prep the audio and get me to say it for you.

### Index Cards

Take two index cards, label on the blank side with *sur* on one and *dans* on the other. Go around the house and find things that can be labeled "in" or "on." Write the names of items that come in containers and items that usually sit on top of things in your house. For example, write "flour in the flour bin" on the back of your *dans* card and "TV on the TV stand" on the back of your *sur* card. Put the cards into a large Ziploc and keep for review.

### Un boeuf sur la langue

Refer to Cultural Notes for a funny activity.

### Merci

Do the activity sheet labeled *Merci*. Write and draw as many things as possible that you are thankful to God for. You could also do a collage.



## Teacher Helps:

The following is one of the most frequently used verbs. Learning this table will help the parent and independent learner understand the stories better. Independent Learner, please copy this chart into the reference section of your notebook.

### *Être* - to be

#### Singular

*Je suis*

I am

*Tu es*

You are

*Il est*

He (it) is

*Elle est*

She is

#### Plural

*Nous sommes*

We are

*Vous êtes*

You are

*Ils sont*

They are

*Elles sont*

They are

### Liaison

Notice that there is no liaison between the words *mais* and *où* when *Chérie* says "*Oui, mais où sont mes crayons?*" The word *mais* is a conjunction and therefore, there is a natural pause between the two words resulting in no need for a liaison. There is a liaison between *sont* and *en*. See Rule 1 in Appendix B. Here it is for your convenience:

Rule 1. The letters s, x, z, t, d, n & m are normally silent when at the end of a word, but are often pronounced when the next word begins with a vowel.

Example: *les amis* (the friends)

The word *mais* has the ai pronounced as e in met. See Rule 8 in Appendix B. Here it is for your convenience:

Rule 8. There are five spellings for the sound ay. Four of these phonograms make only one sound, while the fifth makes two.

ez This phonogram usually goes with the second person plural (vous) and appears at the end of word. Example: vous allez - you go (plural)

es This phonogram is usually at the end of a word. When it appears at the beginning of a word both letters are pronounced. Example: les but, esprit

er This phonogram is usually at the end of a word; it usually appears with the root verbs. Example: aller - to go

é This phonogram can appear anywhere in a word: Example: blé (wheat)

ai This phonogram has two sounds; the first is ay, with the second being e as in met. Example: j'ai (I have), le lait (the milk). When "ai" is at the end of a word and followed by an "s" or a "t" or a "d" it says its second sound (e as in met). Also in the word paix (peace), not with Aix-de-Provence.



## Scripture Memory Work:

In the activity sheets 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 of the scripture verses. Do the copywork the first day and listen to the audio of the verse every day of the week, if possible.



## Cultural Note:

Interestingly, the direct translation of *Pas de quoi* means "not of what," which would normally be used for you're welcome. Actually, what you are saying is there was no question in doing whatever for you. This expression should be put in the idiom section of your notebook. This might be difficult to illustrate, so just the written will be fine.

The expression *un boeuf sur la langue* may mean to hesitate to speak, but it's (are you ready for this?) direct translation is "to have a beef on the tongue." That one has to bring a smile to your face. Get the "My Idioms" printout and draw a picture of a cow sitting on a tongue. Make sure you fill in the bottom section.

*Le crayon* can also mean pencil. *Crayon de couleur* is a more formal way to say crayon, while *le crayon* is used for crayon in an informal setting. *Crayon de bois* is a pencil crayon.

## Trivia:

Many schools in France operate a four day week. Wednesdays were traditionally used to run errands and for private study. Saturday used to be a full school day, then became morning studies and recently due to parental pressure many schools no longer run a Saturday program. French children have to work hard if they do a four day school week. Their days can be as long as nine hours, with seven hours of lessons and a heavy homework program.

**Notebook:**

Draw a pictorial representation of the activity that you did this week. If you choose to give the child(ren) the task of finding something on the table draw and label this activity.

Put all the work in the child's French notebook.

**Front Cover Work:**

Draw a miniature representation of what you have done in your notebook.

**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 42)

Practicing vocabulary in your everyday lives is important. Use the following:

*Allô and Bonjour*  
*s'il vous plaît* for please  
*merci* for thank you  
*non* (no)  
*oui* (yes)  
*Ma maman*  
*mon papa.*

Try adding *Pas de quoi* (you're welcome), if this is too hard to say, teach the child, "it was my pleasure" to reinforce the politeness within the culture. Any words that you can pick up and use during the week will help your child with confidence and phonemic awareness.

Appendix F contains a complete list of the Everyday Vocabulary. You can start working on more words from this list if you would like.



### **Independent Learner:**

Please see your lesson planner that you put in the reference section of your notebook for directions.

Take the French Phonograms for Audio Practice. Listen to the audio using the sheet on a daily basis.

Take the phonogram cards and see if you can visually recognize the phonogram, and be able to produce the sound(s). Divide the cards into phonograms that you know and the ones that are giving you a hard time. Practice about 12 of the difficult ones daily, putting them into the learned pile as you know them.

As you are practicing the phonograms with the phonogram cards, start reading the rules that are written on the back of the cards. The Spelling, Pronunciation and Language Rules are in the Appendix B.

Write the vocabulary out in your notebook. Practice the vocabulary by listening to the audio on a daily basis.

Refer to **Cultural Notes** and do the exercise for Idioms. Remember how important idioms will be in understanding and communicating with the French.

Practice creating original sentences using Sentence Structures in the Appendix C. Copy the sentence structure information into your notebook for reference. Try doing at least 10 per week. Use the vocabulary that you are comfortable with out of your notebook. Use the verb *être* is a good verb to start with. We will start with the singular verbs first. Use the following chart to help you create your sentences:

<i>Je suis</i>	I am
<i>Tu es</i>	You are
<i>Il est</i>	He is
<i>Elle est</i>	She is

Some examples of original sentences:

*Je suis une petite fille.*

*Tu es un chaton.*

*Elle est une girafe.*

Notice that I have used "*un et une*" in my sentences. Where you would put "a" you need to put "*un*" or "*une*". Ask yourself if you would use "the" or "a" in the sentence and put the appropriate word. Make sure that you are also careful with the masculine and feminine. *Un* is for the masculine and *une* is for the feminine. Here is a chart to help you:

There is only one definite article: The

(M)	<i>le</i>
(F)	<i>la</i>
Plural	<i>les</i>

Indefinite articles: a, an

(M)	<i>un</i>
(F)	<i>une</i>
Plural	<i>des</i>

Please copy the charts into the reference section of you notebook.