

Lesson 1

Je suis bénî... (Disc 1, Track 1)

Listen to the audio and follow along.

Maman et Madame Larin are having their morning *café* together. *François et son ami Jean-Louis* come through the door.



François: Bonjour maman.



Jean-Louis: Bonjour, Madame Larin.



Maman: Allô mes choux.



François: We are going to play avec mes autos.



Maman: Have fun with your cars.



Jean-Louis: Ta maman est magnifique!



François: Oui, she is magnificent! J'aime ma maman beaucoup. Je suis bénî to have une maman magnifique!!



Jean-Louis: Tu as beaucoup d'autos. May I play avec le bleu?



François: Oui, I have many cars. Je suis bénî to have so much. Oui, you can play with the blue car.



Jean-Louis: Ta mère teaches me à l'église à l'école de dimanche.



François: Est-ce qu'elle est gentille et intelligente?



Jean-Louis: Oui, elle est très gentille et intelligente. She is a good teacher.



François: Elle m'aide avec my school work. She is kind and intelligent. Je suis bénî to have such a great mother.



Jean-Louis: She asked us who our favorite Bible character was. I didn't know. Who is yours?



François: *Mon personnage favori de la Bible est le roi David.*



Jean-Louis: Why is David your favorite Bible character?



François: *Pourquoi? C'est parce que he fought with un ours, un lion et un géant.*



Jean-Louis: Ah oui, he did fight with a bear, a lion and a giant.



François: The best was that he won all his battles *avec l'aide de Dieu.*



Jean-Louis: That's right, with God's help he was able to win all his battles and He can help me win all of mine, right?



François: *Tu as raison!! Nous sommes bénis to have such an awesome God.*

**Vocabulary: (Disc 1 Track 2)**

Listen to the audio and follow along.

| French | English |
|---|------------------------------|
| <i>Allô</i> | Hi |
| <i>maman</i> | mother |
| <i>mes choux</i> | my sweeties |
| <i>avec</i> | with |
| <i>mes autos</i> | my cars |
| <i>ta maman</i> | your mother |
| <i>magnifique</i> | magnificent |
| <i>oui</i> | yes |
| <i>Je suis bénî(e)</i> | I am blessed |
| <i>bénir</i> | to bless |
| <i>ta soeur</i> | your sister |
| <i>à l'église</i> | at church |
| <i>une école</i> | a school |
| <i>dimanche</i> | Sunday |
| <i>Est-ce qu'elle est gentille et intelligente?</i> | Is she kind and intelligent? |
| <i>gentil</i> | kind (male) |
| <i>gentille</i> | kind (female) |
| <i>intelligent</i> | intelligent (male) |
| <i>intelligente</i> | intelligent (female) |
| <i>m'aide</i> | to help me |
| <i>Mon personnage</i> | my character |
| <i>favori</i> | favorite |
| <i>la Bible</i> | the Bible |
| <i>Pourquoi?</i> | Why |
| <i>C'est</i> | It is |
| <i>mais</i> | but |
| <i>parce que</i> | because |
| <i>un ours</i> | a bear |
| <i>un lion</i> | a lion |
| <i>un géant</i> | a giant |
| <i>Tu as raison!!!</i> | You are right!!! |

Fill in the blank with the French equivalent.

| French | English |
|--------|---------------------------------|
| | magnificent |
| | yes |
| | I am blessed |
| | to bless |
| | Sunday |
| | Hi |
| | mother |
| | my sweeties |
| | your mother |
| | Is she kind and intelligent? |
| | kind (male) |
| | your sister |
| | at church |
| | You are right!!! |
| | a school |
| | kind (female) |
| | intelligent (male) |
| | with |
| | my cars |
| | intelligent (female) |
| | to help me |
| | my character |
| | Why |
| | It is |
| | but |
| | because |
| | a bear |
| | favorite |
| | the Bible |
| | a lion |
| | a giant |

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Student Helps:

L'école is “the school,” while *une école* is “a school.” When there is no “*le*” or “*la*” to show if a word is masculine or feminine, I will use *un* (a – masculine) or *une* (a – feminine) in the vocabulary 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> |

Fill in the tables:

There is only one definite article: The

| | |
|--------|--|
| (M) | |
| (F) | |
| Plural | |

Indefinite articles: a, an

| | |
|--------|--|
| (M) | |
| (F) | |
| Plural | |

Fill in the blank with the definite article:

| | |
|-------|-----------------------|
| _____ | <i>autos (m)</i> |
| _____ | <i>maman (f)</i> |
| _____ | <i>personnage (m)</i> |
| _____ | <i>Bible (f)</i> |
| _____ | <i>ours (m)</i> |
| _____ | <i>lion (m)</i> |
| _____ | <i>géant (m)</i> |

Fill in the blank with the indefinite article:

| | |
|-------|-----------------------|
| _____ | <i>autos (m)</i> |
| _____ | <i>maman (f)</i> |
| _____ | <i>personnage (m)</i> |
| _____ | <i>Bible (f)</i> |
| _____ | <i>ours (m)</i> |
| _____ | <i>lion (m)</i> |
| _____ | <i>géant (m)</i> |

Je suis béni(e)

In the story we use *Je suis béni*, for "I am blessed." If it had been a female talking then we would use *Je suis bénie*. The extra "e" designates the word as female.

There were adjectives in the story. Identify each as either masculine or feminine. Being able to identify the difference between masculine and feminine will be very important in the future.

gentil _____
intelligente _____
gentille _____
intelligent _____



Scripture Memory Work:

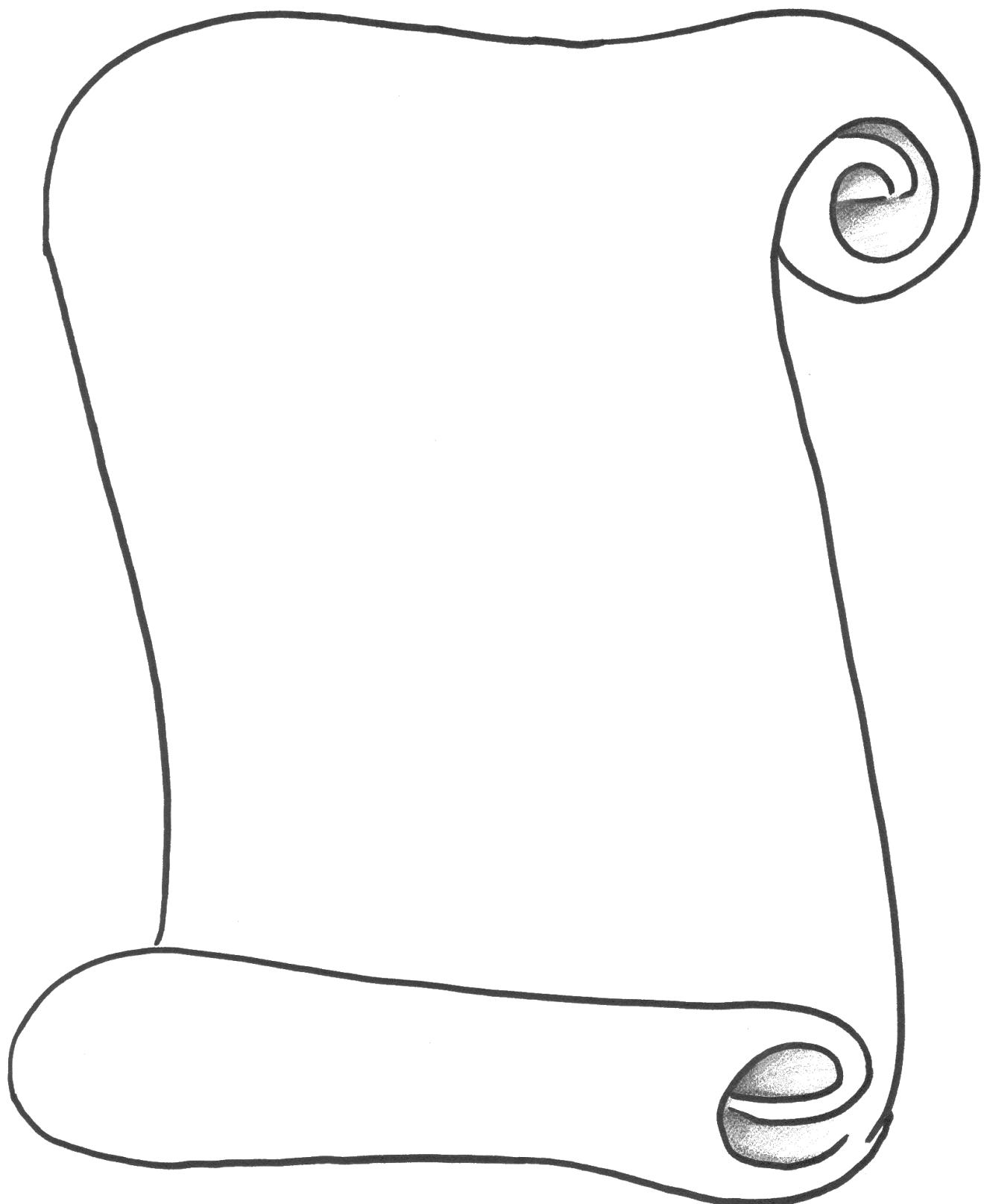
There is a scroll on the next page. It is for copy work of the scripture verse that you are currently working on. Do the copywork the first day and listen to the audio of the verse every day of the week.

Genèse 1.1

Au commencement, Dieu créa les cieux et la terre.

Last year you concentrated on pronunciation. This year we need to learn the verse. You will have two lessons to memorize the scripture verse. The test will leave out certain words for the first lesson, but you will need to write out the full verse after the second lesson.

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**Cultural Note:**

politeness

François uses *Bonjour* with his mother as a sign of respect in front of her company. As he gets to know his mother's friend, then he would use *Allô* for his mother, but would most likely still use *Bonjour* for *Mme. Larin*. French children do not usually use adult's first names, they call them *Madame ou Monsieur*.

amis

Fellowship is important within the French culture. The French do not call everyone friends; they are very particular about who they choose to bestow such a classification upon. The word *ami* in French is reserved only for the closest of friends. As Anne of Green Gables would say, "a kindred spirit." I am not saying that North American English are superficial, but rather that the French language is very specific in its identification of close friendships.

Trivia:

In November 1990, the Canadian and French governments signed a bilateral cooperation agreement in the field of museology (the science of running a museum, particularly the loaning of artifacts between museums). The purpose of the agreement is to create and develop special and sustainable links between the countries.

**Activity:**

Here is your lesson planner. It gives you a plan for what you should be doing during the week. Some things might take you less time, please go to the next lesson if you finish early.

Lesson Planner Template: Activity

| Date | Activity to be done: | Days to be done: | Date completed |
|------|---|------------------|----------------|
| | Listen to story on audio | M-F | |
| | Listen to vocabulary on audio | M-F | |
| | Read Student Helps | M | |
| | Read Cultural Notes | M | |
| | Read Things to Remember | M | |
| | Read & practice Everyday Vocabulary | M-F | |
| | Do special instructions in Activities section in Lesson | As directed | |
| | Practice your phonograms | M-F | |
| | Write your vocabulary in vocabulary section | Tuesday | |
| | Practice scripture verses | W, Th, F | |
| | Review your checklist to make sure you are still on track | F | |

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Phonograms

If you did not do this program last year, you will need to learn your phonograms. If you did this program last year, you will already know your phonograms and you can skip this section.

There are a couple of ways that you can practice the phonograms.

Learning the sounds

Listen to the audio using the French Phonograms for Audio Practice sheet that is found in **Appendix D**. Please do this on a daily basis. This will also help you learn your numbers.

Visual recognition

Take the phonogram cards and see if you can visually recognize the phonogram and be able to produce the sound(s). Start with 4 phonogram cards, add four cards per day until you have included the fifty phonograms that you will learn this year. The French phonograms are easier to learn than the English phonograms, because you already know how to read in English and there are less sounds per phonogram and in the language itself.

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. Every month review all the phonograms to make sure you still remember the others.

Auditory recognition

Get your teacher to test you by saying the sounds, while you write down the phonogram.

Practice the vocabulary by listening to the audio of just the vocabulary part of the lesson on a daily basis.

Here is a review of the verb the present tense of *être*.

| | | | |
|-----------------|---------|--------------------|----------|
| <i>Je suis</i> | I am | <i>Nous sommes</i> | We are |
| <i>Tu es</i> | you are | <i>Vous êtes</i> | You are |
| <i>Il est</i> | He is | <i>Ils sont</i> | They are |
| <i>Elle est</i> | She is | <i>Elles sont</i> | They are |

As mentioned in Level IA, *tu* is the familiar form of “you” in the singular. This is used among friends and family. It is always used when talking to animals (but hopefully not when they answer back to you, that would be rude *smile*). Whereas, *vous* is normally the plural form of “you,” but can be used with as the formal form of “you.” Just remember that if the Queen walked into the room you would use *vous* and not *tu*. If you look up verb 535 *tutoyer*, you will find this verb means “to say *tu* to.” You can also check out verb 554 *vouvoyeur*, which means “to say *vous* to.” The French are very particular in using each in the appropriate situations.

Use the correct pronoun with the verb *être*.

| | |
|-------------|---------------|
| <i>suis</i> | <i>sommes</i> |
| <i>es</i> | <i>êtes</i> |
| <i>est</i> | <i>sont</i> |
| <i>es</i> | <i>sont</i> |

Here is the review of the verb *avoir*

| | | | |
|---------------|----------|-------------------|-----------|
| <i>J'ai</i> | I have | <i>Nous avons</i> | We have |
| <i>Tu as</i> | you have | <i>Vous avez</i> | You have |
| <i>Il a</i> | He has | <i>Ils ont</i> | They have |
| <i>Elle a</i> | She has | <i>Elles ont</i> | They have |

Use the correct pronoun with the verb *avoir*.

| | |
|-----------|--------------|
| <i>ai</i> | <i>avons</i> |
| <i>as</i> | <i>avez</i> |
| <i>a</i> | <i>ont</i> |
| <i>a</i> | <i>ont</i> |

Here is a review of how to conjugate *-er* verbs using *présenter*. Add the verb ending to the following verb stems. If you need to, look up the verb in your “Big Blue Book of French Verbs.”

| | |
|---------------------|----------------------|
| <i>Je présent</i> | <i>Nous présent</i> |
| <i>Tu présent</i> | <i>Vous présent</i> |
| <i>Il présent</i> | <i>Ils présent</i> |
| <i>Elle présent</i> | <i>Elles présent</i> |

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Please conjugate the verbs *être*, *avoir*, and *-er* verbs.

1. *Tu* _____ (*aimer*) *le chaton*.
2. *Tu* _____ (*chanter*) *une chanson*.
3. *J'* _____ (*avoir*) *un livre*.
4. *Nous* _____ (*être*) *aussi des étudiantes*.
5. *Hélène et Jeanne* _____ (*être*) *des soeurs*.
6. *Tu* _____ (*être*) *mon amie*.
7. *Vous* _____ (*être*) *très intelligent*.
8. *Elles* _____ (*être*) *ici*.

Now fill in the table for *tutoyer* et *vouvoyer*.

Fill in the table below.

Verb: *tutoyer*

| | |
|-------------|-------|
| <i>Je</i> | _____ |
| <i>Tu</i> | _____ |
| <i>Il</i> | _____ |
| <i>Elle</i> | _____ |
| <i>On</i> | _____ |

Verb Tense : *le présent* Group:

| | |
|--------------|-------|
| <i>Nous</i> | _____ |
| <i>Vous</i> | _____ |
| <i>Ils</i> | _____ |
| <i>Elles</i> | _____ |
| | _____ |

Verb: *vouvoyer*

| | |
|-------------|-------|
| <i>Je</i> | _____ |
| <i>Tu</i> | _____ |
| <i>Il</i> | _____ |
| <i>Elle</i> | _____ |
| <i>On</i> | _____ |

Verb Tense : *le présent* Group:

| | |
|--------------|-------|
| <i>Nous</i> | _____ |
| <i>Vous</i> | _____ |
| <i>Ils</i> | _____ |
| <i>Elles</i> | _____ |
| | _____ |

Formal and Informal

The French have different words for formal and informal settings. The story explained some of these instances. Place an “x” indicating if the word or statement is formal or informal. Try to fill in the table based on your knowledge of the formal and informal. Even if you do not know what the saying means, you should be able to distinguish between the two.

| | formal | informal | translation |
|-----------------------------------|--------|----------|---------------------------|
| <i>bonjour</i> | | | |
| <i>salut</i> | | | |
| <i>tu</i> | | | |
| <i>vous</i> | | | |
| <i>allô</i> | | | |
| <i>Pouvez-vous m'aider?</i> | | | Can you help me? |
| <i>Tu peux m'aider?</i> | | | Can you help me? |
| <i>Comprenez-vous?</i> | | | Do you understand? |
| <i>Tu comprends?</i> | | | Do you understand? |
| <i>Comment vous appelez-vous?</i> | | | What is your name? |
| <i>Tu t'appelles comment?</i> | | | What is your name? |
| <i>Vous êtes d'où?</i> | | | Where are you from? |
| <i>Tu es d'où?</i> | | | Where are you from? |
| <i>Où habitez-vous?</i> | | | Where do you live? |
| <i>Tu habites où?</i> | | | Where do you live? |
| <i>Quel âge avez-vous?</i> | | | How old are you? |
| <i>Tu as quel âge?</i> | | | How old are you? |
| <i>Parlez-vous français?</i> | | | Do you speak French? |
| <i>Tu parles français?</i> | | | Do you speak French? |
| <i>A vos souhaits!</i> | | | Bless you. |
| <i>A tes souhaits!</i> | | | Bless you. |
| <i>C'est à vous!</i> | | | It's your turn. |
| <i>C'est à toi!</i> | | | It's your turn. |
| <i>Ça m'est égal.</i> | | | It does not matter to me. |
| <i>Je m'en fiche.</i> | | | I don't care. |

Journal:

This section is optional. It is simply the keeping of a personal journal written in French. As *Monsieur Gouin* stated on page 74 in his book *L'art d'enseigner et d'étudier les langues* (1880), "To learn a given language is to translate into this language the whole of our individuality." He did not say translate sentences, but translate the whole of your individuality. The translation of our actions, manner, and culture into that language is the key to understanding how the language works and how we work in that language. This is part of what will be accomplished in keeping a French journal. The student will write about their everyday life. They will use the vocabulary, words, and lessons they have learned and apply them to their journal. The journal is kept light. There is no pressure on the student to create great masterpieces. The goal is to get you writing.