A Treasure Chest for Families New to French Immersion

Une trousse de trésors pour les parents d’immersion

Le conseil scolaire du district de Durham 2010
Durham District School Board 2010
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](http://www.durham.edu.on.ca). From the home page, go to “Programs” and 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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Also to Maria DiMauro who helped create the original documents upon which this resource is based.
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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.
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**

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<th>English</th>
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<tr>
<td>Comment ?</td>
<td>How?</td>
</tr>
<tr>
<td>Où ?</td>
<td>Where?</td>
</tr>
<tr>
<td>Quel ?</td>
<td>Which? What?</td>
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<tr>
<td>Pourquoi ?</td>
<td>Why?</td>
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<tr>
<td>Quand ?</td>
<td>When?</td>
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<tr>
<td>Combien ?</td>
<td>How much? How many?</td>
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<tr>
<td>Est-ce que ?</td>
<td>Do/Does? Is/Are there?</td>
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<td>What?</td>
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<tr>
<td>mais</td>
<td>but</td>
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<td>aussi</td>
<td>also</td>
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<td>parce que</td>
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<td>et</td>
<td>and</td>
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<td>cependant</td>
<td>however</td>
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### Les chiffres de 1 à 1 000

#### NUMBERS 1 TO 1 000

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<td>101</td>
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<td>325</td>
<td>trois cent vingt-cinq</td>
<td>800</td>
<td>huit cents</td>
</tr>
<tr>
<td>1 000</td>
<td>cent</td>
<td>1 000</td>
<td>mille</td>
<td>800</td>
<td>huit cents</td>
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## Jours de la semaine, mois, saisons et dates
### DAYS OF THE WEEK, MONTHS, SEASONS AND DATES

### JOURS DE LA SEMAINE | DAYS OF THE WEEK | MOIS | ABRÉVIATIONS | MONTHS
--- | --- | --- | --- | ---
dimanche | Sunday | janvier | jan. | January
lundi | Monday | février | fév. | February
mardi | Tuesday | mars | mars | March
mercredi | Wednesday | avril | avr. | April
jeudi | Thursday | mai | mai | May
vendredi | Friday | juin | juin | June
samedi | Saturday | juillet | juil. | July

### SAISONS | SEASONS
--- | ---
le printemps | spring
l'été | summer
l'automne | fall
l'hiver | winter

### 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

### DATES

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

Par exemple, « Aujourd’hui, c’est le mardi 31 mai. »
## Le temps

### THE WEATHER

<table>
<thead>
<tr>
<th>French Expression</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Il fait beau.</td>
<td>It’s good weather.</td>
</tr>
<tr>
<td>Il fait mauvais.</td>
<td>It is bad weather.</td>
</tr>
<tr>
<td>Il fait chaud.</td>
<td>It’s hot.</td>
</tr>
<tr>
<td>Il fait froid.</td>
<td>It’s cold.</td>
</tr>
<tr>
<td>Il fait soleil.</td>
<td>It’s sunny.</td>
</tr>
<tr>
<td>Il y a du soleil.</td>
<td></td>
</tr>
<tr>
<td>C’est ensoleillé.</td>
<td></td>
</tr>
<tr>
<td>Il vente.</td>
<td>It’s windy.</td>
</tr>
<tr>
<td>Il y a du vent.</td>
<td></td>
</tr>
<tr>
<td>C’est venteux.</td>
<td></td>
</tr>
<tr>
<td>Il fait gris.</td>
<td>It’s overcast.</td>
</tr>
<tr>
<td>C’est nuageux.</td>
<td>It’s cloudy.</td>
</tr>
<tr>
<td>Il pleut.</td>
<td>It’s raining.</td>
</tr>
<tr>
<td>Il neige.</td>
<td>It’s snowing.</td>
</tr>
<tr>
<td>Il gèle.</td>
<td>It’s freezing.</td>
</tr>
<tr>
<td>Il y a du brouillard.</td>
<td></td>
</tr>
<tr>
<td>Il y a de l’orage.</td>
<td>It’s stormy.</td>
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<tr>
<td>C’est orageux.</td>
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# Heures

## TIMES

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<td>1 h – une heure</td>
<td>1 o’clock</td>
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<tr>
<td>2 o’clock</td>
<td>2 h – deux heures</td>
<td>2 o’clock</td>
<td>14 h – quatorze heures</td>
</tr>
<tr>
<td>2:10</td>
<td>2 h 10 – deux heures dix</td>
<td>2:30</td>
<td>14 h 30 – quatorze heures trente</td>
</tr>
<tr>
<td>3 o’clock</td>
<td>3 h – trois heures</td>
<td>3 o’clock</td>
<td>15 h – quinze heures</td>
</tr>
<tr>
<td>3:15</td>
<td>3 h 15 – trois heures et quart</td>
<td>3:40</td>
<td>15 h 40 – quinze heures quarante</td>
</tr>
<tr>
<td>4 o’clock</td>
<td>4 h – quatre heures</td>
<td>4 o’clock</td>
<td>16 h – seize heures</td>
</tr>
<tr>
<td>5 o’clock</td>
<td>5 h – cinq heures</td>
<td>5 o’clock</td>
<td>17 h – dix-sept heures</td>
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<tr>
<td>5:20</td>
<td>5 h 20 – cinq heures vingt</td>
<td>5:50</td>
<td>17 h 50 – dix-sept heures cinquante</td>
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<td>6 h – six heures</td>
<td>6 o’clock</td>
<td>18 h – dix-huit heures</td>
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<tr>
<td>7 o’clock</td>
<td>7 h – sept heures</td>
<td>7 o’clock</td>
<td>19 h – dix-neuf heures</td>
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<tr>
<td>8 o’clock</td>
<td>8 h – huit heures</td>
<td>8 o’clock</td>
<td>20 h – vingt heures</td>
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<td>9 o’clock</td>
<td>21 h – vingt et une heures</td>
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<td>10 o’clock</td>
<td>10 h – dix heures</td>
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<td>22 h – vingt-deux heures</td>
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<td>11 o’clock</td>
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<td>11 o’clock</td>
<td>23 h – vingt-trois heures</td>
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<tr>
<td>12 o’clock</td>
<td>12 h – midi – Noon</td>
<td>12 o’clock</td>
<td>24 h – minuit – Midnight</td>
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<tr>
<td><strong>LES FORMES</strong></td>
<td><strong>SHAPES</strong></td>
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<tr>
<td>un losange</td>
<td><img src="image" alt="Diamond" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Les couleurs

COLOURS

DE QUELLE COULEUR SONT TES CHEVEUX ?

J'ai les cheveux... noirs bruns blonds gris châtaings 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 (lais, 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.
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 froid !

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 !
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 ?

Comment t’appelles-tu ?
Je m’appelle ____________ .

Quel âge as-tu ?
J’ai ___ ans.

Quand est ton anniversaire ?
Mon anniversaire est le _______ .

Où habites-tu ?
J’habite à __________ .

Quel est ton adresse ?
Mon adresse est ____________ .

Comment s’appelle ton père ?
Mon père s’appelle ____________ .

Comment s’appelle ta mère ?
Ma mère s’appelle ____________ .

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

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

À quelle école vas-tu ?
Je vais à l’école ____________ .

Comment s’appelle ton école ?
Mon école s’appelle ______ ____ .

En quelle année es-tu ?
Je suis en ___ année.
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 ___________.
Ouvrez vos livres !
Fermez vos livres !
Répétez, s'il vous plaît.
Donnez-moi ton livre, s'il te plaît.
Écoutez les instructions.
Parlez plus fort, s'il vous plaît !
Lisez à haute voix !
Répondez à la question, s'il vous plaît.
Sortez vos devoirs !
Apprenez le dialogue par coeur.
Apportez vos cahiers.
Asseyez-vous, s'il vous plaît.
Levez-vous, s'il vous plaît.
Faites attention !
Dites-le en français !
Comment dit-on ___________ ?
Que veut dire ___________ ?
Que signifie ce mot ?
Ce n'est pas correct.
Tu as fait une faute.
Zut !
Pas si vite !
Vraiment ?
Un moment, s'il vous plaît !

I don’t have a/any ___________.
Open your books!
Close your books!
Say that again, please.
Please give me your book.
Listen to the instructions.
Speak up, please!
Read out loud!
Answer the question, please.
Take out your homework!
Memorize the dialogue.
Bring your workbooks.
Please sit down.
Please stand up.
Pay attention! Be careful!
Say it in French!
How do you say ___________?
What does ___________ mean?
What does this word mean?
It’s not correct.
You have made a mistake.
Darn it!
Not so fast!
Really?
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.
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.
## VOCABULAIRE UTILE À L’ÉCOLE
### USEFUL SCHOOL VOCABULARY

<table>
<thead>
<tr>
<th>French Term</th>
<th>English Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Une agrafeuse</td>
<td>A stapler</td>
</tr>
<tr>
<td>Une boîte bleue</td>
<td>A blue box</td>
</tr>
<tr>
<td>La craie</td>
<td>The chalk</td>
</tr>
<tr>
<td>Un crayon</td>
<td>A pencil</td>
</tr>
<tr>
<td>Un stylo</td>
<td>A pen</td>
</tr>
<tr>
<td>Une gomme à effacer</td>
<td>An eraser</td>
</tr>
<tr>
<td>Une règle</td>
<td>A ruler</td>
</tr>
<tr>
<td>Un taille-crayons</td>
<td>A pencil sharpener</td>
</tr>
<tr>
<td>Une perforatrice</td>
<td>A paper punch</td>
</tr>
<tr>
<td>Un pupitre</td>
<td>A desk</td>
</tr>
<tr>
<td>Les devoirs</td>
<td>Homework</td>
</tr>
<tr>
<td>Le tableau</td>
<td>The chalkboard, whiteboard</td>
</tr>
<tr>
<td>La poubelle</td>
<td>The garbage can</td>
</tr>
<tr>
<td>Une horloge</td>
<td>A clock</td>
</tr>
<tr>
<td>Un rétroprojecteur</td>
<td>An overhead projector</td>
</tr>
<tr>
<td>Un sac à dos</td>
<td>A back-pack</td>
</tr>
<tr>
<td>Le projecteur électronique</td>
<td>The data projector</td>
</tr>
<tr>
<td>Un coffre à crayons</td>
<td>A pencil case</td>
</tr>
<tr>
<td>Les crayons à colorier</td>
<td>Pencil crayons</td>
</tr>
<tr>
<td>Un dictionnaire</td>
<td>A dictionary</td>
</tr>
<tr>
<td>Une chaise</td>
<td>A chair</td>
</tr>
<tr>
<td>Une table</td>
<td>A table</td>
</tr>
<tr>
<td>Un tapis</td>
<td>A carpet</td>
</tr>
<tr>
<td>La cloche</td>
<td>The bell</td>
</tr>
<tr>
<td>Un téléviseur</td>
<td>A television</td>
</tr>
<tr>
<td>Un lecteur de disque compact</td>
<td>A CD player</td>
</tr>
<tr>
<td>Un écran</td>
<td>A screen</td>
</tr>
<tr>
<td>Un ordinateur</td>
<td>A computer</td>
</tr>
<tr>
<td>Un livre</td>
<td>A book</td>
</tr>
<tr>
<td>Un manuel</td>
<td>A textbook</td>
</tr>
<tr>
<td>Un cahier</td>
<td>A workbook</td>
</tr>
<tr>
<td>Le papier</td>
<td>Paper</td>
</tr>
<tr>
<td>Le carton</td>
<td>Cardboard</td>
</tr>
<tr>
<td>Les ciseaux</td>
<td>Scissors</td>
</tr>
<tr>
<td>La porte</td>
<td>The door</td>
</tr>
<tr>
<td>La fenêtre</td>
<td>The window</td>
</tr>
<tr>
<td>La colle</td>
<td>Glue</td>
</tr>
<tr>
<td>Un(e) enseignant(e)</td>
<td>A teacher</td>
</tr>
<tr>
<td>Un(e) élève</td>
<td>A student</td>
</tr>
<tr>
<td>Le directeur/la directrice</td>
<td>The principal</td>
</tr>
<tr>
<td>Le directeur-adjoint/la directrice-adjointe</td>
<td>The vice principal</td>
</tr>
<tr>
<td>Le concierge</td>
<td>The caretaker</td>
</tr>
<tr>
<td>Le/la secrétaire</td>
<td>The secretary</td>
</tr>
<tr>
<td>Le bureau</td>
<td>The office or the teacher’s desk</td>
</tr>
</tbody>
</table>
### LES MOTS USUELS

#### HIGH FREQUENCY WORDS

<table>
<thead>
<tr>
<th>French</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>J’aime</td>
<td>I like</td>
</tr>
<tr>
<td>Je n’aime pas</td>
<td>I don’t like</td>
</tr>
<tr>
<td>Et</td>
<td>And</td>
</tr>
<tr>
<td>Est</td>
<td>Is</td>
</tr>
<tr>
<td>Aussi</td>
<td>Also</td>
</tr>
<tr>
<td>Il y a</td>
<td>There is, there are</td>
</tr>
<tr>
<td>C’est</td>
<td>It is</td>
</tr>
<tr>
<td>Tout le monde</td>
<td>Everyone, everybody</td>
</tr>
<tr>
<td>Sur</td>
<td>On</td>
</tr>
<tr>
<td>Sous</td>
<td>Under</td>
</tr>
<tr>
<td>Devant</td>
<td>In front of</td>
</tr>
<tr>
<td>Derrière</td>
<td>Behind</td>
</tr>
<tr>
<td>Ici</td>
<td>Here</td>
</tr>
<tr>
<td>Là-bas</td>
<td>Over there</td>
</tr>
<tr>
<td>Avant</td>
<td>Before</td>
</tr>
<tr>
<td>Après</td>
<td>After</td>
</tr>
<tr>
<td>Plus</td>
<td>More</td>
</tr>
<tr>
<td>Moins</td>
<td>Less</td>
</tr>
<tr>
<td>Que</td>
<td>Than, that</td>
</tr>
<tr>
<td>Mais</td>
<td>But</td>
</tr>
<tr>
<td>Ou</td>
<td>Or</td>
</tr>
<tr>
<td>Pour</td>
<td>For</td>
</tr>
<tr>
<td>Avec</td>
<td>With</td>
</tr>
<tr>
<td>Parce que</td>
<td>Because</td>
</tr>
<tr>
<td>Après</td>
<td>After</td>
</tr>
<tr>
<td>Vite</td>
<td>Quickly</td>
</tr>
<tr>
<td>Lentement</td>
<td>Slowly</td>
</tr>
<tr>
<td>Beaucoup</td>
<td>A lot</td>
</tr>
<tr>
<td>Très</td>
<td>Very</td>
</tr>
<tr>
<td>Vraiment</td>
<td>Really</td>
</tr>
<tr>
<td>Encore</td>
<td>Again, yet</td>
</tr>
<tr>
<td>Puis, ensuite</td>
<td>Then, afterwards</td>
</tr>
<tr>
<td>Pendant</td>
<td>During</td>
</tr>
<tr>
<td>Maintenant</td>
<td>Now</td>
</tr>
<tr>
<td>Aujourd’hui</td>
<td>Today</td>
</tr>
<tr>
<td>Demain</td>
<td>Tomorrow</td>
</tr>
<tr>
<td>Hier</td>
<td>Yesterday</td>
</tr>
<tr>
<td>Bravo !</td>
<td>Well done!</td>
</tr>
<tr>
<td>Fantastique !</td>
<td>Fantastic!</td>
</tr>
<tr>
<td>Formidable !</td>
<td>Great!</td>
</tr>
</tbody>
</table>
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:

```plaintext
b  a  =  ba
ch e  =  be
d i  =  bi
f  o  =  bo
j  o  =  bo
l  u  =  bu
m  é  =  bé
n  è  =  bè
p  ê  =  bè
r  ê  =  bè
s
v
```
Suggested Language Resources

CHILDREN’S FRENCH DICTIONARIES

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

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

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
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.
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

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

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>à – 133</td>
<td>è – 136</td>
<td>ë – 137</td>
<td>è – 137</td>
<td>ë – 137</td>
<td>ë – 137</td>
</tr>
<tr>
<td>â – 131</td>
<td>ë – 136</td>
<td>ë – 137</td>
<td>ë – 137</td>
<td>ë – 137</td>
<td>ë – 137</td>
</tr>
</tbody>
</table>

**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 vitae, etc., the **œ and **ae 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:**

- **œ** – 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
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.

<table>
<thead>
<tr>
<th>English</th>
<th>Error</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’ve finished</td>
<td>Je suis fini</td>
<td>J’ai fini</td>
</tr>
<tr>
<td>I went</td>
<td>J’ai allé</td>
<td>Je suis allé</td>
</tr>
<tr>
<td>He went</td>
<td>Il a allé</td>
<td>Il est allé</td>
</tr>
<tr>
<td>I came back</td>
<td>J’ai revenu</td>
<td>Je suis revenu</td>
</tr>
<tr>
<td>On the bus</td>
<td>Sur l’autobus</td>
<td>Dans l’autobus</td>
</tr>
<tr>
<td>On Monday</td>
<td>Sur lundi</td>
<td>Lundi</td>
</tr>
<tr>
<td>mine, yours, his/hers</td>
<td>le mon, le ton, le son</td>
<td>le mien, le tien, le sien</td>
</tr>
<tr>
<td>that looks beautiful</td>
<td>cela regarde beau</td>
<td>cela a l’air beau</td>
</tr>
<tr>
<td>French Expression</td>
<td>English Translation</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td>Un ordinateur</td>
<td>A computer</td>
<td></td>
</tr>
<tr>
<td>Une souris</td>
<td>A mouse</td>
<td></td>
</tr>
<tr>
<td>Un tapis de souris</td>
<td>A mouse pad</td>
<td></td>
</tr>
<tr>
<td>Un écran</td>
<td>A screen</td>
<td></td>
</tr>
<tr>
<td>Un moniteur</td>
<td>A monitor</td>
<td></td>
</tr>
<tr>
<td>Un clavier</td>
<td>A keyboard</td>
<td></td>
</tr>
<tr>
<td>Une touche</td>
<td>A key</td>
<td></td>
</tr>
<tr>
<td>Une imprimante</td>
<td>A printer</td>
<td></td>
</tr>
<tr>
<td>Imprimer</td>
<td>To print</td>
<td></td>
</tr>
<tr>
<td>L’Internet</td>
<td>The Internet</td>
<td></td>
</tr>
<tr>
<td>En ligne</td>
<td>On-line</td>
<td></td>
</tr>
<tr>
<td>Cliquer</td>
<td>To click</td>
<td></td>
</tr>
<tr>
<td>Télécharger</td>
<td>To download</td>
<td></td>
</tr>
<tr>
<td>Une icône</td>
<td>An icon</td>
<td></td>
</tr>
<tr>
<td>La police</td>
<td>A font</td>
<td></td>
</tr>
<tr>
<td>Naviguer/navigateur</td>
<td>To browse/a browser</td>
<td></td>
</tr>
<tr>
<td>La barre de défilement</td>
<td>The scroll bar</td>
<td></td>
</tr>
<tr>
<td>Défiler vers le bas</td>
<td>To scroll down</td>
<td></td>
</tr>
<tr>
<td>Défiler vers le haut</td>
<td>To scroll up</td>
<td></td>
</tr>
<tr>
<td>Un site Web</td>
<td>A web site</td>
<td></td>
</tr>
<tr>
<td>Une page d’accueil</td>
<td>A home page</td>
<td></td>
</tr>
<tr>
<td>Un lien</td>
<td>A link</td>
<td></td>
</tr>
<tr>
<td>Un moteur de recherche</td>
<td>A search engine</td>
<td></td>
</tr>
<tr>
<td>Un favori/un signet</td>
<td>A favourite/bookmark</td>
<td></td>
</tr>
<tr>
<td>Sauvegarder</td>
<td>To save, back-up</td>
<td></td>
</tr>
<tr>
<td>Enregistrer</td>
<td>To save</td>
<td></td>
</tr>
<tr>
<td>Enregistrer sous</td>
<td>To save as</td>
<td></td>
</tr>
<tr>
<td>Un courriel</td>
<td>An e-mail</td>
<td></td>
</tr>
<tr>
<td>Glisser et déposer</td>
<td>To drag and drop</td>
<td></td>
</tr>
<tr>
<td>Créer un nouveau document</td>
<td>To open a new file</td>
<td></td>
</tr>
<tr>
<td>Ouvrir un document existant</td>
<td>To open an existing file</td>
<td></td>
</tr>
<tr>
<td>Un fichier</td>
<td>A file</td>
<td></td>
</tr>
<tr>
<td>Un dossier</td>
<td>A folder</td>
<td></td>
</tr>
<tr>
<td>Un tableur</td>
<td>A spreadsheet</td>
<td></td>
</tr>
<tr>
<td>Importer</td>
<td>To import</td>
<td></td>
</tr>
<tr>
<td>Exporter</td>
<td>To export</td>
<td></td>
</tr>
<tr>
<td>deux points/deux barres obliques/point</td>
<td>colon/two forward slashes/dot</td>
<td></td>
</tr>
</tbody>
</table>
**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**

**La gentillesse**

**L’intégrité**
J’essaie toujours de faire ce qui est correct même lorsque c’est difficile. Je suis franc(e) 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.

**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 call names. 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 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 their 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

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.

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
Racantine.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/eleves/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.
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](http://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](http://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](http://garnier.csdccs.edu.on.ca/pages/CampGarnier/en/index_en.html).
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.
Notes: