

ANSWER KEY

Classical Subjects *Creatively Taught*™

French for Children

Primer B

Learn more than
how to order
a croissant

Joshua Kraut
with David Spieser, PhD





French for Children Primer B Answer Key

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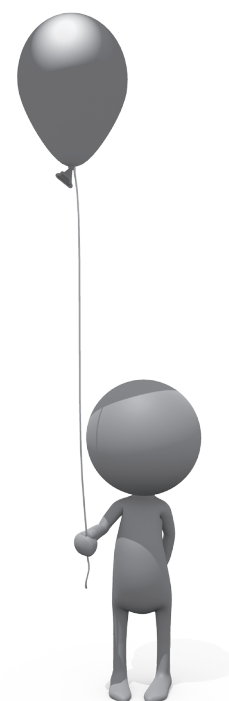
TEACHER'S NOTE

Please note that this table of contents pertains to the student edition and is supplied for your ease of use when directing students to specific sections of the book. This answer key does not contain the Memory or Grammar pages from the student edition and therefore much of the pagination will be different than that of the student edition.

*These sections are continued from *FFCA*. See page 5 for a note about this.

CD TRACK & AUDIO FILE INFORMATION

| CD Track | Audio File | Chap. | Page | CD Track | Audio File | Chap. | Page | CD Track | Audio File | Chap. | Page |
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| 12 | 02_05 | 2 | 27 | 50 | 09_06 | 9 | 101 | | | | |
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| 19 | 03_06 | 3 | 44 | 57 | 11_02 | 11 | 120 | | | | |
| 20 | 04_01 | 4 | 45 | 58 | 11_03 | 11 | 120 | | | | |
| 21 | 04_02 | 4 | 46 | 59 | 11_04 | 11 | 120 | | | | |
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SUGGESTED SCHEDULE

There are seventeen chapters in *French for Children Primer B*, thirteen of which are content chapters and four are review. Doing one chapter per week (content and review chapters) will allow you to finish the course in approximately half of an academic year. Alternatively, if you complete one content chapter every two weeks, taking just one week per review chapter, the course will take a full year—thirty weeks.

WEEKLY SCHEDULE

The following is a basic weekly schedule, to be modified as necessary by the teacher. Note that days two and five call for longer sessions.

Day One (approx. 30 mins.)

Listen to the audio file of the opening dialogue and have students follow along in the text. Take a few minutes (not too long) to ask students what they've understood from the dialogue and what they think is going on. Total comprehension at this stage is not essential; students should be encouraged to guess at the details of the plot or simply the meaning of new vocabulary items based on context. Present the vocabulary and the paradigm (grammar chant). Students should chant through the paradigm and vocabulary two or three times, using the recorded audio files (and/or teachers' pronunciation) as a guide. (Optional step 1: At this point, the video can be played up to the point at which the instructor reads through the chant and the vocabulary, but the video should be stopped after that.) Then, ask students to skim back over the dialogue to see if they understand more of the French. Again, do not take too long for comprehension questions at this stage; the dialogue will be revisited later. (Optional step 2: Students can take turns reading different parts in the dialogue, one or two lines each. This activity is meant to help students read the French and develop good French pronunciation more than to stage a drama, since students may not understand every word of the dialogue.)

Day Two (approx. 55–65 mins.)

Review the paradigm (grammar chant) and vocabulary and have students chant them again one or two times. Watch the video (either picking up where you left off from day one or viewing it in its entirety). The videos are approximately forty-five minutes to an hour in

length. While you should feel free to stop them and rewind at any time, be aware that they may take a while to get through with frequent interruptions.

Day Three (approx. 30 mins.)

Start with a quick chant of the paradigm and vocabulary. Then spend some time explaining the grammar page, paying special attention to the examples. If you see an italicized sentence, be sure to emphasize it (you may consider having students circle these and other key sentences with a colored pencil for future reference). Ask comprehension questions, such as “What two words do you need to turn a positive sentence into a negative one in French?” or “What is an irregular verb?” After this, begin the worksheet, or assign it as homework.

Day Four (approx. 30 mins.)

Again, start the day with a quick chant of the paradigm and vocabulary. Next, the worksheet should either be started or completed. Check students’ work and go over any corrections with the students. Grammar should be reviewed and retaught as necessary. One means of reviewing grammar can be to view the video again to ensure comprehension of key grammatical topics for that chapter.

Day Five (approx. 50 mins.)

Students should take the quiz without looking back at the rest of the chapter. When the quiz has been completed, go over the answers together and review any trouble spots. Finally, go back and listen to the opening dialogue once more, having students follow along in the text. Discuss what is happening, and identify vocabulary/grammatical points that help in understanding the dialogue. Translate the dialogue together.

BIWEEKLY SCHEDULE

The following is a basic biweekly schedule spread over seven class meetings, to be modified as necessary by the teacher.

Day One (approx. 30 mins.)

Listen to the opening dialogue and follow along in the text. Take a few minutes (not too long) to ask students what they’ve understood from the dialogue, and what they think is going on. Total comprehension at this stage is not essential; students should be encouraged to guess at the details of the plot or simply the meaning of new vocabulary items based on context. Present the vocabulary and the paradigm (grammar chant). Students should chant through the paradigm and vocabulary two or three times, using the recorded audio files

(and/or teachers' pronunciation) as a guide. (Optional step 1: At this point, the video can be played up to the point at which the instructor reads through the chant and the vocabulary, but it should be stopped after that.) Then, ask students to skim back over the dialogue to see if they understand more of the French. Again, do not take too long for comprehension questions at this stage; the dialogue will be revisited later. (Optional step 2: Students can take turns reading different parts in the dialogue, one or two lines each. This activity is meant to help students read and develop good French pronunciation more than to stage a drama, since students may not understand every word of the dialogue.)

Day Two (approx. 55–65 mins.)

Review the paradigm (grammar chant) and vocabulary and have students chant them again one or two times. Have students watch the video (either picking up where you left off from day one, or else in its entirety). The videos are between forty-five minutes and an hour in length. While you should feel free to stop them and rewind at any time, be aware that they may take a while to get through with frequent interruptions.

Day Three (approx. 30 mins.)

Start with a quick chant of the paradigm and vocabulary. Then spend some time explaining the grammar page, paying special attention to the examples. If you see an italicized sentence, be sure to emphasize it (you may consider having students circle or highlight these and other key sentences for future reference). Ask comprehension questions, such as “What two words do you need to turn a positive sentence into a negative one in French?” or “What is an irregular verb?” Go back and listen to the opening dialogue once more, having students follow along in the text. Discuss what is happening, and identify vocabulary/grammatical points that help in the understanding of the dialogue (a full translation is not necessary at this time—target in particular those sections of the dialogue that employ grammatical notions discussed in the Grammar section). If time remains, have students begin the worksheet.

Day Four (approx. 30 mins.)

Again, start the day with a quick chant of the paradigm and vocabulary. Next, the worksheet should be started. Students may consult the chapter to complete this section. Grammar should be reviewed and retaught as necessary. One means of reviewing grammar can be to view parts of the video again to ensure comprehension of key grammatical topics for that chapter.

Day Five (approx. 30 mins.)

The worksheet should be completed and reviewed. Trouble spots should be addressed. Students should prepare for taking the quiz by playing vocabulary games (e.g., flash cards, bingo, charades, etc.).

Day Six (approx. 30 mins.)

Have students take the quiz, noting that they are not to look back at the previous sections of the chapter.

Day Seven (approx. 30 mins.)

Review the quiz. Then, return a final time to the opening dialogue, having students listen to the audio file and follow along in the text. Translate the dialogue together. Discuss what is happening and identify vocabulary/grammatical points that help you understand the dialogue. Students may be encouraged to read aloud and to do their best to “act the part” if they feel so inclined.



INTRODUCTION

Welcome back for another exciting course in French! *French for Children Primer B (FFCB)* picks up right where the previous volume—*French for Children Primer A (FFCA)*—left off. In fact, if you look at the table of contents in this book, you’ll see that some of the “series” of grammatical themes simply continue on here. For example, we’re beginning in chapter 1 with part 2 in our discussion of irregular verbs—that’s a continuation of part 1 from *FFCA*. You’ll come across other grammatical units that began in *FFCA* and are expanded upon in this book, so if you see a part 3 of some unit that appears to be missing the first two parts, make sure you have a look back at *FFCA*!

Just as a reminder, then, there are two types of chapters in this book: *lesson chapters* and *review chapters*. Review chapters bring together the information you’ve seen in the previous few chapters, and give you an opportunity to test your knowledge. Lesson chapters are where you learn things for the first time.

In each lesson chapter, you will see a few things: At the top of each page in the lesson chapters, you will see different titles. The title that is **BIGGER THAN THE REST** tells you which part of a chapter you are in. The four main parts of each lesson chapter are: Memory, Grammar, Worksheet, or Quiz. Let’s take a look at what you’ll find in each of the different parts.

MEMORY

Dialogue

The dialogues in this book continue to tell the tale of Jean and Aurélie, whom you met in *FFCA*. As in that book, the dialogues in this book introduce you to some of the new vocabulary that you’ll be learning in each lesson chapter. Feel free to read over the chapter’s vocabulary list before reading the dialogue if you desire, but we do not recommend that you try to memorize the vocabulary letter-for-letter before attempting to read the dialogues.

The most rewarding way to approach the dialogues may simply be to *jump right in and try to figure out what words mean by their context*. The mix of French and English within the dialogues continues in this book, though with more emphasis on the French. As with *FFCA*, this mixture of languages should make it possible for you to decipher the new French words in each chapter. Even if you can only narrow it down to a guess (for example: “I think this word must be some kind of food,” or “I think this word is an action that means to go some-

where”), that’s a great start. This will give you a “feel” for the word even before you study the vocabulary more deeply (see item 3 in this list). There are translations of all of the dialogues in the back of the teacher’s edition of *FFCB* (see Appendix A: Dialogue Translations).

Chant

The French word **chant** means the same thing as the English word “chant,” so you already know what this is! In each chapter we ask you to chant a certain set of words or phrases. Why? The goal is to help you and your mouth get used to forming the sounds of these words. You can listen to the audio files of the chants. The chants and their translations are also included in their own appendix (appendix B) at the end of this book.

Vocabulaire

There are approximately ten vocabulary words in each chapter. After reading through the dialogue and trying to figure out the new words ahead of time, we recommend that you spend a few minutes committing these words to memory every day that you are working on the chapter. Memorize the vocabulary, and following the chapter will be easy as pie. Don’t memorize it, and you’ll be flipping pages back and forth the whole time to look up what the words mean! As a way of making memorizing the vocabulary easier, try creating flash cards and having someone quiz you with them.

GRAMMAR

This section is where we discuss the inner workings of French grammar—and how to use it. Pay close attention to a few different *icons* that may appear on the pages of the Grammar section:



Remarque: The French word **remarque** looks like an English word you may know—“remark.” In this book, when you see the **Remarque** icon, this means that you will be given a little bit of extra information to remember about the grammar rule you’ve just learned.



Renvoi: A **renvoi** is a sort of reminder to go back to a subject that has already been mentioned. For example, if we are talking about something in chapter 7, which uses some of the information from chapter 2, there will be a **Renvoi** icon in chapter 7, which tells you “Turn to chapter 2 if you need to refresh your memory.”

WORKSHEET

The Worksheet is just what the name says it is: worksheet exercises where you can put your brain to the test and see if you can use the grammar lesson to complete the charts,

sentences, and word puzzles you'll find. For the Worksheet, feel free to flip back and forth between the exercises and the pages in the Grammar section in case you get stuck; the idea is to learn as you go. Answers to the exercises from both the Worksheet and the Quiz sections are found in *French for Children Primer B Answer Key*.

An additional note on the answer key: In *FFCA*, for present-tense verb phrases, such as **je parle**, we supplied two translations: "I speak/I am speaking." Both translations were included in the answer key. In *FFCB*, we will no longer provide both translations since we'll be introducing even more expressions that could be translated multiple ways. It would be too complicated, for instance, to list four different possible translations for a sentence that combined a present-tense verb and another one of these expressions! However, specifically on the topic of the verb translations, you can rest assured that both translations are still appropriate unless it is clearly a situation in which one seems more natural than the other. The key is simply to know in the back of your mind when you'd use one translation and when you'd use the other.

Quiz

Finally, the end of each lesson chapter contains a Quiz section. This section is similar to the Worksheet, except this time you're *only* supposed to use your brain—no looking back at the Grammar section, the Worksheet, your flash cards, your notes, nothing, zero, zip, **rien** (**rien** is French for "nothing"). Of course, **la police** won't come to your house if you do go back and look, but the point is that *if you still need to go back to previous pages for help, you have not really learned the lesson*, and so you should probably not go on to the next chapter until you can pass the quiz with either a perfect score or only one or two answers wrong. And, of course, once you're done with the quiz, we highly recommend going back to the opening dialogue and reading it through once more—probably much faster, and more enjoyably this time!—to cement in all of the new things you've learned.

La dictée

At the end of every Quiz section we've included an exercise called a **dictée**—a dictation exercise. Traditionally in this exercise, the teacher reads a short sentence slowly, a few words at a time, and the students copy down, or transcribe, what they hear. You can hear the sentences read on the CD or audio file. (Check the CD Track & Audio File Information page for the list of the **dictée** associated with each chapter.) If the teacher feels comfortable doing so, he or she may read the sentences aloud as well, including perhaps a faster repetition (one which approaches a normal speech rate) the second time.

Transcribing spoken French is especially helpful since, as you'll see, there are many letters that you may not hear pronounced, but which are important to include in the written form nonetheless. In fact, the **dictée** has a rich tradition in francophone culture, believe it or not—a bit like our spelling bees. Today in the francophone world there are **dictée** competitions in many different regions, and they attract both schoolchildren and adults! Our hope is that these “spoken puzzles” will be challenging and instructive for you as well.

Here are a few practical tips regarding **dictées**:

First, you should feel free to incorporate the **dictées** in the Worksheet section if you find that more helpful, or if it works more neatly with your schedule. Second, as for the marking of the **dictées** (assuming they are being used in a Quiz), the instructor should be generous with “partial credit” in these exercises. It can be quite challenging to get the entire sentence exactly right, so having a breakdown of how students can obtain points for each sentence—rather using an all-or-nothing scheme—would be preferable. One could award points, for example, for each correctly spelled word.

TREASURES IN THE BACK OF THE BOOK: NEW MATERIAL IN *FFCB*

Far, far away, in the back of this book, you will find several things:

Appendices

The appendices contain some of the same information you will learn from the book's regular lesson chapters, but it is condensed and organized into charts in the appendices to make it easier to search through. There is a preposition appendix (appendix E; prepositions appear throughout this book), verb appendix (appendix C) with verb conjugations, and a past participle appendix (appendix D; also see chapter 11).

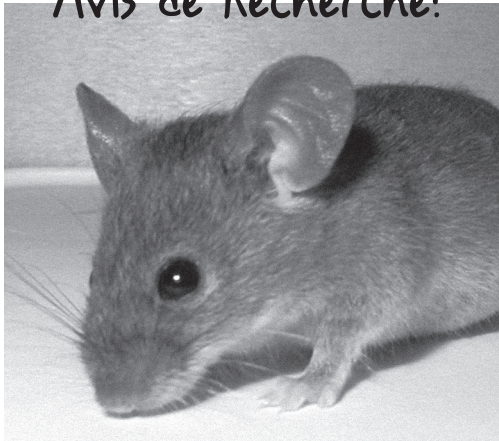
Glossaries

The alphabetical glossary contains all of the vocabulary items in this book, along with their translations, presented in one long, alphabetical list. Think of this section as a “mini-dictionary” that contains the words for both *FFCA* and *FFCB*. For nouns, you will see the clues to determining the noun's gender in the glossary entry. In the glossary by chapter—you guessed it—all of the vocabulary words from *FFCB* are listed by the chapter in which they first appear. This glossary can be a very handy tool when you're studying your vocabulary. You will also find a categorical glossary that divides the book's vocabulary, along with the Conversation Journal words and phrases, into various categories based on how they are used.

TRADUCTION

Of course, during Jean and Aurélie's absence from the zoo, their keepers have been searching all over for their escaped animals. Here are the two missing-animal posters that have been put up around town to help track them down. Translate Jean's poster from French to English; then translate Aurélie's poster from English to French!

Avis de Recherche!



**Il s'appelle Jean.
Il est une souris.
Il a onze ans.
Ses yeux sont bleus.
Son nez est rouge.
Ses oreilles sont petites.
Il est très intelligent et sympa.**

His name is Jean.

He is a mouse.

He is eleven years old.

His eyes are blue.

His nose is red.

His ears are small.

He is very intelligent and nice.

Avis de Recherche!



Her name is Aurélie.
She is a cow.
She is eleven years old.
She is very funny.
Her eyes are green.
She has four big legs.
Her mouth is very big.

Elle s'appelle Aurélie.

Elle est une vache.

Elle a onze ans.

Elle est très amusante.

Ses yeux sont verts.

Elle a quatre grandes jambes.

Sa bouche est très grande.

*Missing Person Notice

SAY IT ALOUD!

The following are sentences that (we could imagine) come from Jean and Aurélie's meeting with Thibault. Fill in the blanks using the different conjugations you've learned for the verb **être**. Then, translate the sentences. Finally, say them out loud and compare your pronunciation to what you hear on the audio file [01_06/Tr. 6].

1. **Jean et Aurélie habitent dans le zoo. Le zoo _____ est _____ dans la ville.**

Translation: Jean and Aurélie live in the zoo. The zoo is in the city.

2. **La maison de Thibault _____ est _____ dans un petit village.**

Translation: Thibault's house is in a little village.

3. **Ses sœurs _____ sont _____ jeunes. Elles ont cinq, sept, et neuf ans!**

Translation: His sisters are young. They are five, seven, and nine years old!

4. **"Aurélie, tu _____ es _____ intelligente!"**

Translation: "Aurelie, you are intelligent!"

5. **"Nous avons peur de voyager, alors nous _____ sommes _____ contents de marcher ensemble."**

Translation: "We are afraid to travel, so we are happy to walk together."

6. **Thibault a envie de marcher à la ville: "Moi aussi! Je _____ suis _____ très content de marcher à la ville avec vous. Vous _____ êtes _____ très sympas."**

Translation: Thibault wants to walk to the city: "Me too! I am very happy to walk to the city with you. You are very nice."

GRAMMAIRE

Circle the correct answer.

1. The verb **être** does not follow a normal pattern, so we call it:
 - a. erratic.
 - b. regular.
 - c. irregular.
 - d. unreliable.
2. When you say, "**Mes amis sont sympas,**"
 - a. you cannot hear the **tin sont**.
 - b. you cannot hear the **n** in **sont**.
 - c. you cannot hear the **n** or the **t** in **sont**.
 - d. you can hear all of the letters in **sont**.
3. If you saw a note lying on the ground that said, "**Merci! Je suis contente!**" the one thing you could be sure of is that:
 - a. The author of the note is sad.
 - b. The author of the note is a female.
 - c. The author of the note is in trouble.
 - d. The author of the note is mean.
4. How do you say, "I like to be at school" in French?
 - a. **Il aime est à l'école.**
 - b. **Je suis aimer à l'école.**
 - c. **J'aime être à l'école.**
 - d. **J'aime suis l'école.**





NOUVEAU VOCABULAIRE

Fill in the blank with the correct translation(s) for each word.

| Français | Anglais |
|----------------------------------|--|
| 1. être, je suis | to be, I am |
| 2. voyager, je voyage | to travel, I travel |
| 3. visiter, je visite | to visit, I visit |
| 4. avoir envie de, j'ai envie de | to feel like/to want, I feel like/I want |
| 5. un endroit | a place |
| 6. une idée | an idea |
| 7. ensemble | together |
| 8. intelligent/bête | smart/dumb |
| 9. content/triste | happy/sad |
| 10. difficile/simple | difficult/simple |

ANCIEN VOCABULAIRE

Fill in the blank with the correct translation(s) for each word.

| Français | Anglais |
|------------------------------------|---------------------------|
| 1. le genou | the knee |
| 2. regarder, je regarde | to look (at), I look (at) |
| 3. la grange | the barn |
| 4. avoir besoin de, j'ai besoin de | to need, I need |
| 5. porter, je porte | to carry, I carry |
| 6. mignon | cute |





| Français | Anglais |
|---------------|-----------|
| 7. méchant | mean |
| 8. l'eau | the water |
| 9. mais | but |
| 10. un enfant | a child |

HIDE~AND~SEEK CONJUGATION

Somewhere in the following chart, there is a verb form from another verb that is trying to hide in this conjugation chart. It's playing hide-and-seek with you. Seek it out, circle it, and then add the correct conjugation for **être**. Make sure you write the translations for all the other conjugations, too (we've left space inside the chart so you can stick them right in there).

REMARQUE
 In French, the game hide-and-seek is called **cache-cache**, which literally means "hide-hide" in English.

| Person | Singular | Plural |
|------------|---------------------------------------|--|
| 1st Person | je suis _____ (I am) | nous sommes _____ (we are) |
| 2nd Person | tu es _____ (you are) | vous <u>avez</u> êtes _____ (you are) |
| 3rd Person | il/elle est _____ (he/she/it is) | ils/elles sont _____ (they are) |



TRANSLATION: THE ÊTRE STAIRCASE

Translate the following sentences into French, and see if you can make it to the bottom of the staircase full of **être** verbs. Don't forget to make those adjectives agree with the subjects in gender and number!

I am happy. **Je suis content.** _____

You are happy. **Tu es content.** _____

You are sad. **Tu es triste.** _____

He is sad. **Il est triste.** _____

He is interesting. **Il est intéressant.** _____

She is interesting. **Elle est intéressante.** _____

She is intelligent. **Elle est intelligente.** _____

We⁶ are intelligent. **Nous sommes intelligents.** _____

We are funny. **Nous sommes amusants.** _____

You⁷ (**vous**) are funny. **Vous êtes amusants.** _____

You are handsome. **Vous êtes beaux.** _____

They are handsome. **Ils sont beaux.** _____

They are beautiful. **Elles sont belles.** _____

6. We don't know the gender of "we" in this sentence, so let's imagine that "we" is a mix of males and females, then.

7. Again, let's assume that this is a mix of males and females.

Q

DICTÉE!



Listen to the audio file [01_07/Tr. 7] of the **dictée** for this **chapitre**. On the lines provided, write down the three sentences you hear. You do not need to write translations for them, though it's good practice to think through what the English translation would be. You may stop and repeat the audio file several times as you're writing down the sentences.

1. **Nous sommes très contents.**

Translation: We are very happy.

2. **J'ai envie de voyager avec mes amis.**

Translation: I feel like traveling with my friends.

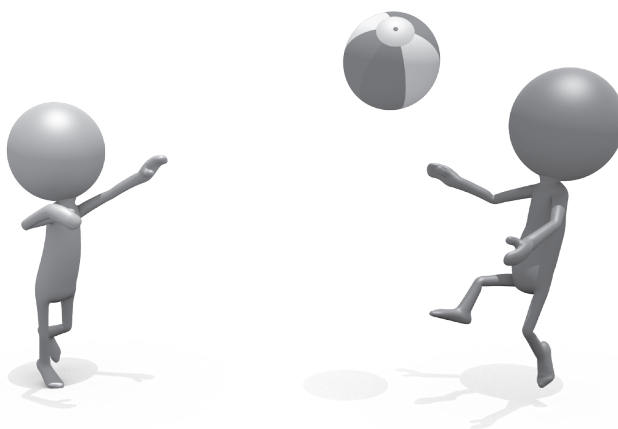
3. **Les devoirs sont difficiles!** 

Translation: The homework is difficult!



TEACHER'S NOTE

Homework is a plural noun in French, though it is singular in English!





The gray text indicates translations that are not provided in the student edition. We thought it would be helpful to supply teachers with translations where applicable.

Remplir (fill in) **le tableau** (the chart/table).

| Person | Singular | Plural |
|------------|---------------------------------------|---|
| 1st Person | je vais (I go) | nous allons (we go) |
| 2nd Person | tu vas (you go) | vous allez (you go) |
| 3rd Person | il/elle va (he/she/it goes) | ils/elles vont (they go) |
| — | Vas-y! (Go on! Keep going!) | Allez-y! (Go on! Keep going!) |

In the following sentences, fill in the blanks with the correct forms of the verb **aller** (to go). Remember, you can use the infinitive form **aller**, too! An example is provided below.

Exemple: L'oiseau et le renard vont à la montagne.

The bird and the fox go to the mountain.✿

REMARQUE

In *FFCA*, present-tense verb phrases such as **vont à la montagne** were translated as “go to the mountain” or “are going to the mountain.” The examples and answer key reflected both possibilities. In *FFCB*, we will no longer provide both translations since we’ll be introducing even more expressions that could be translated multiple ways. It would be too complicated, for instance, to list four different possible translations for a sentence that combined a present-tense verb and another one of these expressions! However, you can rest assured that both translations are still appropriate unless it is clearly a situation in which one translation seems more natural than the other. The key is simply to know in the back of your mind when you’d use one translation and when you’d use the other.

1. **Le loup** _____ **va** _____ **aux champs.** The wolf goes to the fields.
2. **Jean et Aurélie** _____ **vont** _____ **à la ville.** Jean and Aurélie go to the city.
3. **Le meunier (the miller)** _____ **va** _____ **à la foire.** The miller goes to the fair.



4. **Le loup parle:** "Tu _____ va _____ aux champs?"
The wolf is speaking: "You are going to the fields?"
5. **Le meunier parle:** "Non, je _____ vais _____ à la foire."
The miller is speaking: "No, I am going to the fair."
6. **Jean et Aurélie parlent:** "Nous _____ allons _____ à la ville."
Jean and Aurélie are speaking: "We are going to the city."
7. **Le loup parle à Jean et Aurélie:** "Ah, vous _____ allez _____ à la ville! Très bien!"
The wolf is speaking to Jean and Aurélie: "Oh, you are going to the city! Very good!"
8. **Thibault parle à Jean et Aurélie:** "J'ai envie d' _____ aller _____ avec vous!"
Thibault is speaking to Jean and Aurélie: "I want to go with you!"
9. **Enfin (finally), Thibault _____ va _____ à la ville avec Jean et Aurélie.**
Finally, Thibault goes to the city with Jean and Aurélie.

SAY IT ALOUD! THE ACROBATIC À

Remplir (Fill in) **les trous** (the holes) in the following sentences by circling the correct kind of Acrobatic à—that is: **à**, **à la**, **au**, or **aux**. (Hint: We've given you the gender of the noun—either masculine [m.] or feminine [f.]—that follows the preposition in each sentence. Sometimes you'll need it, sometimes you won't!) Once you've chosen the correct Acrobatic à, translate the sentences into English. Finally, go back and pronounce the complete sentence in French, comparing your pronunciation to what you hear on the audio file (02_05/Tr. 12).

1. **J'aime les endroits intéressants. J'aime aller _____ endroits (m.) intéressants.**
[à / à la / au / **(aux)**]

Translation: I like interesting places. I like to go to interesting places.

2. **Vous allez _____ zoo (m.)?**
[à / à la / **(au)** / aux]

Translation: You are going to the zoo?

3. **Je suis berger. Je vais _____ champs (m.)!**
[à / à la / au / **(aux)**]

Translation: I am a shepherd. I am going to the fields!

4. **Ma sœur est paresseuse. Elle reste _____ maison (f.).**
[à / **(à la)** / au / aux]

Translation: My sister is lazy. She stays home/she stays in the house.



5. Tu parles _____ enfants (m.) méchants?

[à / à la / au / **(aux)**]

Translation: Are you speaking to mean children?

6. Mon frère va _____ une grande école (f.).

[**(à)** / à la / au / aux]

Translation: My brother goes to a big school.

7. Tu restes _____ maison (f.) aujourd'hui?

[à / **(à la)** / au / aux]

Translation: Are you staying home/in the house today?

GRAMMAIRE

Circle the correct answer.

1. The words **à**, **de**, and **dans** are examples of a kind of word called a _____.

(a) preposition

b. conjunction

c. article

d. adverb

2. If you heard just the two words **au** and **aux** read aloud one after the other, the difference in pronunciation:

a. would be like the difference between "oh" and "oaks."

b. would be fairly small.

(c) does not exist.

d. would be similar to the difference between "aw" and "ox."

3. Which two words will you *never* see next to each other in French?

a. **aller** and **à**

b. **aller** and **aux**

c. **à** and **la**

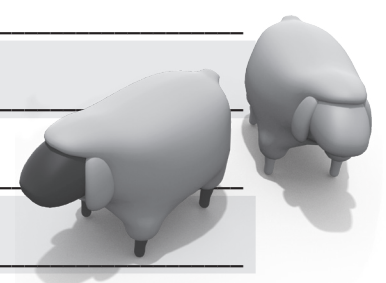
(d) **à** and **le**



NOUVEAU VOCABULAIRE

Fill in the blank with the correct translation(s) for each word.

| Français | Anglais |
|------------------------------------|--|
| 1. aller, je vais | <u>to go, I go</u> |
| 2. un manteau | <u>a coat</u> |
| 3. un chapeau | <u>a hat</u> |
| 4. une chemise | <u>a shirt</u> |
| 5. un pantalon | <u>pants</u> |
| 6. une chaussure/chaussette | <u>a shoe, a sock</u> |
| 7. un mouton | <u>a sheep</u> |
| 8. un berger | <u>a shepherd</u> |
| 9. une foire | <u>a fair</u> |
| 10. un loup | <u>a wolf</u> |
| 11. porter, je porte | <u>to wear, I wear; to carry I carry</u> |



ANCIEN VOCABULAIRE, SPECIAL EDITION~PREPOSITIONS

Fill in the blank with the correct translation(s) for each word. No peeking at the list in this **chapitre!**

| Français | Anglais |
|---------------------|----------------|
| 1. à | <u>to, at</u> |
| 2. à côté de | <u>next to</u> |
| 3. avec | <u>with</u> |
| 4. dans | <u>in</u> |



| Français | Anglais |
|--------------|-----------------------|
| 5. de | of, from |
| 6. loin (de) | far (from) |
| 7. pour | for |
| 8. près (de) | near (to), close (to) |
| 9. sur | on, on top of |
| 10. vers | toward |

PREPOSITIONAL FAMILY REUNION!

In the following sentences, the Daring **de** joins forces with its distant cousin, the Acrobatic **à** to form fantastic new **phrases**.⁴ Isn't it handy to be able to say where people come from and where they are going to? Just as in the Worksheet section, the goal of this exercise is for you to pick the correct preposition from the choices below each blank and circle it. Check *FFCA chapitre* 11 if you run into trouble with the preposition **de**. Once you've chosen the correct preposition, translate the **phrases** into English.

1. Les animaux vont _____ grange (f.) _____ forêt (f).
 de / (de la) / du / des à / (à la) / au / aux

Translation: The animals are going from the barn to the forest.

2. Ma famille marche _____ village (m.) _____ montagne (f.).
 de / de la / (du) / des à / (à la) / au / aux

Translation: My family is walking from the village to the mountain.

3. Les oiseaux volent _____ arbres (m.) _____ champs (m.).
 d'un / d'une / (des) à / à la / au / (aux)

Translation: The birds fly from the trees to the fields.

4. **Une phrase** means "a sentence." As you say the word in the plural, though, don't forget that we drop the final **s** on **phrases**—*FRAHZ*." When you want to say the English word "phrase" in French, you'd say **une expression**. And then, to say "an expression," such as an idiom, or something like that, you . . . Hey! What are you doing still reading this footnote!? Go back to the Quiz!




4. Notre chien va _____ maison (f.) _____ école (f.) pour
 de / (de la) / du / des à / (à l') / au / aux
 chercher notre petite sœur.

Translation: Our dog is going from the house to the school to look for our little sister.

5. Ils voyagent _____ petit village (m.) _____ grande ville (f.).
(d'un) / d'une / des à / (à la) / au / aux

Translation: They are traveling from a little village to the big city.

OÙ VONT-ILS? (WHERE ARE THEY GOING?)

Complétez les phrases (complete the sentences) **avec un sujet** (with a subject), unless there already is one (as in sentences 3 and 5), **et le verbe aller** (and the verb **aller**) in the appropriate form. You do not need to write out the full translation into English. **Voir l'exemple** (see the example): 

Exemple: Oh no! I forgot my library book in our classroom. I need it for this weekend.
 Stay here. **Je vais à l'école!** I am going to the school!

1. We've got our suntan lotion, snorkels, towels, and snacks—we're ready.
 _____ **Nous** _____ **allons** _____ **à la plage.** We are going to the beach.

2. How many of you have subway tickets? How about a map of downtown?
 Are you at least planning to visit some cool museums? No? That's too bad!
 _____ **Vous** _____ **allez** _____ **à la ville!** It doesn't happen that often!
 You are going to the city!

3. **Fred** _____ **va** _____ **à la maison**—he's had enough of work!
 Fred is going home!

4. What's with all of your camping gear? Oh! I see. Tu vas or Vous allez
 _____ **à la montagne.** You are going to the mountain.

5. **Aujourd'hui Alexandre** _____ **va** _____ **à l'école.** It's his first time, so he's
 very nervous! Today Alexandre is going to school.

6. _____ **Il** _____ **va** _____ **à la foire avec son âne sur sa tête?**
Il est fou (crazy)! He is going to the fair with his donkey on his head? He's crazy!



TEACHER'S NOTE

The translations have been supplied in the answer key in case students want to check their understanding of the sentences.





Dictée!



Listen to the audio file [02_06/Tr. 13] of the **dictée** for this **chapitre**. On the lines provided, write down the three sentences you hear. You do not need to write translations for them, though it's good practice to think through what the English translation would be. You may stop and repeat the audio file several times as you're writing down the sentences.

1. **Le loup va aux champs.**

Translation: The wolf is going to the fields.

2. **Nous allons à la foire dans notre village.**

Translation: We are going to the fair in our village.

3. **Le berger porte un chapeau bizarre.**

Translation: The shepherd is wearing a bizarre hat.



SAY IT ALOUD!

There are three things that you need to do to each of the following sentences:

1. Make the sentence *negative*. (Of course, the rule you just learned for **pas de** will not apply everywhere; it is used only when there is **un, une, or des** right after the verb.)
2. Translate the *negative* sentence into English.
3. Go back and pronounce the *negative* French sentence you created in step one, comparing your pronunciation to the audio file (03_05/Tr. 18). An example is provided below.

Exemple: Nous commençons un jeu.

We are starting a game.

Negative: Nous ne commençons pas de jeu.

Translation: We are not starting a game.



RAPPEL

In this example, the word **un** was changed to **de** because the sentence is *negative*.

1. **Nous portons des vêtements intéressants.** We are wearing interesting clothes.

Negative: Nous ne portons pas de vêtements intéressants.

Translation: We are not wearing interesting clothes.

2. **Notre chat mange notre pain!** Our cat is eating our bread!

Negative: Notre chat ne mange pas notre pain!

Translation: Our cat is not eating our bread!

3. **Je porte mon fromage dans un sac.** I carry my cheese in a bag.

Negative: Je ne porte pas mon fromage dans un sac.

Translation: I do not carry my cheese in a bag.

4. **Tu chantes comme un oiseau.** You sing like a bird.

Negative: Tu ne chantes pas comme un oiseau.

Translation: You do not sing like a bird.



5. **Elle nage comme un poisson.** She swims like a fish.

Negative: Elle ne nage pas comme un poisson.

Translation: She does not swim like a fish.

6. **Ils ont l'air gentil.** They seem nice.

Negative: Ils n'ont pas l'air gentil.

Translation: They do not seem nice.

7. **Vous travaillez beaucoup.** You work a lot.

Negative: Vous ne travaillez pas beaucoup.

Translation: You do not work a lot.

NEGATIVE MESS

Put the words in the following sentences back in the correct order before you translate them into English.

1. **loup Le ville ne va à la pas.**

Correct Order: Le loup ne va pas à la ville.

Translation: The wolf is not going to the city.

2. **pantalon Le n' pas a de loup.**

Correct Order: Le loup n'a pas de pantalon.

Translation: The wolf doesn't have pants.

3. **l'air Le n' gentil pas loup a très.**

Correct Order: Le loup n'a pas l'air très gentil.

Translation: The wolf doesn't seem very nice.

4. **champs Aurélie pas ne va aux.**

Correct Order: Aurélie ne va pas aux champs.

Translation: Aurélie is not going to the fields.



5. **pas Jean n'ont Aurélie peur et du loup.**

Correct Order: Aurélie et Jean n'ont pas peur du loup.

Translation: Aurélie and Jean are not afraid of the wolf.

6. **"sommes Nous bêtes ne pas!"** say Jean and Aurélie in unison.

Correct Order: "Nous ne sommes pas bêtes!"

Translation: "We are not dumb!"

7. **"Vous berger ne que je suis pensez pas?"** asks the wolf.

Correct Order: "Vous pensez que je ne suis pas berger?" or "Vous ne pensez pas que je suis berger?"

Translation: "You think that I'm not a shepherd?" or "You do not think that I am a shepherd?"

GRAMMAIRE

Circle the correct answer.

1. To say, "You seem bizarre" in French, you'd say:

a. **"Tu as air bizarre."**

b. **"Tu as un air bizarre."**

c. **"Tu as l'air bizarre."**

d. **"Tu es l'air bizarre."**

2. If a French person asked you to join him for an appetizer of **escargots**

(**un escargot** = a snail; pronounced *ES-KAR-GO*), you would probably say:

a. **"Je ne pas manger des escargots."**

b. **"Je ne mange des escargots."**

c. **"Je mange ne des escargots."**

d. **"Je ne mange pas d'escargots."**

(Then again, you might say yes if you were adventurous . . . they're great with butter!)

3. If your neighbors insisted they had found your dog, but your family only owned cats, you could protest:
- a. **“Nous n’avons pas de chien!”**
 - b. **“Nous ne avons pas de chien!”**
 - c. **“Nous navons pas de chien!”**
 - d. **“Notre chien ne voyage pas!”**
4. The wolf in our tale is not wearing a real coat, like a shepherd would, of course; he is wearing something more like a big old bag. How could we say, “He’s not wearing a coat”?
- a. **“Il ne porte pas un manteau.”**
 - b. **“Il ne porte pas de manteau.”**
 - c. **“Il ne porte pas manteau.”**
 - d. **“Il ne porte pas les manteaux.”**



Q NOUVEAU VOCABULAIRE

Fill in the blank with the correct translation(s) for each word.

| Français | Anglais |
|--------------------------------------|---|
| 1. avoir l'air (de), j'ai l'air (de) | <u>to seem (like), I seem (like)</u> |
| 2. commencer, je commence | <u>to begin/to start, I begin/I start</u> |
| 3. des vêtements | <u>clothes</u> |
| 4. un sac | <u>a bag</u> |
| 5. une patte | <u>a paw/hoof/foot</u> |
| 6. une queue | <u>a tail</u> |
| 7. une manière | <u>a way, a manner</u> |
| 8. le pain | <u>bread</u> |
| 9. ce | <u>this, that</u> |
| 10. comme | <u>like</u> |

ANCIEN VOCABULAIRE

Fill in the blank with the correct translation(s) for each word.

| Français | Anglais |
|------------------------|------------------------------|
| 1. qui? | <u>who?</u> |
| 2. un chapeau | <u>a hat</u> |
| 3. quoi? | <u>what?</u> |
| 4. où? | <u>where?</u> |
| 5. un endroit | <u>a place</u> |
| 6. réussir, je réussis | <u>to succeed, I succeed</u> |
| 7. le genou | <u>the knee</u> |

| Français | Anglais |
|----------------------|---|
| 8. pourquoi? | <u>why?</u> |
| 9. porter, je porte* | <u>to carry, I carry or to wear, I wear</u> |
| 10. comment? | <u>how? or excuse me?</u> |

*Be sure to include both meanings of this word!

NEGATIVES, PART I

Circle the best *negative* response to the following questions. Then, translate that response.

Exemple: Tu as envie d'aller à la plage? Do you feel like going to the beach?

- a. Non, je ne pas ai envie d'aller à la plage.
- b. Non, j'ai ne pas envie d'aller à la plage.
- c. Non, je n'ai pas envie d'aller à la plage.

Translation: No, I don't feel like going to the beach.

1. Le fromage est dans le sac? The cheese is in the bag?/Is the cheese in the bag?

- a. Non, le fromage nest pas dans le sac.
- b. Non, le fromage est pas dans le sac.
- c. Non, le fromage n'est pas dans le sac.

Translation: No, the cheese is not in the bag.

2. Ta sœur commence à l'école aujourd'hui? Your sister begins at school today?/
Does your sister begin at school today?

- a. Non, ma sœur ne commence pas à l'école aujourd'hui.
- b. Non, ma sœur commence pas à l'école aujourd'hui.
- c. Non, ma sœur ne commence à l'école aujourd'hui.

Translation: No, my sister does not begin at school today.

3. Votre chien a sept pattes!/? Your dog has seven paws!/?/Does your dog have seven paws!/?

- a. Non, notre chien n'a sept pattes!
- b. Non, notre chien n'ont pas sept pattes!
- c. Non, notre chien n'a pas sept pattes!

Translation: No, our dog does not have seven paws!

4. **Le pain a l'air délicieux?** The bread seems delicious?/Does the bread seem delicious?
- Non, le pain ne pas a l'air délicieux.**
 - Non, le pain a ne pas l'air délicieux.**
 - Non, le pain n'a pas l'air délicieux.**

Translation: No, the bread does not seem delicious.

NEGATIVES, PART 2

In this last section, you no longer have the choice of three answers. You must create the answer yourself. That is, don't just rephrase the question—answer it negatively! After you write the *negative* response in French, translate it into English in the space provided.

1. **Tu aimes ma manière de chanter?** You like my way of singing?/
Do you like my way of singing?

Negative Answer: Non, je n'aime pas ta manière de chanter.

Translation: No, I don't like your way of singing.

2. **Vous portez des nouveaux vêtements?** You are wearing new clothes?/
Are you wearing new clothes?

Negative Answer: Non, nous ne portons pas de nouveaux vêtements.

Translation: No, we do not wear/we're not wearing new clothes.

3. **Je mange comme un cochon?** I eat like a pig?/Do I eat like a pig?

Negative Answer: Non, tu ne manges pas comme un cochon.

Translation: No, you don't eat/aren't eating like a pig.



DICTÉE!

Listen to the audio file [03_06/Tr. 19] of the **dictée** for this **chapitre**. On the lines provided, write down the three sentences you hear. You do not need to write translations for them, though it's good practice to think through what the English translation would be. You may stop and repeat the audio file several times as you're writing down the sentences.

- Vous ne travaillez pas!** Translation: You are not working!
- Vous n'avez pas envie de travailler?** Translation: You do not feel like working?
- Les moutons ont l'air bêtes.** Translation: The sheep seem dumb.