



**I want to help, but I don't understand the question!**

**A handbook for parents of French Immersion students**



French Immersion Department  
École Secondaire Earl Marriott Sec  
Avril 2005

## Bienvenue à l'immersion française !

This booklet is intended for the use of parents of children pursuing the Immersion program at the grade eight level. The intent is that this booklet will enable parents to support their children at home, by means of homework help, the supervision of healthy study habits, and further encouragement of immersion into French language and culture.

L'histoire de l'immersion:

1958 – first known immersion program in Canada opens in a Quebec school.

1962 – the Toronto French School began its immersion program.

1969 – the official Languages Act is passed, giving Canada two official languages.

1971 – late immersion programs are developed.

1977 – the foundation of Canada Parents for French.

1977 – first early immersion program opens in Surrey.

1978 – first late immersion program opens in Surrey.

2001 – more than 318 000 French Immersion students enrolled in Canadian schools.



French Immersion is known internationally as the “great Canadian experiment!” Many countries, such as the United States, Australia, Hong Kong and Spain have modeled their own immersion programs after the successes of the Canadian system. Within Canada, children are immersed in French Immersion programs across the country, from St. John’s Newfoundland to Vancouver, British Columbia and to Inuvik, Northwest Territories.

## Les caractéristiques du programme d'immersion française:

The philosophy of a French Immersion class is that French is the language that is spoken at all times. English is reserved for those times when the health and safety of a student is in question, or for clarification of a lesson outside of class time.

Your child's teacher will use many different strategies to communicate with the class and to teach the language. He or she will use gestures, mime, pictures and objects, and will frequently point out similarities between English and French, all to help your child understand. The teacher will continuously adapt his or her language to the students, correcting student errors through repetition and role modeling, modeling pronunciation, and offering new ways to express oneself.

It is very important that students only communicate in French in a French Immersion classroom. Your child's teacher will devise various methods of enforcing this rule. The teacher will also be very generous with praise, encouraging every attempt to communicate in French.

The nervous one-word responses of a French Immersion student in September quickly turn to phrases and full sentences. The students' need and desire to communicate with their peers and with the teacher provides strong motivation to learn.

## Les caractéristiques d'un(e) élève:

To be successful in a French Immersion program, a student should have the following characteristics:



- \* tolerance of uncertainty as he/she will not always understand 100% of the language.
- \* enjoyment of challenges
- \* initiation to problem-solve
- \* willingness to take chances and make mistakes
- \* ability to laugh at one's self

## Pourquoi l'immersion ?

"...the ability to speak French will help me to get a good job, because I can speak both of Canada's official languages."

- a grade nine student

"I like being in French Immersion because you can communicate (with people) if you are traveling in French towns, and you are proud of your ability."

- a grade eight student

"... you could have a job in French or English."

- a grade eight student

"...French is part of my heritage!"

- a grade eight student

"I took French Immersion for a challenge, to learn a new language and have something I would have to work at to succeed."

- a grade seven student

"...to meet new people and to have fun!"

- a grade seven student

"...because I wanted to be bilingual!"

- a grade seven student

## ***What can we do at home?***

Good study habits are important no matter what the language of instruction. Ultimately, the common goal of educators and parents is the independence of students. Students must learn to be responsible for themselves and for their own learning.

To promote responsibility, parents can encourage their children to:

- \* Use the school agenda in which all assignments are recorded, and checked off when completed. Parents should view, understand and sign the agenda nightly.
- \* Establish a regular homework/study time at home. Keep it consistent and avoid distractions. For example, perhaps the student is required to be at the dining room table, nightly, from 7 to 8 o'clock.
- \* Keep homework supplies on hand and accessible. Store paper, pens, pencils, erasers, markers, scissors, glue and Bristol board on a homework shelf where they are ready to be used. It is also essential to have at home a bilingual dictionary and a Besherville (a reference book used to conjugate verbs). A French dictionary and a French atlas would be useful as well.
- \* Complete assignments in advance of the due date to allow for time to ask questions of the teacher. Students should learn to break up large assignments, to take breaks during long periods of study and to reward themselves for a job well done.
- \* Read aloud. Parents should encourage their children to read aloud notes taken in class, handouts from the teacher, and pieces of their own writing. Parents may not understand everything, but they can still listen and ask questions.
- \* Read, write and engage in discussions in English as well as French. Writing thank-you notes, reading newspaper articles or debating a television program is all good practice. Parents should encourage in these activities with their children and should model these behaviors as well.

### **But my child says that he doesn't have any homework...**

A half hour to an hour nightly is an appropriate amount of time for les devoirs.

Your child can:

- review notes taken in class by researching new vocabulary and paraphrasing the concepts.
- tape record notes to practice pronunciation and dictation.
- prepare for future tests and projects.
- organize binders and classify handouts.

Even younger children can:

- read in French: books, magazines, newspapers
- listen to French radio or watch a television program in French.

## ***Great expectations...***

Each student who enters into a French Immersion classroom will be different from the next. It is important that both educators and parents do not compare students with each other, but rather a student's progress can only be measured in terms of how he/she has come. You should contact the teacher if there is never any homework or projects done at home, if your child never prepares for tests, or if there is a sudden, unexpected drop in marks.

With any late immersion program, many students experience lower marks than that which they are accustomed. It is normal for students to go through an adjustment period those first few months of school. French Immersion offers new challenges and students will have to work accordingly.

When helping your child with homework, use the dictionary to determine the meaning of new vocabulary. It is not important that you comprehend ALL words in EVERY paragraph. Learning a new language is about communication, not perfection. Do not expect your child to be able to translate word for word between languages. Strive for understanding and communication.

Do not expect your child to speak French at home right away. English is the natural language outside the classroom and many children will be uncomfortable when forced to speak French. Becoming bilingual is a process, requiring time and effort. Encourage all attempts and successes.

Be tolerant and patient those first few weeks. Your child may come home frustrated and exhausted. Your job is to listen, help as much as you can, offer praise and encouragement, and insist on a good night of sleep.

## ***Parents can***

The best ways to support your child are to:

1. Communicate with your child's teacher regularly to discuss your child's progress and current issues. Inform yourself about the curriculum topics each teacher will be covering throughout the year and educate yourself so that you will be prepared to assist your child with key concepts.
2. Model lifelong learning. Read the newspaper in front of your child, pay bills, research a topic online or at the library.
3. Show interest in your child and his or her education. Ask questions. Be persistent.

## Les ressources

The following information does not constitute a recommendation

### Radio

CBC Radio Canada - chaîne FM  
97,7

The Internet will also allow you to access many French radio stations from around the World.

### Television

There are many French stations available, including Radio-Canada/CBC (which features cartoons, news programs and hockey games), TVA, TV5 and Musique plus, the French equivalent of MuchMusic. Contact your cable company or satellite provider for more information.

### Books

It is essential that students seek out opportunities to read in French. You can order books in French from any local bookstore, on line from companies such as Chapters-Indigo, or directly from the publishers:

[www.ouiforkids.com](http://www.ouiforkids.com)

### Newspaper

L'Express du Pacifique

### Films

Many popular movies are dubbed in French and available at larger video rental outlets. Cartoons and action films are easier to follow, especially if it's a story that your child already knows. Simply change the language on your DVD.

### Music

It is possible to obtain music from Québec and French artists from large chain music stores. Your teen may be surprised to find that there are Québec Artists producing all sorts of popular music. [www.musiqueplus.com](http://www.musiqueplus.com) is a great source for today's top French songs.

### Magazines

For a list of publications, please contact:

Abonnement Québec,  
252, Louis Pasteur,  
Boucherville, Québec, J4B 8E7  
1-800-667-4444 ou encore

[www.abonnement.qc.ca](http://www.abonnement.qc.ca)

### Other suggestions...

Les débrouillards

[www.lesdebrouillards.qc.ca](http://www.lesdebrouillards.qc.ca)

Sélection du Readers' Digest

[www.selectionrd.ca](http://www.selectionrd.ca)

### The Internet

The Internet is multilingual. You can set the browser preferences to the French language, and there are also French search engines available, which will only provide you with French websites. The next time you use the Internet to do research, try it.

[www.fr.yahoo.com](http://www.fr.yahoo.com)

[www.toile.qc.ca](http://www.toile.qc.ca)

Google is also available in French.

**Grammar checker:** [bonpatron.com](http://bonpatron.com)

**Translator sites:**

<http://www.wordreference.com/>

<http://babblefish.com/freetranslation.php>

**Verb conjugations:**

<http://www.laits.utexas.edu/fi/vcr/>

## **Experience French in Your Community**

Attend a French festival with your family. For example, le festival du Bois is an annual event held each spring in Maillardville (Coquitlam). For more information:

<http://www.festivalduboiss.ca/>

Experience French camp. There are French day camps offered in some areas, outdoor adventure camps. Contact Canadian Parents for French: <http://www.cpf.bc.ca>

Visit a national park, historic site (Fort Langley) or museum. Most places that cater to tourists will have information and tours available in French. [www.pc.gc.ca](http://www.pc.gc.ca)

<p>To encourage the whole family to speak French, play board games together. Many popular games such as Scrabble and Yatzee would be very easy to adapt for French. French versions of video and computer games are also available. Check the Internet.</p>	<p>If your child requires a baby-sitter or a tutor on occasion, ask your child's teacher for some recommendations of older immersion students.</p>
---	--

## **My child has a project to do – Where can I go to get this information?**

It is important that all students learn to use a library and to gather information from a variety of resources, such as books, encyclopedias, maps, articles, pamphlets and interviews with people, as well as the Internet. After all, we are teaching students HOW to find information on relevant topics, so that these skills may be applied to their lives.

Some useful websites include:

[www.cpf.ca](http://www.cpf.ca)

<http://canada.gc.ca/>

[www.schoolnet.ca](http://www.schoolnet.ca)

### **A note on the Internet**

Most immersion students quickly discover that there are many translation programs available free of charge on the Internet. Using these programs is very easy, but will not teach your child French. Check with your child's teacher about how to use this tool.

It is also important to remember that using information or pictures in your own projects exactly as found on the Internet is theft of another person's work. You must paraphrase the information to make it your own,

And finally, it is important to remember that anyone can post a page on the Internet. Before using any information in a project, ensure that the source and the information is legitimate.

## How can I find the answer when I don't understand the question?

Homework is intended by the teacher to reinforce concepts taught in school. Your child should never say that they don't understand the question as an excuse not to complete an assignment. Before leaving school, students should make sure they understand the homework, and approach the teacher for clarification if necessary.

Why doesn't the teacher send home the homework in English for the benefit of parents? Repeating assignments in English would not motivate students to learn in French.

You can help with a little bit of prior knowledge

1. Use the mini-dictionary included with this booklet to translate instructions.

2. Use the French-English dictionary to decipher key words.

This booklet will guide you through this skill.

3. Learn to recognize verbs so you can find them in the dictionary.

This booklet will help you with that task.

4. Learn to recognize **les mots amis**.

### Les mots amis

There are many words in English and in French that share Latin as a common root. There are also many words in French that you may recognize because they are commonly used in the English language. These are called **les mots amis**, which means "word friends" or cognates. Using this knowledge often goes a long way in the comprehension of a text in French.

For example

French	English
Un dictionnaire	A dictionary
Gloire	Glory
Du papier	Paper
Finir	To finish

#### Attention...

There are also **les faux amis**, meaning "false friends" or false cognates. Un trombone in French is a paperclip. Try to fit the meaning of the word into the context of the text.

## Les instructions et les questions

The following is a list of words that might appear in your child's homework. This list is certainly not exhaustive; use the blank space provided to add new words as encounter them. Each verb is given as it might appear in a question.

- |     |                                |            |
|-----|--------------------------------|------------|
| 1.  | lire, lis, lisez               | read       |
| 2.  | répondre, réponds, répondez    | answer     |
| 3.  | écrire, écris, écrivez         | write      |
| 4.  | copier, copie, copiez          | copy       |
| 5.  | discuter, discute, discutez    | discuss    |
| 6.  | montrer, montre, montrez       | show       |
| 7.  | remplir, remplis, remplissez   | fill       |
| 8.  | choisir, choisis, choisissez   | choose     |
| 9.  | indiquer, indique, indiquez    | indicate   |
| 10. | encercler, encercle, encerclez | circle     |
| 11. | cocher, coche, cochez          | check mark |
| 12. | mettre, mets, mettez           | put        |
| 13. | relier, relie, reliez          | match      |
| 14. | comparer, compare, comparez    | compare    |
| 15. | dessiner, dessine, dessinez    | draw       |
| 16. | décrire, décris, décrivez      | describe   |

## **Praise**

One of the most important supports you can provide for your child is praise.

Voilà des expressions d'encouragement en français.

(Your child will help you with pronunciation)

Bravo!	C'est beau!
Excellent!	C'est parfait!
Très bien!	C'est ça!
Super!	Continue!
Fantastique!	J'aime ça!
Oui!	Extraordinaire!
Bon travail!	Magnifique!

## Comment poser des questions!

Imagine the story « Little Red Riding Hood ». These questions are an example of homework that might accompany this story.

Mot interrogatif français	English word	Exemple de phrase
Qui...?	Who...?	Qui est l'héroïne?
*Quel/Quelle/Quels/Quelles...?	What...?	Quel est le problème?
Quand...?	When...?	Quand est le dîner?
Où...?	Where...?	Où est la grand-mère?
Pourquoi ...?	Why...?	Pourquoi aimes-tu l'histoire?
Comment...?	How...?	Comment est ce que le loup s'habille?
Combien ...?	How many...?	Combien de biscuits y a-t-il dans le panier?
Est-ce que...?	Can I? May I? Can you? Are you? Did you? etc...	Est-ce que la grand-mère est belle?
Que...?	What...?	Que penses-tu de l'histoire?
Qu'est-ce que ...?	What...?	Qu'est-ce que le loup mange?
D'où...?	From where	D'où vient le loup?

\*masculin, féminin, masculin pluriel et féminin pluriel

### **A note about how things appear in French...**

Nouns (people, places or things) are classified into two categories in French, masculine and feminine, as well plural and singular. Some words (especially adjectives or description words) must agree with the noun. In a text, several forms of the noun may be represented, often in brackets.

Examples            Dave est absent et Sarah est absente  
                           Partager les biscuits avec votre/vos ami(e)(s)

## Surviving those first few weeks

Les phrases de communication	
This is a partial list of phrases that you can practice at home with your child. These simple phrases will give your child confidence and the satisfaction of communication.	
1. Je ne comprends pas	I don't understand
2. Je ne sais pas	I don't know
3. J'ai oublié	I forgot
4. Comment dit-on lunch en français?	How do you say lunch in English?
5. Est-ce que je peux...	May I...
aller à la toilette?	go to the washroom?
aller à mon casier?	go to my locker?
aller boire de l'eau?	get a drink of water?
emprunter un dictionnaire?	borrow a dictionary?
6. Bonjour, Madame X, comment ça va?	Hello, Mrs X, how are you?
7. Ça va bien/ Ça va mal	I'm fine/ I'm not good
8. Parlez plus lentement, s'il-vous-plaît	Speak slower, please
9. Il/Elle est absent(e)	He/She is absent

### Les mots de vocabulaire

Knowing some basic classroom vocabulary will allow your child to communicate effectively with his or her peers.

		<u>Masculin</u>
Sac (m)	Bag	
Calculatrice (f)	Calculator	Le sac = the bag
Livre (m)	Book	Un sac – a bag
Stylo (m)	Pen	
Crayon (m)	Pencil	<u>Féminin</u>
Cahier (m)	Notebook	
Classeur (m)	Binder	La règle = the ruler
Feuille (f) de papier	Piece of paper	Une règle = a ruler
Gomme (f)	Eraser	
Rétroprojecteur (m)	Overhead projector	<u>Pluriel</u>
Ordinateur (m)	Computer	
		Les jeux = the games
		Des jeux = some games

## ***Pronunciation***

While it is not essential that you or your child correctly pronounce every word that is read, it's important to recognize common sounds in the language. It is also very important that you encourage your child to communicate, despite any pronunciation difficulties.

Some key concepts:

- \* The French combinations *au, eau, ault, o, ot* and *aux* all sounds like “o” in English.
- \* Homophones *et, er, ez ai* and *é* all sound like “eh”.
- \* The consonant *h* in French can be silent (*l'homme*) or aspirated (*le héros*). Aspirations does not imply a strong expulsion of breath – for example, *le hockey* sounds like *le 'ockey*.
- \* In many cases, the plural form of a word is not stressed orally. For example:
  - o *Quel* = *quels* (what)
  - o *Je mange* = *ils mangent* ( I eat / they eat)
  - o *Au* = *aux* (to/ at)

## **Lâche pas! (Hang in there!)**

### ***L'accent sur les accents***

Accents are important for pronunciation as well as for identification of a word. For example, *ou* is a conjunction meaning or and *où* is an adverb meaning where.

#### Signs

- l'accent aigu
- l'accent grave
- l'accent circonflexe
- le tréma
- la cédille

#### Characteristics

- on the letter *e*
- on the letter *e, a* and *u*
- on *a, e, i, o* and *u*
- on *,e,i,o* and *u*
- on the letter *c*, in front of *a, o* and *u*

#### Examples

- bébé, cinéma*
- mère, là, où*
- tête, pôle*
- Noël, naïf*
- français*

## More on accents . . .

With more and more students using computers at home to complete assignments, accents are often left out when typing the final work. Some students will take the time to add them by hand after the fact, however some accents on some words can be missed this way. Most computers have ways to add accents as you type. I will show you how to do it on a first Mac, then on a PC.

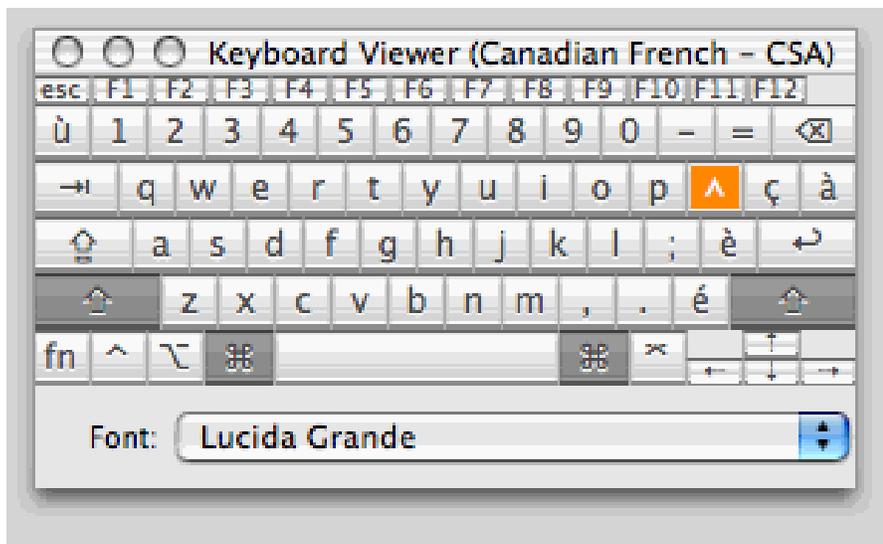
Here are 2 ways to help your child add accents to their typed work on a Mac.

1. Use the option key on the Mac keyboard – You can press the option key and then a specific letter to get an accent. Here are the combinations you need for the accents:  
option e + e = é  
option ` + the letter = è or à  
option i + the letter = ê or î or û or â  
option u + the letter = ë or ï  
option c + c = ç

If you press shift while pressing the letter you want accented, you will get the capital with the accent. For example: option e + shift e = É

2. Add a French keyboard – From the Apple menu in the upper left corner, open your System Preference . . . Choose “International”. Click “Input Menu”. Scroll through the menu until you get to “Canadian French CSA”. Also, be sure to check the “Show Input menu in the menu bar” box at the bottom.

This is an example of a standard Canadian French – CSA keyboard for a Mac. Again, some of the keys are in different places.



Here are 3 ways to help your child add accents to their typed work on a PC.

2. Type the codes for the letters - On a PC computer, while holding down the ALT key, type in this 4 number code on the number pad. The next letter typed will be the corresponding accented letter.

Letter	Code								
Á	0193	É	0201	Í	0205	Ó	0211	Ú	0218
á	0225	é	0233	í	0237	ó	0243	ú	0250
À	0192	È	0200	Ì	0204	Ò	0210	Û	0217
à	0224	è	0232	ì	0236	ò	0242	ù	0249
Â	0194	Ê	0202	Î	0206	Ô	0212	Û	0219
â	0226	ê	0234	î	0238	ô	0244	û	0251
Ä	0196	Ë	0203	Ï	0207	Ö	0214	Ü	0220
ä	0228	ë	0235	ï	0239	ö	0246	ü	0252

Ç	0199	ç	1234	«	0171	»	0187		
---	------	---	------	---	------	---	------	--	--

3. Character Map – In Windows XP, Click Start, All Programs, Accessories, System Tools. Click Character Map. In Character Map, you can select most of the Fonts available for your computer. It will also show you the other characters available for that font. You click the character you want to use, then click the Select and Copy buttons on the bottom right. You can then paste them into your document. Character Map also shows you the 4 number ALT code you use within the document.
4. Add a French keyboard – In Windows XP, Click Start and Control Panel. Open “Regional and Language Settings”. On the second tab at the top, click “Languages”. Click “Details”, and “Add”. You will want to select Input Language as “French (Canadian)” and Keyboard Layout as “Canadian French”. Within Preferences, you can select that the Language Bar is shown on the Desktop. This will allow your child to chose the keyboard while in the word-processing program.

This is an example of a standard French Canadian keyboard for a PC. You will notice that some of the keys are in different places.



**French Canadian Keyboard - to access symbols on right of key press right Alt key and letter key. Example: Right Alt + 2 gives the @ symbol**

## Le dictionnaire, le dictionnaire, le dictionnaire

In the case of the French-English dictionary, bigger really is better. While you may want to send a smaller, portable version to school with your child, it is recommended that you have a more complete dictionary at home. Your child will also have need of a French language dictionary. Consult with your child's teacher for recommendations

These are tricks and hints to using a French – English dictionary.

1. Somewhere in the middle of the dictionary you will find where it switches from French to English. Use some kind of marker to hold this place for easy reference.
2. The dictionary will list verbs in **l'infinitif**. If other forms of the verbs are listed, they may refer you to **l'infinitif**. (See the section on verbs in this document)
3. A good dictionary will give more information than just the translation. You will find the part of speech (noun, verb, pronoun, direct object), examples given with the vocabulary word, the gender (masculine or feminine) and perhaps some history of the word. Pay attention to this, as many students have mistakenly used prep (preposition) thinking it was the word they were looking for.
4. You will find many different versions of the word for some entries. Read through the entire entry to make sure that you have the meaning that you want.
5. Anytime you see the Greek symbol ~ (similar to) you should replace it with the word that you are researching. This allows you to translate expressions.
6. A good dictionary will list the phonetic spelling of each word and will offer an explanation at the beginning of the dictionary.
7. Consult your child's teacher for more information.

It is called French Immersion, not French Diffusion because the knowledge of the languages will not automatically flow into their brains and out of their mouths. While students are immersed in a French environment, they have to work to understand and to be able to communicate in this second language.

## Verbes Verbes Verbes Verbes Verbes Verbes Verbes Verbes

Knowledge really is power. The correct usage of verbs is a necessity to the French language. As time goes on, your child's teacher will place more and more emphasis on the proper placement and conjugation of verbs. This information is designed to help you as you assist your child.

### Les pronoms personnels

**Je** = I (1st person, singular)

**Tu** = you (2nd person, singular)

**Il, elle** = he/she (3rd person, masc. / fem., singular)

**On** = the collective « we » as in “ It is common that we brush our teeth before bed ”.  
(1<sup>st</sup> person, singular)

**Nous** = we (1st person, plural)

**Vous** = 1. Speaking directly to a group of people (2nd person, masc. or fem., plural)  
2. Speaking to someone who deserves respect (2<sup>nd</sup> person, masc. or fem., singular)

**Ils, elles** = they ( 3<sup>rd</sup> person, masc./ fem., plural)

Verbs are action words. In most sentences, you will find a verb and the verb is usually written or spoken to match the person or persons doing the action. We do this in English on a simpler scale. For example, “I go to the store”, but “Chelsea goes to the store”. The verb to go is conjugated depending on the person.

Conjugating verbs in French is easy once you know the patterns to be followed. Most verbs fall into three categories:

#### ER

regarder  
travailler  
aimer

#### IR

finir  
grandir  
vomir

#### RE

répondre  
vendre  
attendre

There are also many irregular verbs that don't follow the same rules and are in categories all by themselves. Memorization of verb endings is something you can work on with your child. There are many different tenses for each verb but you should start with the present. You can contact your child's teacher for more information or consult the *Bescherelle*.

## Verbes Verbes Verbes Verbes Verbes Verbes Verbes Verbes

Verbs appear in their natural form in the dictionary. This is called **l'infinitif**. Just like you would not find the word talking in the dictionary, you will not find parle. You will have to search for the infinitive form of the verb to talk where you will find parler.

Most times, when giving directions, the French will use **l'impératif**. This means that the verb will appear in the 2<sup>nd</sup> person, either singular or plural.

For example:                      Écoutez!  
    Faites vos devoirs!  
    Encerle la bonne réponse!

The usage of verbs is progressive and your child's French teacher will determine when is the appropriate time to introduce new tenses. However, below , you will find the conjugation of several useful verbs in the presence tense.

### **Les verbes au présent**

For the verbs in these categories, you simply remove the ending (the last two letters), and add on a new ending according to the personal pronoun.

#### Les verbes réguliers au présent

<u>er verbs ( ex: parler)</u>		<u>ir verbs (ex: finir)</u>		<u>re verbs ( ex : attendre)</u>	
Je parle	nous parlons	je finis	nous finissons	j'attends	nous attendons
Tu parles	vous parlez	tu finis	vous finissez	tu attends	vous attendez
Il parle	ils parlent	il finit	ils finissent	il attend	ils attendent

#### Les verbes irréguliers au présent

<u>Avoir ( to have)</u>		<u>Être ( to be)</u>		<u>Aller ( to go)</u>	
J'ai	nous avons	Je suis	nous sommes	je vais	nous allons
Tu as	vous avez	tu es	vous êtes	tu vas	vous allez
Il a	ils ont	il est	ils sont	il va	ils vont

<u>Faire ( to do)</u>		<u>Dire ( to say)</u>		<u>Savoir ( to know)</u>	
Je fais	nous faisons	je dis	nous disons	je sais	nous savons
Tu fais	vous faites	tu dis	vous dites	tu sais	vous savez
Il fait	ils font	il dit	ils disent	il sait	ils savent

\*\*The conjugation for il = conjugation for elle = conjugation for on

\*\*The conjugation for ils = the conjugation for elles



## Le vocabulaire de matières

The following lists of vocabulary are designed to help you to translate the material that your child is studying, so that you may be of greater assistance to your child. These lists are written for students at the grade eight level and are not complete. Many of the words used every day in class are les **mots amis** and are therefore not included in these lists. Please add your own vocabulary as you encounter new words and contact your child's teacher if you require further assistance.

<b>Les sciences</b>	
Français	English
Adsorption	Adhesion
Balance	Scale/balance (mass)
Cécité	Blindness
Chaleur	Heat
Cornée	Cornea
Daltonisme	Colour blindness
Dissoudre	Dissolve
Espèce	Species
État (de la matière)	State (of matter)
Fait	Fact
Flottabilité	Buoyancy
Fusion	Melting
Grossissement	Magnification
Isolant	Insulation
Matière	Mater
Mélange	Mixture
Onde	Wave
Poids	Weight
SIMDUT	WHIMIS
Taux	Rate

<b>Les sciences humaines</b>	
<b>La géographie</b>	
Français	English
Coordonnée	Co-ordinate
Courant	Current
Fuseau horaire	Time lines
Mer	Sea
Nord	North
Ouest	West
Pays	Country
Sud	South
Tremblement de terre	Earthquake
Vent	Wind
<b>L'histoire</b>	
Autochtone	Native people
Bataille	Battle
Droit	Right (ex. The right to free speech)
Fourrure	Fur
Guerre	War
Ligne de temps	Time line
Loi	Law
Marchand	Merchant
Préjugé	Prejudice
Traité	Treaty

<b>Les mathématiques</b>	
Français	English
Somme	Sum (+)
Différence	Difference
Produit	Product
Quotient	Quotient
Combien de fois	How many times
Sondage	Survey
Énoncé	Statement
Échantillon	Sample
Recensement	Censes
Tableau de fréquence	Frequency table or chart
Moyenne	Average
Règle	Rule
Nombre premier	Prime number
Entier	Integers

<b>Les mathématiques</b>	
Français	English
Puissance	Power
Exposant	Exponent
Superficie	Surface area
Aire	Area
Arrondir	Round off
Axe	Axis
Calcul	Calculation
Carré	Square
Chiffre	Digit
Droite	Line
Formule	Formula
Rapport	Ratio
Rapporteur d'angle	Protractor
Taux	Rate
Losange	Rhombus

### **SI –Système international des unités**

Anytime you are working a math or science problem involving measurement, please remember that it is important to teach the metric system.

### **Des derniers mots**

It is important you remember that your family is not alone in the endeavor. Every night, in homes across your community, there are parents and students doing their best to get the most out the French Immersion experience.

### ***Les remerciements***

I would like to thank the following people for their support in the creation of this document:

Lynnette Babin, Teacher, South Shore School Board, Nova Scotia  
 Alicia Logie, Helping Teacher, School District #36 (Surrey)  
 EMS Teachers

## Les références

“I Want to Help, but I don’t Understand the Question!” Lynnette Babin, Created for the South Shore School Board. 2004

Collins Robert French Dictionary. 5<sup>th</sup> ed. 2001.

“Helping Your Child Become Bilingual: A Toolkit for CPF Members” N.p.: Canadian Parents for French, n.d.

McColl, Hilary, and Susan Thomas. Ici on Parle Français. Columbus, Ohio: McGraw-Hill 2002.

Mon Portfolio de Survie. Yvette Rossignol. Created for the South Shore School Board, 2001.

Grammaire Fontionelle du Français. Sandhu, Marcelle, Toronto, Ontario: Holt, Rinehart and Winston of Canada, 1995.

So You Want Your Child to Learn French. Ed. Berkeley Flemming, and Margret Whitla. 2<sup>nd</sup> ed. Ottawa, Ontario, Canadian Parents for French, 1990.

Yes, You Can Help! Information and Inspiration for French Immersion Parents, revised ed. Edmonton, Alberta: Alberta Learning, 2002

## Feedback

Any errors or omissions in this document will be corrected in future revisions.

Should you have any comments or suggestions for improvements that you would like to share, please contact:

The French Immersion Department  
École Secondaire Earl Marriott Secondary School  
604-531-8354