

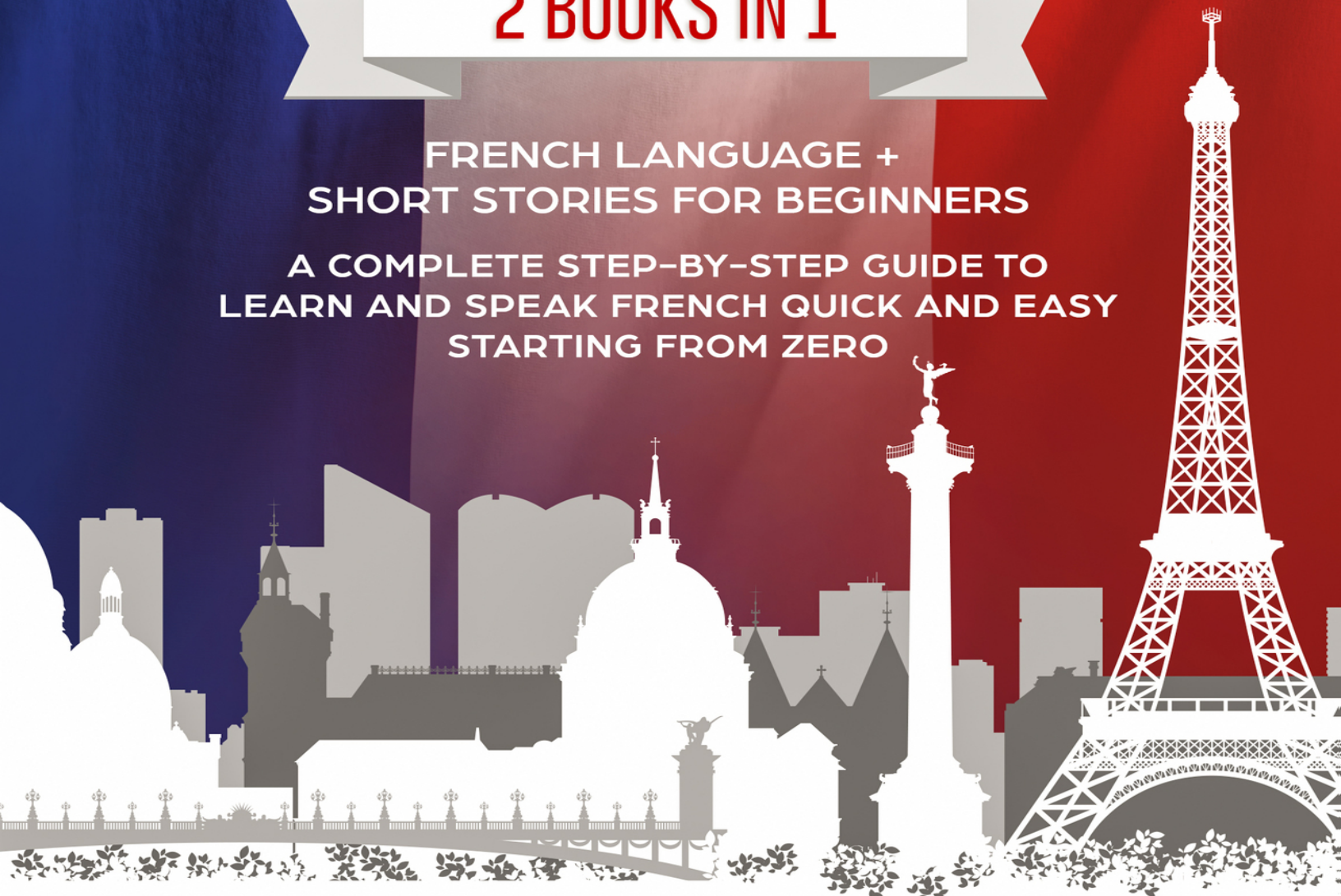
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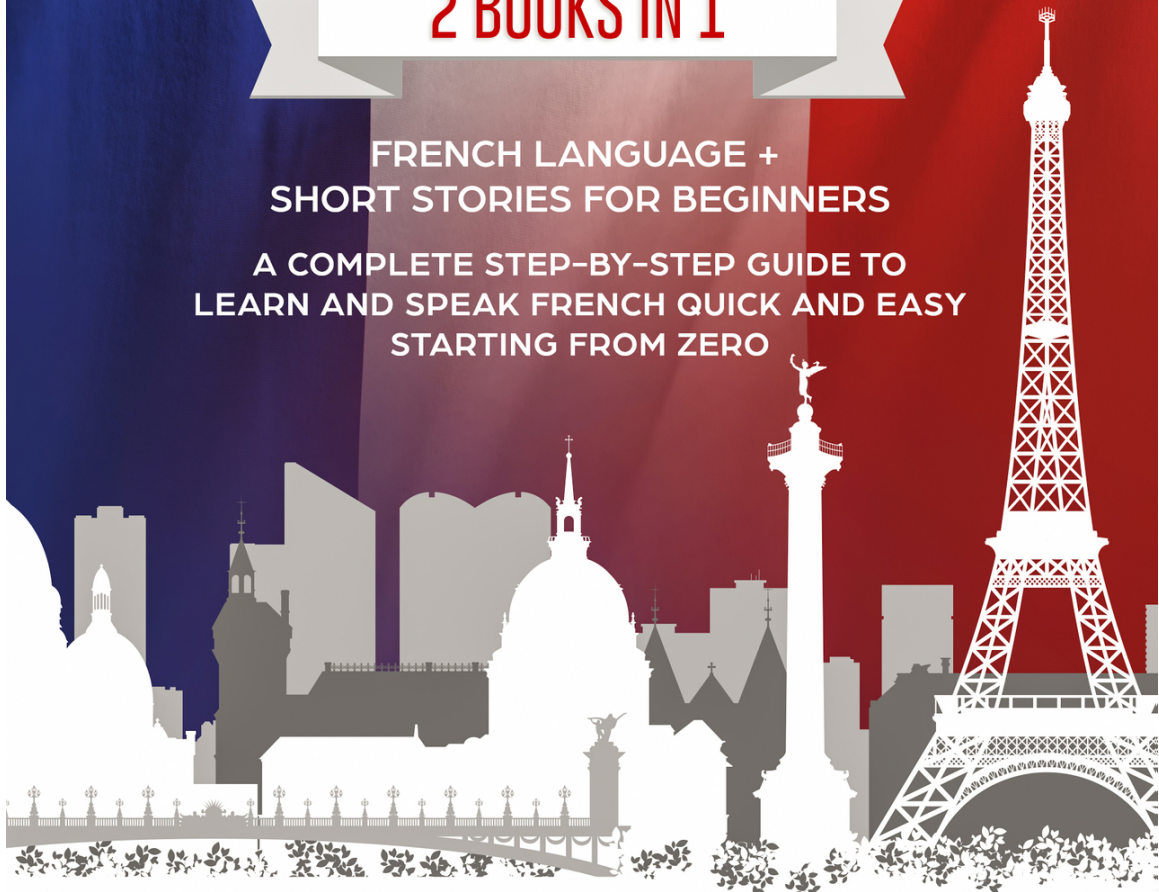
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Table of Contents

French Language for Beginners

Introduction

Chapter 1: Overview of The French Language

Interesting Things to Note

Why Should You Learn the French Language?

Employment

Travel

Arts and Culture

Anytime Is the Right Time

Teach Your Children

An Overview of The French Language

Chapter 2: French Tonic Accent

Rhythm and Emphasis

Accent Affectif

Accent Tonique

Chapter 3: Alphabet and Pronunciation

French Accents

The Cédille Ç

The Accent Aigu

The Accent Circonflexe

The Accent Grave

The Accent Tréma

Teaching Your Mouth to Move in French

Chapter 4: Numbers and Pronunciation

Numbers

[One to Ten](#)

[Eleven to Nineteen](#)

[Twenty to Sixty](#)

[Seventy to Ninety-Nine](#)

[One Hundred](#)

[One Thousand And Beyond](#)

[One Million](#)

[Years](#)

Chapter 5: French Grammar Basics

[Articles](#)

[L'Article Defini](#)

[Singular](#)

[Plural](#)

[L'Article Indefini](#)

[Singular](#)

[Plural](#)

[L'Article Partitif](#)

[Singular](#)

[Plural](#)

[Masculine and Feminine Nouns and Their Articles](#)

[Feminine Nouns and Their Articles](#)

[Masculine Nouns and Their Articles](#)

[Plural Nouns](#)

[Nouns](#)

[Places](#)

[People](#)

[Professions](#)

[People In Your Family](#)

[Things](#)

[Animals](#)

[Colors](#)

[Months Of The Year](#)

[Singular Nouns](#)

[Practice Exercises](#)

[Pronouns](#)

[Personal Pronouns](#)

[Impersonal Pronouns](#)

[Verbs](#)

[Present Tense: Avoir Et Être](#)

[Conjugating Verbs In Past-Tense](#)

[The Past Participle](#)

[ER Verbs](#)

[IR Verbs](#)

[RE Verbs](#)

[The Irregular Past Participles](#)

[Auxiliaries in Passé Composé](#)

[Avoir As The Auxiliary.](#)

[Être As the Auxiliary.](#)

[Adjectives](#)

[Agreement in Passé Composé](#)

[Future Tense Conjugation](#)

[-ER and -IR Verbs](#)

[-RE Verbs](#)

[Irregular Verbs](#)

[Irregular Stems:](#)

[Changing Stems](#)

Endings Added in Future Tense

Chapter 6: French Grammar Basics Part 2

Adverbs

Frequency Modifications

Modifications Of The Manner In Which Something Is Done

Location Modifications

Modifications of Amount

Modifications of Amount Of Time

Questioning Modifications

Negative Modifications

Comparison Modifications

Superlatif Modifications

Prepositions

Conjunctions

Coordinating

Subordinating

Determiners

Adverb Placement in A Sentence

Chapter 7: Essential Words and Phrases

Conversational Words

Age

Money

Time

Days Of The Week

Addresses

Dating

Friends

Sports and Games

Emotions And Feelings

Chapter 8: Dictionary of Simple Phrases

Basic Phrases For Everyday Conversations

Travel Phrases

Restaurant Phrases

Les Textos

Phone Conversation Phrases

Conclusion.

French Short Stories for Beginners

Introduction

Chapter 1 : Sylvie Et Le Livreur De Lait

Introduction and Story Directions

Sylvie Et Le Livreur De Lait

Summary of Sylvie Et Le Livreur De Lait

Words and Phrases from Sylvie Et Le Livreur De Lait

Comprehension Questions for Sylvie Et Le Livreur De Lait

Chapter 2: L'Histoire De Mélanie

L'Histoire De Mélanie

Summary of L'histoire De Mélanie

Words and Phrases from *L'histoire De Mélanie*

Comprehension Questions for L'Histoire De Melanie

Chapter 3: Le Bûcheron

Le Bûcheron

Summary of Le Bûcheron

Words and Phrases From Le Bûcheron

Comprehension Questions from Le Bûcheron :

Chapter 4: Le Petit Chat (Qui N'est Pas Très Petit Du Tout)

Le Petit Chat (Qui N'est Pas Très Petit Du Tout)

Summary of Le Petit Chat (Qui N'est Pas Très Petit Du Tout)

Words and Phrases from Le Petit Chat (Qui N'est Pas Très Petit Du Tout):

Comprehension Questions from Le Petit Chat (Qui N'est Pas Très Petit Du Tout):

Chapter 5: Le Dragon Au Sommet

Le Dragon Au Sommet

Summary of Le Dragon Au Sommet

Words and Phrases from Le Dragon Au Sommet:

[Comprehension Questions from Le Dragon Au Sommet:](#)

Chapter 6: Les Nouveaux Voisins

[Les Nouveaux Voisins](#)

[Summary of Les Nouveaux Voisins](#)

[Words and Phrases From Les Nouveaux Voisins](#)

[Comprehension Questions from Les Nouvelles Voisins:](#)

Chapter 7: Le Monde Au-Dessus

[Le Monde Au-Dessus](#)

[Summary of Le Monde Au-Dessus](#)

[Words and Phrases from Le Monde Au-Dessus:](#)

[Comprehension Questions from Le Monde Au-Dessus:](#)

Chapter 8: La Souris et Le Lapin

[La Souris et Le Lapin](#)

[Summary of La Souris et Le Lapin](#)

[Words and Phrases From La Souris et Le Lapin:](#)

[Comprehension Questions from La Souris et Le Lapin:](#)

Chapter 9: La Fontaine De Jeunesse

[La Fontaine De Jeunesse](#)

[Summary of La Fontaine De Jeunesse](#)

[Words and Phrases from La Fontaine De Jeunesse :](#)

[Comprehension Questions from La Fontaine De Jeunesse](#)

Chapter 10: Arabesque La Fée

[Arabesque, La Fée](#)

[Summary of Arabesque La Fee](#)

[Words and Phrases from Arabesque La Fée:](#)

[Comprehension Questions from Arabesque La Fée:](#)

Chapter 11: L'Arbre

[L'Arbre](#)

[Summary of Labra:](#)

[Words and Phrases from Labra:](#)

[Comprehension Questions from L'Arbre:](#)

[Chapter 12: Les Enfants Maléfiques](#)

[Les Enfants Maléfiques](#)

[Summary of Les Enfants Maléfiques:](#)

[Words and Phrases from Les Enfants Maléfiques:](#)

[Questions From Les Enfants Maléfiques:](#)

[Closing Notes](#)

[Answers to Multiple Choice Quizzes](#)

[Conclusion](#)

French Language for Beginners

A step-by-step guide for learning the French language from scratch with practical exercises and lessons to improve your comprehension skills and your vocabulary

Louis Pascal and Anne McKenzie

Introduction

This book will be your all-encompassing guide to learning the French language. In this book, you will find everything you need to know starting from the basics. This book will guide you through the first steps of learning a new language like an overview of the language and why it is beneficial to learn, the French accent and how to achieve it, the alphabet, numbers, grammar, and we will finish with a wealth of words and phrases that will help to get your started in your French conversational skills.

There will be exercises to test your knowledge and solidify it in your memory all along the way so that you will more easily remember what you have learned as we will add more concepts in each chapter.

Reading this book will give you the knowledge you need to understand pronunciation and sentence structure so that you can begin to read and understand sentences that you see in new books or in your search for French materials to read and understand. This will also help you to create your own sentences in both writing and speaking so that you can practice your French accent and all that you have learned.

We will go in-depth into French grammar and how it differs from English, by examining how a sentence is properly formed and by delving into the parts of a sentence including nouns, adjectives, verbs and adverbs. Then we will look deeper by delving into conjunctions, which are very important in the French language, tenses and how this changes a sentence and prepositions. At the end of each chapter, you can expect repetition exercises and practice for your pronunciation so that you can solidify what you learned in each chapter before moving on to the next.

This book is the first step in your journey of learning the French language, so congratulations on taking that step! It will be a lifelong journey and it begins right now. Enter this journey with an open mind and an eagerness to learn. Learning a new language requires patience with oneself and takes time, don't pressure yourself if you feel like it is taking time to learn. Continue on in this process and keep up with the practice required to get the most out of it.

For best results, this book should be read aloud. Reading out loud will allow you to hear the way your voice is pronouncing each word and will allow you to teach your mouth and tongue to shape the words as they are pronounced in the French language. Being able to speak aloud is a great way to solidify the words and phrases you learn in your brain so that you can remember them when you need them most.

This book is a resource you can come back to again and again and one that you can carry with you as you travel and explore. Having this on hand so that you can flip back to the exact section you need when you need it will be invaluable in helping you with those last-minute forgetful moments and will allow you to push through them with ease. This can be done during a conversation or while reading.

I wish you luck in your journey and hope that you take as much as you can from these carefully planned pages organized to best help you succeed.

Chapter 1: Overview of The French Language

Interesting Things to Note

The French language is one of the most widespread languages in terms of its presence around the world. It is the only language that can be found to be used commonly in every single continent. You may or may not be aware of the fact that French is derived from Latin, along with many other languages that it is similar to such as Spanish and Italian. If you already have some knowledge of Spanish or Italian, then learning French could be quite a breeze for you.

Many languages change over time as different dialects and forms come into practice simply because of time passing and people changing. The interesting thing about the French language though is that there is a governing body whose main mission is to keep and protect the French language as close to its origin as possible in terms of word additions and changes to things like grammar or sentence structure. There are many changes proposed and rejected by this governing body in an effort to maintain its integrity to the past. This is different from the English language as many new words are being added to the dictionary all the time as societies grow, change and develop.

The French language and its prominence are growing rapidly as many of the countries where French is a primary language are developing countries and thus they are growing and changing. What this means for the French language is that it is also growing and becoming more widespread as these countries develop.

Why Should You Learn the French Language?

Employment

Learning any additional language is beneficial when it comes to employment. You can earn more money for being able to speak multiple languages, as it will be beneficial for companies to have employees that are able to speak multiple languages. If you are able to help customers or

clients or even other coworkers by using your second language skills, this makes you a huge asset for employers!

The French language is also quite a prominent language when it comes to business relations around the world. As you may be aware, English is the number one language for international business, mandarin is the second and third is French! What this means is that whether or not you are a business worker, you will be very likely to come across the French language in your workplace at one time or another and knowing the language will be very beneficial for you in your career and for your status within your company.

If you own your own business, knowing other languages is extremely beneficial when it comes to sales and marketing. You want to reach as large an audience as possible and if you have the skills to speak in more than one language this will be much easier. With the advent of technology and the wealth of online sales marketplaces, being able to write product descriptions, emails or have telephone conversations in French will benefit you immensely.

People all over the world are beginning to see the value in learning the French language and its education is being added to many curriculums all over the world. Getting ahead of this now and making yourself a valuable asset internationally will allow you to make your mark in society. You will be able to combine travel with work in order to have a greater wealth of job options and with that, a greater wealth of options for places to live. This brings me to our next topic which is travel.

Knowing another language will make you able to make more money in the workplace since you will be a valuable asset to whatever company you work for. You will be able to make yourself worth more in terms of income in addition to being wanted by more companies and for more job positions than ever before.

Travel

Because, as I mentioned previously, French is the only language that is used in every continent, it is such a beneficial language to learn. When you are travelling the chances that you will come across French speaking people

who may be working, travelling or needing assistance of some sort are very high.

If you are specifically interested in French speaking places such as France, Canada, Switzerland or any others then coming across French people will be a daily occurrence. Being able to communicate with people in their native language, especially when you are a guest of their country will make them feel happy and in turn, they will be much more likely to welcome you with open arms. Not to mention that ordering food, understanding a menu, asking for directions, checking into hotels, trying to take transit and many more things will be made easier if you have knowledge of the native language of the country you are visiting. It will make for much less headache and will erase the need for a clunky translation app on your phone that may have spotty service.

Travelling Confidence is another key benefit. Knowing another language, no matter where you are travelling to will give you added confidence while you are on the road. Even if you are not travelling to a country where the primary or secondary language is French, you will likely come across French speakers just because of the widespread nature of the language. Also because of the widespread nature of the language, it is likely that other travelers you will come across will be French speakers and getting to know them or finding travel friends will be much easier and much more likely if you can speak their language. You won't have to rely on other people's ability to speak your language if you have an entire second language in your arsenal.

You will have a much broader choice of travel destinations as you will not have to stick to the main cities where there is more chance of finding English speakers. You will have the freedom to travel to less tourist-filled destinations and even to stay in places with no English at all.

Arts and Culture

When it comes to arts and culture, French is quite prominent in terms of literature, film and visual arts. Many visual artists hail from French speaking countries in Europe. If you are interested in the arts, you may be very interested in French artists specifically. These artists will create their art in their native language and if you are not a French speaker, you will

have to turn to the translated works. Just like when books become movies, the original is usually quite a bit better than the adaptation. The relevance here is that by knowing how to understand and read in French, you will be able to watch the original French films and read the original French books. You will be able to experience these things exactly as they were created and intended to be consumed. This will give you the most authentic experience of these artists' work possible, and as an arts and culture connoisseur or even just a fan, that will be quite an amazing experience.

When you are just beginning, you can watch the films with English subtitles or read the book with the translated version on hand as well, but when you become more and more comfortable with your knowledge and comprehension of the language, you will be able to leave those English aids aside and really truly experience these art forms fully in French.

The French language will be very beneficial for anyone looking to add another language to their list of skills and talents. French will improve your life in many more ways than just employment, culture and money it will also expand your world in general. Opening you up to new experiences, new challenges and new views of the world. Languages help you to see the world from new points of view and knowing an additional language will only bring positives to your life.

Anytime Is the Right Time

While you may think that it is too late to learn a new language, or that you may be too old to pick up an entire new vocabulary, this is far from the truth! Anytime is the right time to learn a new language, the important thing is taking the first steps. You have already taken the first steps by beginning to read this book!

While many people learn a second languages as children, our brains are still able to pick up new languages as we age. When we are children, we do not fully realize the importance of the second or even third languages that we are learning, we may find it tedious and boring- but as adults we fully realize the benefits of learning a new language and the expansion that it will bring to our mind and our life. Because of this, as adults we tend to be more dedicated, more eager to learn and more likely to put in the practice it takes to become good at a new language. There is no such thing as too old to

learn, and because you have brought yourself here, you are already clearly motivated to learn!

Teach Your Children

If you can learn a new language, you will be able to teach your children this new language too. The brains of children are like little sponges, ready to learn and take in new information every day. If you develop the French language skills for yourself, you will be able to read to your children in French, speak to them in French, sing to them in French and while you are doing this, their brains won't be able to help but pick up some of the language. This will put them at an advantage when they go to school and may enter a French class, as they will already have developed that foundation in the language.

When you travel with your children, if they know the language, you will have a much more enjoyable trip just by watching them read the menu to you or take in the new accents and words in awe. You will feel rewarded because you will have exposed them to the language early in life and you will then be able to see it pay off before your eyes.

Children who speak multiple languages tend to do better in school, they have better memory and attention and they have more opportunities and a bright future ahead of them. If your child already knows two languages, adding a third will be very easy for them as they already have the skills to be able to switch between languages in their brain and the skills to develop new accents.

Teaching your child a new language will not only open up a world of possibilities for them as they grow, but it will be a bonding experience for the two of you as you take on the journey of language together. That is an experience that not everyone gets to have with their child, and it is an extremely rewarding one.

An Overview of The French Language

I previously explained why learning the French language would be beneficial to anyone who wants to give themselves an edge in their life in terms of work, travel and interests. With this in mind, we will now look a little bit deeper into the French language and what you can expect from it

through the rest of this book and beyond as you enter the world of a new language.

The French language is full of many small changes that make big differences to the words they are put with. We will examine in depth these small differences between the different forms of the same word that you will begin to see as you enter the world of French speaking, reading and writing. There are prefixes and suffixes that are added or changed in order to change a word from present to past to future tense. There are prefixes that you add in order to put two vowels side-by-side without having it all jumbled up in your mouth as you try to speak the words. There are small changes you can make to a sentence to take it from a friendly and casual way of speaking to a formal and respectful one. The way these small changes have big impacts on the words and sentences is what makes the French language so interesting to learn and to use. It can also be what makes it difficult, but as soon as you learn the rules-like with anything else, you will be well-equipped to take on anything French.

When comparing the French language to the English language, a large difference to note is that while the meaning of a sentence in the English language can be gleaned primarily by examining the order of the words, in French understanding the meaning of a sentence is reliant on punctuation, prefixes and suffixes. This is especially true when trying to determine whether a sentence is a question or a statement. In English, you can tell this by the order in which the words are written, while in French, forgetting a question mark will turn a sentence from a question to a regular statement. We will revisit this type of French-English comparison later in the book, but it is useful to keep in mind and quite an interesting fact to note.

Another comparison that can be made is that French and English are quite similar languages in terms of the amount of similar words that can be found. These words are mostly technical in nature such as science and mathematics terms as well as terms relating to politics. This makes the learning process simpler than it would be for some other languages for the native English speaker. This is in large part because you will not have to spend a large amount of time memorizing too many terms that can come into play as you get further into your knowledge of the language. Many terms may be quite similar if not the same between both languages.

There is a specific etiquette that is used when writing formal letters or when speaking on the phone in the French language. This can become confusing for native English speakers as there are not as many nuances in the English language. The benefit though, as mentioned above is that there will be many terms that you will already understand which will make learning the etiquette that much easier.

You may not know this but there are places in the United States where French is spoken and is actually a first language of some people. Though, you may not be able to recognize it as French because it sounds quite different-there are different dialects of French spoken all over the world. This is like English where people from Australia, England and the southern states in the United States all have very different accents and many different words that are used between them. Even as a native English speaker, going from one part of the world to another you may hear things that you do not recognize. This is the same way in the united states where French is spoken. In Louisiana, North Dakota, Vermont Maine, Missouri, Massachusetts and Michigan there are regions where French is spoken. This may come as a surprise to you, but it is true! Even all over France you can find different accents and dialects, so from region to region you will notice differences.

If you travel the world as you are learning French or after you learn French, you may have trouble understanding accents and expressions in some places. Try to approach this with an open mind and get ready to learn more than you ever thought possible about the French language. Even as you travel, you may be in some parts of the world where you would never have expected to encounter the French language, but you may actually hear it used. As you travel, keep your ears open and your eyes open for the French language. You may just surprise some people who thought they would not find French speaking tourists!

Chapter 2: French Tonic Accent

Rhythm and Emphasis

As mentioned briefly in the previous chapter, French is different from English in terms of the way that the meaning of a sentence is conveyed in English is through the stress of certain words. We will change our emphasis from the first word to the last word in a sentence in order to convey different meanings. In French however, this is not the case. There are only very subtle changes in terms of stressing certain words over others when speaking French. The difference thus lies in the order of the words that you are saying. By switching up the order of the words in your sentence, you will convey a completely different meaning.

The French language is said to be one of the romance languages. This is likely because of the way it flows out of one's mouth musically and with beautiful rhythm. In French we do not emphasize specific syllables or parts of words by changing the volume or intensity of our voice like we do in English. Instead, we use a certain rhythm when speaking to help convey the message we want to convey. What this rhythm sounds like in practice is a change in the tone of voice at certain parts within the rhythm to convey certain things. An example of this is to convey the difference between a question and a statement. I will give a visual example below of how this looks. We will begin with a simple and easy example to allow you to see what this means.

Tu t'appelles Jean in English means: *You are named Jean*

I will now show you what I mean by a rhythm of a sentence.

Tu t'appelles Jean can take one of two forms. It can either be asked as a question or it can be said as a statement. In English we would change the emphasis from the beginning of the sentence to the end in order to make this distinction. The bolded word indicates the emphasized word. Try reading it aloud to really hear the difference between the two.

You are named Jean.

You are named **Jean**?

Now, I will show you what this would look like in French. The two sentences below would be said in the exact same way, up until the very last word. In the first example, the statement, the final word is said with a lower pitched voice. In the second example, the question, the final word is said with a higher pitched voice. Say these aloud to hear the difference. Below is the pronunciation direction for the French sentence.

[too][tap-L] [j-on]

{Tu} {t'appelles} {**Jean.**}

{Tu} {t'appelles} {**Jean?**}

Notice how the difference between these sentences only comes in at the very last syllable. In English however, the difference could be in the beginning, at the end or even in some cases in the middle. Try saying the sentences below aloud. Each one emphasizes a different word in the sentence and because of this, each one has a different meaning.

I went home last night.

I went home **last** night.

I went **home** last night.

I **went** home last night.

I went home last **night**.

As we get deeper into our lessons on the French language, this distinction will become even clearer. The longer the sentences are, the more this concept can be seen and heard. The important thing to remember is that all the syllables in the sentence except the last one, are said with the same intonation as each other, which ends up creating a rhythm.

Accent Affectif

As I mentioned at the beginning of this chapter, there are only very subtle differences in the change of the tone when it comes to words and syllables in French. This is not the most relied on, or most commonly-used way to convey meaning. We will now look at the other ways that this can be done.

In French, there are two ways that we can better adjust a sentence to make the distinction between a question and a statement clearer. Because in

French it is important to maintain the rhythm of this romantic language, it is not preferred that we use a change of emphasis within a sentence. This would take away from the sing-song nature of this beautiful language.

The first method is like the emphasis that is done in English except that it is done in a much less obvious way. This change in emphasis is not about the strength with which the word is said or the volume at which is said. This type of accentuation is again related to syllables and the position in which you place a pause. If you want to emphasize that you feel passionate about something, you can pause at or before certain syllables in order to convey this. There are two examples of this below. In these examples, instead of putting emphasis and interfering with the sound of the sentence, we use pauses placed in specific places to show just how excited we are. In this example, the three dots represent the pauses in the sentence.

C'est magnifique . In English, this means *It's magnificent!*

[say][mag-nee-fee-k]

C'est...Magnifique !

C'est Ma...gni...fique!

Keep in mind that the French are passionate individuals. As you test these examples out by saying them aloud, try closing your eyes and feeling that French passion each time, you reach a pause. This will help you to understand the effectiveness of the pause and how it still allows for the romance and free-flowing, roll off the tongue nature of the language to be heard.

The second way that we can show feelings or meaning in a sentence without using emphasis and ruining the flow of the language, is by drawing out certain consonants in the words. Below I will use the same word again to show you another way to demonstrate passion and excitement.

C'est mmmagnifique!

C'est magnifique!

By either drawing out the *m* or the *f* in this word, we are able to show just how magnificent we think something is without the person we are speaking

to being blown away by a strong emphasis and an increase in volume.

Accent Tonique

As I briefly touched on in the beginning of this chapter and in the last chapter, a large difference that you will notice between the English language and French is the following. In French, the most common way to let a person know what we mean by the words we are saying is by changing the order in which we say them. This method uses grammar instead of pronunciation like the last method that we examined. This ensures that the language flows out of your mouth smoothly and without changing your volume too much, while still explaining clearly what you are wanting to say. This makes it so that there will be no confusion if you don't change your emphasis, because the order of your sentence and the words you have chosen will clearly communicate what you are trying to say, without ambiguity.

There are two ways that we can employ this method. The first, is by mentioning exactly what we are talking about. I will give an example of this method below.

Je ne connais pas Jean in English means I don't know Jean

To make it more obvious who exactly we are talking about and what exactly we are saying, we would rather say;

C'est Jean que je ne connais pas which in English means **It's Jean that I don't know** .

Saying it in this way helps to better explain exactly what we are saying and who exactly we are talking about. There is no confusion here as to who we are talking about because we literally begin by saying "it's Jean".

The second way to change the structure of the sentence in order to explain what we mean without using vocal emphasis, is by doing two things. Number one, we change it so that the important word in the sentence is either at the very beginning or at the very end of the sentence. Number two, we refer to it by using the appropriate pronoun (like him or her).

We will use the same sentence as an example again so that you can compare this type of variation with the last one.

Je ne connais pas Jean or I don't know Jean
Becomes *Jean, je ne le connais pas* or it can become *Je ne le connais pas, Jean*.

In English this directly translates to mean “Jean, I don’t know him” or I” don’t know him, Jean”. While we would never actually say either of these in English, having them translated for you helps you to see exactly how phrasing your sentence in this way helps to emphasize the subject and what you are saying about this subject.

In a sentence where you feel it is important to emphasize the subject and what you want to say about them, you can combine both of the above to really emphasize what you are meaning to say.

Jean, c’est lui que je ne connais pas

I will now show another example of this.

In English, we would say “He didn’t tell me anything” In French, this translates to “*Il ne m’a rien dit* .” In order to avoid confusion of any sort about who we are talking about, we could say these one of two ways to emphasize the subject in our sentence;

Lui, il ne m’a rien dit , he, he didn’t tell me anything
Il ne m’a rien dit, Lui, he didn’t tell me anything, him

While this doesn’t make a whole lot of sense in an English translation, you can still see that the subject of the sentence is emphasized by being placed at the beginning or the end of the sentence.

Using both two reordering techniques will help you to get your point across strongly.

We will now try some practice examples of this.

Un sac est tombé [uhn][s-ah-k][eh][toh-m-b-ay], a bag fell

By using the first method, we would change this to;

C'est _____ qui _____.

By using the second method, we would change this to;

_____, il est tombé.

Or

Il est tombé, _____.

We would use either of these three ways to make it so that it is clear to the listener exactly what we are talking about and exactly what we are saying about this subject.

Chapter 3: Alphabet and Pronunciation

The French alphabet is the same as the alphabet used in the English language. This alphabet comes from the Latin alphabet. There are 26 letters in total with an uppercase and lowercase. If you are a native English speaker, it is quite a bit easier to learn the French language than it would be to learn say, Russian or mandarin Chinese. You will be able to recognize the letters and will not have to learn an entirely new alphabet. You are already beginning part way through!

Though the alphabet used in French is the same, the pronunciations of the letters are quite different. There are a few letters whose pronunciations remain the same, like the following letters: f,l,m,n,o and s. All the other letters however, will have new pronunciations. Study them and learn their new pronunciations before moving on to the next chapter. The pronunciation of each letter is as follows;

A (ah), B (bay), C (say), D (day), E (euh), F (ef), G (jh-ay), H (ash), I (ee), J (jh-ee), K

(kah), L (el), M (em), N (en), O (oh), P (pay), Q (koo), R (err(roll the r)), S (ess), T (tay),

U (ooh), V (vay), W (doo-bl-uh-vey), X (ee-ks), Y (ee-greck(roll the r)), Z (zed).

Try reading these letters with their appropriate pronunciations aloud a few times over so that you can get used to these new ways of saying them.

Now, say the following letters with their pronunciations aloud as you spell out these words.

L-I-V-R-E [el][ee][vay][err][euh]

C-H-A-I-S-E [say][ash][ah][ee][ess][euh]

C-H-A-T [say][ash][ah][tay]

S-O-F-A [ess][oh][ef][ah]

A-M-I [ah][em][ee]

Now, do the same but spell your name this time. Try this aloud a few times

— — — — —

As you know from speaking English, the pronunciation of the letters will change when they are placed together with other letters. It is still important however, to know the names of the letters and how to say them on their own first. Practice those and get comfortable with them, as we will now move onto letter combinations and their sounds. There are a few cases that we will look at now where the sounds of letters will change when they are placed beside other letters. The following examples are ones that you will see very commonly in French words. Practice pronouncing these sounds now. Some different letter combinations may produce the same sounds, such as *oh* and *om* , but you will see both just as often as each other.

Ai [eh]
Au [oh]
Eau [oh]
Eu [uh]
Ei [eh]
In [eh]
Ien [yeh]
O [oh]
Ou [oo]
On [aw]
Om [aw]
Oi [wah]
Un [eh]

Some of these letter combinations and the sounds they produce are different from and may not even exist in the English language.

Chaud (*hot*) may seem like it would be pronounced like [sh-ah-oo-h-day]. But when the letters a and u are placed together in French, it is actually pronounced as [o]. Therefore, the word chaud is pronounced chaud [sh-o-d].

Voiture (*car*) may seem like it would be pronounced as [v-oh-ee-t-uh-r], but in this case, with the u in the middle of the word, it is pronounced as a [y] sound. Further, the oi in this word is pronounced as a [w] sound. Therefore, voiture is pronounced [v-wah-t-y-oo-r]

In French, the sound that an s makes will often change when it is placed beside a vowel. The example below demonstrates this.

Nous Avons

Separately, these two words would be [new] and [ah-voh] but when they are together, the combination of the s at the end of nous with the a at the beginning of avows, makes them come together to form the z sound. So now, we would actually say it like this, [new-z-ah-voh]. Keep this in mind whenever you see an s next to a vowel. It is less important when you are speaking slowly and saying only a few words at a time, but it is helpful to know when you are listening to someone else speak French, especially if it is a fluent and native French speaker. Another case where this is the same is in the following sets of words;

Vous Avez

Vous Etes

There are two different statements that mean different things, and if we did not change our pronunciation of the one with an s and a vowel beside each other, like explained above, then we would be confusing people. They would not know which form we were saying and therefore they would not know which meaning you were trying to get at. You can see this below;

Ils Ont [eel-z-oh]

Elles Ont [el-z-oh]

Vs.

Ils Sont [eel][s-oh]

Elles Sont [el][s-oh]

The first example, *ils* or *elles ont* means “they have” while the second example, *ils* or *elles sont* means “they are”. Without making this difference

in sound that is caused by the s and the o , you could confuse the person you are speaking to.

French Accents

The letter e is the most common letter in the entire French language. You will come across the letter e more than any other letter in the entire language. When it comes to the letter e, it can be pronounced a multitude of different ways. When you see an e with no accent you sometimes wonder how it is pronounced, and you can look to the letters before and after it to get some clues. There is one way to find out exactly how to pronounce the letter e. If you see an accent over top of it, this will tell you exactly how to pronounce it and there will be no more wondering.

You will also find accents under or over top of the letters c, a,i,u, and o. These accents will change the sound of the letter in specific ways.

The Cédille Ç

The cédille is an accent that you see below the letter c . This changes the sound of the letter to make it sound more like an s. You will only find the cedille with the letter c but not with any other letter. This will only be seen before a vowel, as this will make the s sound right before a vowel like, sa, so, su. For example,
Garçon [g-ah-r-son]

The Accent Aigu

The accent aigu is seen on top of the letter e . This accent changes the sound of the letter e to make it sound more nasally. To say this sound, you hold your tongue at the bottom of your mouth and do not move it while pronouncing the e sound nasally and there you have it.

The accent aigu looks like this;

é

For example, the word écrire [ay-k-ree-r] which is a verb that means *to write*.

The Accent Circonflexe

This accent is like a hat on top of a letter and can be found on all vowels (except y). It looks like the following;

â
Ê
î
ô
û

This accent doesn't quite change the sound of the letter, but it changes the speed at which it is said. It makes it so that the letter is pronounced quicker and with more force. For example,
Poîntu [p-wa-n-too], which means pointy
Août [oo-t], which means August

The Accent Grave

This accent can be found on top of an a, an e or a u. It is similar to the accent aigu but it is in the reverse direction. You can see this below;

À
È
Ù

This accent changes the meaning of two words which are spelled the exact same way. For example,

Ou vs OÙ

[oo] vs [oo]

The former means *or* and the latter means *where*.

La vs Là

[lah] vs [lah]

The former means *the* and the latter means *there*.

A vs À

[ah] vs [ah]

The former means *have* and the latter means *at* or *to*.

The Accent Tréma

This accent is two small dots above the letter e, i, or u. This accent is used to show that the letter it is on top of and the letter immediately after it in a word are to be pronounced separately. Think of the word *Noël* [noh-el] which means Christmas. This separates the o sound from the e sound. Below you can see the accent on the three letters it can be found with;

Ë
Ï
Ü

The name *Chloë* is an example of this
As well as the word *Jamaïque* [jah-mah-ee-k] which is the French way of saying Jamaica.

Teaching Your Mouth to Move in French

When learning a new language, it takes time to teach your mouth to move in a way that will make your words come out as French sounding as possible. This requires a lot of pronunciation practice in order to teach the muscles of your face, the muscles of your mouth and your tongue the right way to speak the language. If you grew up only speaking in English, your mouth and tongue will be so used to the way in which we pronounce words in English that it will likely have some trouble changing the way it speaks at first. Don't worry though, with all of the pronunciation guides in this book you will have plenty of practice by the time you reach the end. You can try to do some mouth warm-ups before you begin practicing your French to get your mouth nice and loose and ready to move in ways it's not quite used to.

Chapter 4: Numbers and Pronunciation

Much like how the alphabet in French is the same one that is used in the English language, the numbers used in French are the same as those used in English as well. Unlike the alphabet, which has some letters that are pronounced the same way in both French and English, the pronunciation of the numbers is very different between these two languages. In this chapter we will look at the numbers from one to one hundred and how to pronounce them, as well as other places where you will find numbers such as when speaking about years, money, time, age and addresses. Each section will include repetition exercises for you complete in order to practice speaking with the correct pronunciation and to get used to the way in which pronunciation can change based on what you are speaking about.

Numbers

In this first section, we will look at the numbers themselves and how to properly pronounce them. Because the numbers look the same, we don't have to go over their meaning and can place all of our focus on how to say what you see and exactly how to pronounce it too. We will begin with the numbers one to ten. Breaking it up into sections will help you to remember each one more clearly. For each set of numbers, practice saying them aloud a few times over before continuing to the next set of numbers.

One to Ten

1 [uhhn], 2 [duuh], 3 [t-r-wah] (rolled r), 4 [cat-ruh](rolled r), 5 [sank], 6 [see-s], 7 [set], 8 [wee-t], 9 [nuuf], 10 [dee-s]

We will now look at the way each of these numbers is spelled in French. If you are reading, you may come across numbers written instead of just the number itself. The pronunciation is the same, but they are not written phonetically as they are above.

Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix
One, two, three, four, five, six, seven, eight, nine, ten

Now you can compare the way that each of these numbers is written in French, to the way that each of them is pronounced. You can now also combine this knowledge with your knowledge of the letters of the alphabet from the previous chapter. Notice how the number six is written the exact same way in both French and English, but the pronunciation is very different between the two languages. You can also look for patterns in the way that certain groups of letters placed together changes pronunciation. For example, notice how *deux* and *dix* both have the letter *d* at the beginning and the letter *x* at the end, but their pronunciation is completely different. We will now look at the numbers from eleven to nineteen.

Eleven to Nineteen

11 [oh-n-z], 12 [doo-z], 13[t-r-ez](rolled r), 14[cat-or-z], 15[k-an-z], 16[s-ez], 17[dee-set], 18 [dee-sweet], 19 [dee-s-nuf]

These numbers are pronounced quite differently than they are in English, but they do have indications in their pronunciation about which number they are referring to. Compare the numbers one to ten with the numbers eleven to nineteen and you can see that you will usually find the word for the smaller number somewhere in the word. Below I have written out the French words for each of these numbers where you can see this concept more clearly.

11, 12, 13, 14, 15, 16, 17, 18, 19

Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf

Onze and *douze* don't follow much of a pattern except that they begin with the same letters as *one* and *two*. Those two you will have to memorize. *Quinze* is like these two as well in that it must be memorized since it doesn't follow a pattern either. Notice that *treize* begins with the letters *t* and *r* which are also the beginning letters of the number 3 which is called *trois* in French. *Quatorze* and *seize* are similar to this as well, beginning with the same letters and sounds as *quatre*, and *six* respectively. Knowing this little trick will give you a clue as to what number is being said if you hear it or see it written, as long as you are familiar with numbers one to ten. The numbers *dix-sept*, *dix-huit* and *dix-neuf* are similar to each other in that they all have the number *dix* or ten in them. These are the easiest to figure

out as they are literally ten-seven, ten-eight and ten-nine respectively. When hearing someone say or reading any of these numbers from eleven to nineteen, you can try to break the word down into smaller parts in order to determine which number it is. Look for the smaller number (one to ten) inside of the larger number (eleven to nineteen) to help you in your analysis of the number.

Now that you are familiar with the numbers from one to nineteen, we will get into the larger numbers from twenty to one hundred. These numbers will follow a pattern of sorts and once you learn that, you will be well on your way to saying any number of things you want to say in French! (pun intended).

Twenty to Sixty

20 (Twenty), in French is called *vingt* [v-ain-t].

30 (Thirty), in French is called *trente* [t-ron-t] (with a rolled r)

40 (Forty), in French is called *quarante* [ka-ron-t] (with a rolled r)

50 (Fifty), in French is called *cinquante* [s-ain-k-ont]

60 (Sixty), in French is called *soixante* [s-wah-s-ont]

Get familiar with each of these words on their own and we will then look at what each set of numbers in between them is called. Say them aloud multiple times until you are comfortable with each one.

Between twenty and sixty-nine, each number in between (such as twenty-one or forty-three) follows the same pattern. We will look at the numbers twenty-one to twenty-nine as an example.

21, *vingt et un* . For any number that is between twenty and sixty-one that has a one at the end, you will say the multiple of ten that it starts with (*vingt, trente, quarante, cinquante or soixante*) and then you will say *et un* which in English means *and one*. This is a pretty straight-forward and self-explanatory rule. As long as you know the words and pronunciation for the multiples of ten between twenty and sixty, you can simply add *et un* and you are ready! The examples of this are below;

21, 31, 41, 51, 61.

Twenty-one, thirty-one, forty-one, fifty-one, sixty-one.

Vingt et un, trente et un, quarante et un, cinquante et un, soixante et un

[v-ain-t][eyy][uhhn], [t-ron-t](with a rolled r)[eyy][uhhn], [ka-ron-t] (with a rolled r)[eyy][uhhn], [s-ain-k-ont][eyy][uhhn], [s-wah-s-ont][eyy][uhhn].

Now that you are comfortable with the above, we will examine the patterns and rules for all of the numbers between twenty and sixty-nine that end with anything other than a zero or a one. These numbers are all quite straightforward. Begin with the multiple of ten (*vingt, trente, quarante, cinquante or soixante*). Then, separated by a hyphen will be the number which comes next. You can see an example of this below using the numbers twenty-two to twenty-nine.

22, *vingt-deux*, 23 *vingt-trois*, 24 *vingt-quatre*, 25 *vingt-cinq*, 26 *vingt-six*, 27 *vingt-sept*, 28 *vingt-huit*, 29 *vingt-neuf*.

If you know the numbers from one to ten and you know the multiples of ten from twenty to sixty, you can form any number in between using this rule. Just substitute either the first or second number or both with the corresponding word and there you have it. These numbers are quite simple to understand if you hear them spoken or see them written because nothing about the second numbers themselves change, you are simply putting the two numbers together separated by a hyphen. Below are some exercises you can do to test your knowledge of what we have covered so far. While doing these, say the numbers aloud for best results.

Write the corresponding number beside the words below;

<i>Trente-cinq</i> _____	<i>Soixante-huit</i> _____	<i>Treize</i> _____
<i>Quarante-deux</i> _____	<i>Quarante et un</i> _____	<i>Seize</i> _____
<i>Soixante-six</i> _____	<i>Vingt-trois</i> _____	<i>Onze</i> _____
<i>Vingt-neuf</i> _____	<i>Trente-neuf</i> _____	<i>Dix-neuf</i> _____
<i>Cinquante et un</i> _____	<i>Quarante-quatre</i> _____	<i>Douze</i> _____

Seventy to Ninety-Nine

We will now look at the numbers from seventy to ninety-nine. These ones follow an irregular pattern, so make sure you are comfortable with the above numbers before moving onto this section, especially the numbers between eleven and nineteen. As always, say these numbers aloud as you read them and go over them at least a few times before moving on.

70, Seventy, *Soixante-Dix*, [s-wah-s-ont] [dee-s]

80, Eighty, *Quatre-Vingts*, [cat-ruh](rolled r)[v-ain-t]

90, Ninety, *Quatre-Vingt-Dix*, [cat-ruh](rolled r)[v-ain-t][dee-s]

When we look at these three numbers, their names may seem to be quite confusing. If we break it down however, we can see that they make quite a bit of sense and they will actually tell us exactly which number they are referring to.

Seventy, which in French is called *Soixante-Dix*, is the first example we will look at. This number is comprised of two different words: *Soixante* and *Dix*. We know now that *Soixante* means Sixty and that *Dix* means Ten. When we put these together we can see that it means Sixty plus Ten which equals to Seventy. This rule also applies to the other two numbers, which I will explain for you now.

Quatre-Vingt is comprised of the words *Quatre*, which means Four and *Vingt* which means Twenty. What this means then is that *Quatre-Vingt* directly translates to mean Four-Twenty which is exactly what eighty is-four twenties. Because $4 \times 20 = 80$, this makes sense.

Quatre-Vingt-Dix then, is a combination of the last two methods used to determine the meaning. This number includes both a *Dix*, which means Ten and a *Quatre-Vingt* which means Four Twenties. So, we can combine these to mean Four Twenties plus Ten. $4 \times 20 + 10 = 90$. This brings us to ninety. The benefit of these last three numbers and even the ones before them is that we can figure out exactly which number we are looking at by breaking the names up into sections and examining them each individually before then bringing them together as a whole.

We will now look at all the numbers in between Seventy and Seventy-nine. These numbers all follow a similar pattern to each other which I will now

explain. Instead of using the numbers one through nine to describe the last number in a pair such as 78 or 72, we use the numbers eleven through nineteen. This is different from the numbers between twenty-one and sixty-nine which we previously looked at. Those ones use the numbers one through nine to describe the second number in a pair like 43 or 67. I will show you examples of this below.

70, *Soixante-Dix*, [s-wah-s-ont] [dee-s]

Seventy, we have already examined as sixty plus ten. Below are the numbers between seventy-one and seventy-nine.

71, *Soixante-et-onze* [s-wah-s-ont][ayy][oh-n-z]

Seventy-one follows a similar pattern to that of the previous numbers we looked at that finish with the number one where you add the word *and(et)* in between the first and the second number. The difference here, however, is that instead of saying seventy and one like we would with the numbers 21, 31, 41, 51 and 61, here we say Sixty and Eleven. The reason for this is that the number seventy is said as Sixty-Ten, so it would not sound great to say sixty-ten and one or *Soixante-Dix et Un*. That's simply too long and too much of a mouthful. So instead we say *Soixante-et-onze* or Sixty-and-eleven. I know this can get confusing, but if you remember that they all make sense if you break them up into smaller parts and that we try to avoid describing a number with too many extra syllables, you will be understanding them in no time!

72, *Soixante-douze* [s-wah-s-ont][doo-z]

73, *Soixante-treize* [s-wah-s-ont][t-r-ez](rolled r)

74, *Soixante-quatorze* [s-wah-s-ont][cat-or-z]

75, *Soixante-quinze* [s-wah-s-ont][k-an-z]

76, *Soixante-seize* [s-wah-s-ont][s-ez]

77, *Soixante-dix-sept* [s-wah-s-ont][dee-set]

78, *Soixante dix-huit* [s-wah-s-ont][dee-sweet]

79, *Soixante-dix-neuf* [s-wah-s-ont][dee-s-nuf]

Similar to the number Seventy-One or *Soixante-et-onze*, The numbers here also take out the *Dix* or the Ten from the word *Soixante-Dix* (70) and

replace it with the numbers after ten (eleven, twelve, thirteen etc.) This is to avoid a mouthful similarly to above. If you break them up and think about them as Sixty and twelve (72) for example, it makes sense why we name it in this way. The same goes for the numbers between Ninety and Ninety-nine, which we will look at now while this concept is still fresh in your mind.

90, *Quatre-Vingt-Dix*, [cat-ruh](rolled r)[v-ain-t][dee-s]

We saw this number, 90, previously. Remember the reason why we say it this way as you read on below.

91, *Quatre-Vingt Onze* [cat-ruh](rolled r)[v-ain-t][oh-n-z]

With this number, 91, we don't say the *et(and)* because it would just be too many syllables, and by this point we know what the pattern is and what this number means.

92 *Quatre-Vingt Douze* [cat-ruh](rolled r)[v-ain-t][doo-z]

93 *Quatre-Vingt Treize* [cat-ruh](rolled r)[v-ain-t][t-r-ez](rolled r)

94 *Quatre-Vingt Quatorze* [cat-ruh](rolled r)[v-ain-t][cat-or-z]

95 *Quatre-Vingt Quinze* [cat-ruh](rolled r)[v-ain-t][k-an-z]

96 *Quatre-Vingt Seize* [cat-ruh](rolled r)[v-ain-t][s-ez]

97 *Quatre-Vingt Dix-Sept* [cat-ruh](rolled r)[v-ain-t][dee-set]

98 *Quatre-Vingt Dix-Huit* [cat-ruh](rolled r)[v-ain-t][dee-sweet]

99 *Quatre-Vingt Dix-Neuf* [cat-ruh](rolled r)[v-ain-t][dee-s-nuf]

As with the numbers seventy-one to seventy-nine, we use the number eleven to nineteen to describe the second number in the pair when speaking about the numbers ninety-one to ninety-nine. The meaning can be found in the words for these numbers too. I will use Ninety-Three as an example here. *Quatre-Vingt-Treize* or 93 means Four-Twenties and Thirteen. Four twenties is equal to 80, and adding 13 to that gives us 93. While it may seem complicated now, you will be thankful that you can determine all this just by looking at the number in the future when you are trying to remember all of the French words you have been learning! This applies to all the numbers between ninety-one and ninety-nine. Practice their pronunciation

before moving on. Before we look at the Eighties, we will do a few practice questions about what we have just learned.

Write the corresponding words to describe each number below;

71 _____

73 _____

92 _____

91 _____

76 _____

70 _____

99 _____

90 _____

Now, our final set of numbers before we reach one hundred is the set of numbers between eighty-one and eighty-nine. This group will be quite straight-forward for you at this point. We have seen the number eighty before along with its pronunciation, but it is written below again to jog your memory. Say it out loud a few times over.

80, *Quatre-Vingts*, [cat-ruh](rolled r)[v-ain-t]

Since the word for eighty literally translates to Four Twenties, if we used the terms between eleven and nineteen to describe these numbers, we would end up in the 90's, (and I don't mean the era). This type of nomenclature is also already occupied by all of the numbers between ninety-one and ninety-nine. So, we will keep it simple. For these numbers below, we call them Four Twenties and one, two, three, four, and so on, corresponding to whatever number is second in the pair. For example, eighty-one is called *Quatre-Vingt Un*, which means Four twenties plus one, equaling eighty-one. Like I said, this one is quite simple when compared to the seventies and the nineties. All of the examples are laid out for you below along with their pronunciation for you to practice.

81 *Quatre-Vingt* [cat-ruh](rolled r)[v-ain-t][uhhn]

82 *Quatre-Vingt Deux*, [cat-ruh](rolled r)[v-ain-t][duuh]

83 *Quatre-Vingt Trois*, [cat-ruh](rolled r)[v-ain-t][t-r-wah] (rolled r)

84 *Quatre-Vingt Quatre* [cat-ruh](rolled r)[v-ain-t][cat-ruh](rolled r)

85 *Quatre-Vingt Cinq* [cat-ruh](rolled r)[v-ain-t][sank],

86 *Quatre-Vingt Six* [cat-ruh](rolled r)[v-ain-t][see-s]

87 *Quatre-Vingt Sept* [cat-ruh](rolled r)[v-ain-t][set]

88 *Quatre-Vingt Huit* [cat-ruh](rolled r)[v-ain-t] [wee-t]

89 *Quatre-Vingt Neuf* [cat-ruh](rolled r)[v-ain-t][nuuf]

Below, is an exercise for you to complete which includes everything we have learned about numbers so far. Try to complete as many as you can and wait until the end to check your answers or to look for guidance in this chapter! Below, write either the name for the number or the number that corresponds to the written name.

33 _____	74 _____	Trente-Trois _____
Soixante-Deux _____	Onze _____	96 _____
Cinquante et Un _____	Quarante-Cinq _____	Dix-Neuf _____

44 _____	86 _____	15 _____

93 _____	76 _____	Soixante-Quinze _____

Quatre-Vingt-Treize _____	96 _____	29 _____

One Hundred

Now we will look at the number one hundred and all of the numbers in between one hundred and one thousand. This will follow essentially the same rules as the numbers between one and one hundred, but with a few small differences.

100, One Hundred, *Cent* [s-on-t]

For the numbers between one hundred and one hundred ninety-nine, you will follow all of the same rules as you just learned for the numbers between one and one hundred, except they will all have the word *Cent* at the beginning. Some examples are below.

<i>Cent un</i> = 101	<i>Cent Quatre-Vingt</i> = 180
<i>Cent Vingt Cinq</i> = 125	<i>Cent Quatre-Vingt Un</i> = 181
<i>Cent Trente Six</i> = 136	<i>Cent Quatre-Vingt Dix-Neuf</i> = 199
<i>Cent Soixante et Un</i> = 161	<i>Cent Quatre-Vingt Treize</i> = 193
<i>Cent Soixante-Dix</i> = 170	<i>Cent Soixante Quatorze</i> = 174

This is the same for the numbers between two hundred and one and two hundred ninety-nine, and so on until nine hundred ninety-nine. Below are the words for the multiples of one hundred. For all of the numbers in between, follow the same rules laid out earlier in this chapter.

200, *Deux Cent*
 300, *Trois Cent*
 400, *Quatre Cent*
 500, *Cinq Cent*
 600, *Six Cent*
 700, *Sept Cent*
 800, *Huit Cent*
 900, *Neuf Cent*

Below are some exercises for you to do in order to test your knowledge of the numbers between one and nine hundred ninety-nine.

Huit _____	72 _____
Douze _____	Soixante Treize _____
Vingt-Cinq _____	Quatre-Vingt _____
Cinquante-Trois _____	86 _____
Soixante-Neuf _____	Quatre-Vingt Quinze _____
61 _____	90 _____
11 _____	97 _____
15 _____	100 _____
220 _____	Trois Cent Soixante Cinq _____
Cinq Cent Quatre-Vingt Quatorze _____	892 _____

One Thousand And Beyond

Before we move on to looking at practical uses for these numbers, we will now look at the Numbers beyond one hundred.

1000, One Thousand, *Un Mille* [uhn][m-eel]

The number one thousand, or *Un Mille* can be said at the beginning of a group of numbers with at least 4 digits to make it one million-something. Examples of this are below.

1001 *Mille et Un*
1350 *Mille Trois Cent Cinquante*
1270 *Mille Deux Cent Soixante-Dix*
1593 *Mille Cinq Cent Quatre-Vingt Treize*
1120 *Mille Cent Vingt*

As you can see above, the rules for every number after the One in one thousand, remain the same. These rules for all the multiples of ten and the words we use to describe the multiples of one hundred remain the same. As long as you know these, the only thing left to learn are the names for the multiples of one thousand.

One thousand, *Mille*
Two thousand, *Deux Mille*
Three thousand, *Trois Mille*
Four thousand, *Quatre Mille*
Five thousand, *Cinq Mille*
Six thousand, *Six Mille*
Seven thousand, *Sept Mille*
Eight thousand, *Huit Mille*
Nine thousand, *Neuf Mille*
Ten thousand, *Dix Mille*

As you can see above, the only difference when talking in the thousands is adding the word *Mille* after the number of thousands about which you are talking. After ten thousand, you keep going up in the regular sequence of numbers that we have already learned until you reach 999 999, or nine hundred ninety-nine thousand nine hundred and ninety-nine. This number is called *Neuf Cent Quatre Vingt Dix-Neuf Mille* (nine hundred ninety-nine thousand) *Neuf Cent* (nine hundred) *Quatre-Vingt Dix-Neuf* (ninety-nine). From this example you can tell that the only thing different here is that there are two groups of hundreds placed together, and where you would say *thousand* in English, you say *mille* instead. Below are some examples that you can practice your knowledge with.

Trois Mille Cinq _____ 4001

Deux Mille Trois Cent Vingt Deux _____ 6235

Cinq Mille Six Cent Soixante Douze _____ 17 000

Onze Mille _____ 70 000 _____

Trente Mille _____ 200 000 _____

One Million

One million is the next number we come to, and similarly to one thousand, once you know the words for all the millions from one to nine hundred ninety-nine, you can figure out how to say any number in between as they all follow the same pattern as those between one and one hundred.

One Million, *Un Million* [uhn][mee-lee-yon]

To figure out how to say any of the other millions, just substitute the number, such as thirty in for the *un* (one) like so,

30 000 000, Thirty million, *Trente Million*.

We will now do some more practice examples;

50 000 000 _____ Douze Million _____
200 000 000 _____ Sept Cent Million

300 400 700 _____ Trois Million, Deux Cent Mille, Cinq Cent _____

1 255 321 _____

Un Million, Cent Vingt Trois, Deux Cent Trente Quatre _____

After millions comes billions and trillions. These next two you will likely never use, but I have included them just for interest's sake. They are a little bit confusing but give their pronunciation a try and then move onto the next section.

One Billion, *Un Milliard*, [uhn][meel-yard]

One Trillion, *Un Billion*, [uhn][beel-yon]

Now that you know how to say every number under the sun, we are going to look at some practical examples of when and how to use them. It is rare for people to use numbers in conversation without having some sort of context. Below, we will explore their most common uses.

Years

In conversation, we often refer to the year in which something had happened, the year in which we will be doing something or the year in which we were born. The most common years we will use will be in the 18 or 1900's as well as the 2000's. These will be said just as you can expect.

1990 Mille neuf cent quatre-vingt dix

1887 Mille huit cent quatre vingt sept

2000 Deux mille

2019 Deux mille dix neuf

2030 Deux mille trente

There are two words we use to say year. Which word you use will depend on the number which the year ends with. For all years that end with the number zero (0), you will use the word *l'an* [l-o-n]. This means the year. For years ending in any number other than zero, you will use the term *l'année* [l-ah-nay], which also means the year. If you forget and mix up which of these to use with which years, don't fret, nobody will curse you for using the wrong form of the words the year. It is however, good to know both forms so that if you hear them you know what the person is saying.

There are two more things that we sometimes use when speaking about years. Those are the years A.D. And the years B.C. In French we say *ap. JC* and *av. JC* respectively. These shorthands refer to the eras "before Jesus Christ" and "after Jesus Christ". In French we say *apres Jesus-Christ* and *avant Jesus-Christ*. The pronunciation for these is below;

Apres, [ah-pray]

Avant [ah-vont]

Jesus-Christ, [j-ay-z-oo][k-r-ee](rolled r)

In practice, it would look like this;

200BC, 200 *av. JC, l'an Deux Cent avant Jesus-Christ*

We will examine more sentences that will be helpful for you to know at the end of this book when you have a bit more knowledge of the language.

Chapter 5: French Grammar Basics

We will delve into the basics of French grammar in this chapter and the following chapter in order to get you well on your way to speaking French. Included throughout this chapter will be exercises for practice and repetition for you to begin speaking the language as well as for you to grasp the basics and the rules of French grammar.

Articles

Articles are words that are attached to nouns. In English, we use the words *the*, *an* or *a* in front of nouns. In French, the articles we use have to conform to the gender of the noun about which we are speaking. What this means is that each “person, place or thing” that exists has a gender attached to it. As you learn more French nouns, you will need to learn its gender along with it. The best way to do this is to learn the noun along with the article that accompanies it, because this article will tell you the gender of the noun. In this section, we will look at all of the different articles you will come across and some examples of nouns you will see them with. In the section that follows, we will go deeper into our study of nouns because then you will understand the articles that you will see them with. We will examine French articles and their associations below;

L’Article Defini

In English, we do not have feminine and masculine nouns, so when we are talking about **something specific**, we use the word *the* to describe it. This is called the definite article or *l’article defini*, [l-ar-tee-k-le][day-fee-nee]. We will first look at the singular form before moving onto the plural form.

Singular

Masculine, *le*, [l-uh]

Feminine, *la*, [l-ah]

Vowel or h, *l’*, [l]

If you need to place an article in front of a verb that begins with a vowel or with the letter *h* (which in French is silent), you will use the letter L,

followed by an apostrophe. Some examples of when these articles would be used are below;

The game, *le jeu*, [l-uh][j-uh]
The casino, *le casino*, [l-uh][k-as-ee-no]
The table, *la table*, [l-ah][tah-b-l]
The cup, *la tasse*, [l-ah][tah-ss]
The bee, *l'abeille*, [l-ah-bay]
The hexagon, *l'hexagone*, [l-ex-a-gone]

Notice how the *l'* before a noun becomes blended into the noun itself when you are saying it aloud. Practice this a few times.

Plural

In English when we are speaking about a group of nouns in a general way, we would still use the word *the*. In French, there is a different definitive article (*l'article défini*) than those explained above that is used for plural nouns.

Plural masculine or feminine, *Les*, [l-ay]

The books, *les livres*, [l-ay][lee-v-re]
The oranges, *les oranges*, [l-ay][oh-ron-j]

L'Article Indefini

We will now move on to the Indefinite Article, or *l'article indéfini*. This is used when we are speaking about something unspecific, where in English we would say the word *a* or *an*. We would use these to describe a noun in general instead of one specific item.

Singular

Masculine, *un*, [uhn]
Feminine, *une*, [oo-n]

A book, *un livre*, [uhn][l-ee-v-r]
An apple, *une pomme*, [oo-n][p-uh-m]

Plural

When it comes to the plural form of unspecified or indefinite articles, there is not an exact equivalent of an article in English, but the closest thing would be when we use the word *multiple* or *many*. This is not an article by definition in English but for our purposes it will be.

Some, *des*, [d-ay]

Multiple books, *des livres*, [d-ay][l-ee-v-rs]

Many apples, *des pommes*, [d-ay][p-uh-m]

Notice how one of the above examples is feminine and one of them is masculine (as we saw above with *un et une*) but when it comes to the plural form, they both are attached to the article *des*.

L'Article Partitif

The Partitive Article is used when we are talking about only a part of something, rather than the whole of it. This is often used when we are speaking about food. This is used when the noun is something we cannot count, which is why it is usually used with food.

Singular

In English, we would use the word *some* in this place. You will find examples of this below.

Masculine, *du*, [doo]

Feminine, *de la*, [d-uh][lah]

Vowel or h, *de l'*, [d-uh][l]

Notice again how if the noun begins with either a vowel or the letter *h* (which would be silent) *de* is used, followed by the letter *l* and an apostrophe.

Some cheese, *du fromage*, [doo][fr-oh-mah-j]

Some pie, *de la tarte*, [d-uh][lah][tar-t]

Some money, *de l'argent*, [d-uh][l-ar-j-ont]

Plural

Plural Partitive Articles are used when we are talking about a portion of food that contains multiple items. Examples are below in order for you to better grasp this concept. Notice that this article is the same one used when speaking about indefinite items in multiples (as above).

Des, [d-ay]

Some Spinach, *des épinards*, [d-ay-s][eh-pee-n-ar-d]

Some Pasta, *des pâtes*, [d-ay][pah-t-s]

Masculine and Feminine Nouns and Their Articles

As you know by now, there are some nouns that are feminine and some that are masculine, while others are plural. The articles that are placed with nouns are different based on whether the noun is masculine, feminine or plural. Now that you are familiar with articles and the different forms and uses for them, we will look at some examples of nouns that use each of these articles. To help you remember which nouns are feminine and which are masculine more easily, we will now look at some categories of nouns that are feminine and others that are masculine, so that you can group them in your brain and remember them later. Keep in mind, in the French language there will always be exceptions, but those will be learned later. We now learn these categories in order to give you an idea of what you can expect as you come across French words in the future.

Feminine Nouns and Their Articles

We will begin by looking at the categories of nouns that are feminine nouns. As you read through this section, read the nouns and their articles aloud to practice pronunciation.

School subjects are feminine, such as;

Chemistry, *la chimie*, [l-ah][shee-mee]

Gym, *la gymnastique* [l-ah][j-eem-nas-tee-k]

Language, *la langue* [l-ah][l-on-g]

Cars and car names are feminine. For example;

In French there are two different words that mean car. They are both feminine nouns.

A car, *une auto* [oo-n][oh-toe]

A car, *une voiture* [oo-n][v-wah-too-r]

A Mazda 3, *la Mazda Trois*, [l-ah]Mazda][tr-wah](rolled r)

Most foods that end with the letter *e* are feminine nouns. For example;

A banana, *la banane*, [l-ah][bah-na-n]

A tomato, *la tomate*, [l-ah][t-oh-mat]

An apple, *la pomme*, [l-ah][po-m]

Continents are feminine nouns. For example;

Australia, *l'Australie*, [l-os-t-ra-lee]

Europe, *L'Europe* [l-you-rup]

Asia, *L'Asie*, [l-ah-see]

Mostly all countries that end in the letter *e* are feminine nouns. The countries below may not seem like they end with the letter *e* but their French names do. For example;

France, *la France*, [l-ah][f-ron-s] (rolled r)

China, *la Chine*, [l-ah][sh-een]

Patagonia, *La Patagonie*, [l-ah][pat-a-go-nee]

Masculine Nouns and Their Articles

We will now look at some examples of noun categories that are masculine. The calendar itself is a masculine noun as well as the days of the week, the months and the seasons.

Calendar, *le calendrier*, [l-uh][k-al-on-dree-ay]

December, *le décembre*, [l-uh][day-s-om-br-uh]

Summer, *l'ete*, [l-ay-tay]

Tuesday, *le Mardi*, [l-uh][mar-dee]

When speaking about a specific date, this is masculine.

June 6th, *le six juin*, [l-uh][s-ee-s][j-w-an]

October 12th, *le douze octobre*, [l-uh][doo-z][o-k-toh-b-ruh]

Colors are masculine nouns as well.

Red, *le rouge*, [l-uh][roo-j]
Orange, *l'orange*, [l-oh-ron-j]
Pink, *le rose*, [l-uh][r-oh-z](rolled r)

Drinks are most often masculine.

Coffee, *le cafe*, [l-uh][k-af-ay]
Juice, *le jus*, [l-uh][j-oo-s]
Tea, *le the*, [l-uh][t-ay]

Foods that don't end with the letter *e* are masculine nouns.

Corn, *le mais*, [l-uh][mah-yee-s]
Sandwich, *le sandwich*, [l-uh][s-and-wee-ch]

Countries that end in any letter other than *e* are masculine nouns.

Canada, *le Canada*, [l-uh][k-ana-da]
Japan, *le Japon*, [l-uh][j-ap-on]

Directions on a compass are masculine nouns.

North, *le nord*, [l-uh][n-or]
South, *le sud*, [l-uh][soo-d]
East, *l'est*, [l-ess-t]
West, *l'ouest*, [l-oo-ess-t]

Languages are masculine nouns, although as we saw above in the feminine noun categories, the actual school subject of languages and the word *language* (*la langue*) [l-ah][l-on-g] itself is feminine.

French, *le francais*, [l-uh][f-ron-say]
Greek, *le grec*, [l-uh][g-rek]

When we speak about letters of the alphabet on their own, these are masculine nouns.

A, *le a*, [l-uh][ah]
D, *le d*, [l-uh][d-ay]
P, *le p*, [l-uh][pay]

Plural Nouns

In the French language, some nouns are always plural and therefore are always associated with a plural article. While most of the time in English, a noun can be either plural or singular depending on what you are talking about, in French there are nouns that can only be used in a plural sense and therefore can only be used with a plural article. These plural nouns will either be accompanied by the article *les* or *des*. Examples of these can be seen below.

Business, *les affaires*, [l-ay][ah-f-air]
Asparagus, *les asperges*, [l-ay][ah-s-pair-j]
Luggage, *les bagages*, [l-ay][bah-g-ah-j]
Advice, *les conseils*, [l-ay][k-on-say]

We will look deeper into nouns in the following section.

Nouns

Welcome to our study of nouns. As we know from speaking English, a noun is a *place*, a *person* or a *thing*. If you know a few words from the French language already, many of these are likely nouns. If you know how to say chair or cereal for example, these would be nouns. In the previous section, all the words we associated with articles were nouns. Hopefully you had some practice with your pronunciations in the last section. There will be more pronunciation practice in this section. The one major takeaway that I want you to get from this chapter is that in the French language, everything is gendered. Everything has a gender associated with it, just like you saw in the previous section.

When it comes to nouns, the gender of the noun will determine how we write or say it when it is in a sentence. There is no trick that will tell you if a noun is feminine or masculine, you will have to remember this for the most part. To make this easier for you, as you are learning nouns, they will all be paired with their appropriate article.

Before we get there, we will learn the French word for noun;
Noun, *nom*, [n-om]

Places

The first type of noun we will look at are places.

Many countries in French have different names than in English. We will look at a few of these to get you started.

United States, *Les Etats-Unis* [lay][eh-tat][oo-nee]

London, *Londres* [l-oh-n-d-ruh]

France, *France* [fron-s]

Mexico, *Mexique* [m-eks-eek]

Paris, *Paris* [pah-ree]

People

We will now look at people nouns. These people can mean a wide range of things, but we are going to look at professions and family members as you will use these most commonly.

Professions

Doctor, *Docteur* [dok-t-ur]

Dentist, *Dentiste* [don-tee-s-t]

Mailman, *Postier* [poh-s-tee-ay]

Dog Walker, *Promeneur de Chien* [p-roh-men-ur][duh][sh-yen]

Lawyer, *Avocat* [ah-vo-k-ah]

Teacher, *Professeur* [pro-f-ess-err]

People In Your Family

Father, *Père* [p-air]

Mother, *Mère* [m-air]

Sister, *soeur* [s-urr]

Brother, *frère* [f-r-air]

Female Cousin, *Cousine* [k-oo-zee-n]

Male cousin, *Cousin* [k-oo-z-in]

Aunt, *Tante* [t-on-t]

Uncle, *Oncle* [on-k-leh]

Grandmother, *Grandmère* [g-ron-d-m-air]

Grandfather, *Grandpère* [g-ron-d-p-air]

Things

Table, *Table* [t-ah-b-l-uh]
Chair, *Chaise* [sh-eh-z]
Glass, *Verre* [v-air]
Coffee, *Cafe* [k--ah-fay]
Tea, *The* [t-ay]
School, *L'école* [l-ay-k-ohl]

Animals

Dog, *Chien* [sh-yen]
Cat, *Chat* [sh-ah]
Mouse, *Souris* [s-oo-ree]
Hamster, *Hamster* [ahm-st-air]
Snake, *Serpent* [s-air-pon-t]
Horse, *Cheval* [sh-eh-va-l]
Tiger, *Tigre* [tee-g-ruh]

Colors

Red, *Rouge* [roo-j]
Orange, *Orange* [oh-ron-j]
Yellow, *Jaune* [j-oh-nuh]
Green, *Vert* [v-air]
Blue, *Bleu* [b-l-uh]
Purple, *Violet* [vee-oh-l-ett]
Pink, *Rose* [roh-z]
Black, *Noir* [n-wah-r]
White, *Blanc* [b-lon-k]

Months Of The Year

January *le Janvier*, [luh][j-on-vee-ay]
February *le février*, [luh][fay-v-ree-ay]
March *le mars* [luh][mah-r-se]
April *l'avril*, [l-ah-v-ree-l]
May *le mai*, [luh][may]
June *le juin*, [luh][j-wah-n]
July *le juillet* [luh][j-wee-ay]

August *le août* [luh][oot]
September *le septembre*, [luh][sep-tom-b-ruh]
October, *l'octobre*, [l-oct-oh-b-ruh]
November, *le novembre*, [luh][no-vom-b-ruh]
December, *le décembre*, [luh][day-som-b-ruh]

Singular Nouns

Some nouns are always singular, there is no plural form of them. These will always be paired with a singular article.

Un escalier [uhn][ess-k-al-ee-yay], Stairs
Un feu d'artifice [uhn][fuh][d-ar-tee-fee-suh], Fireworks
Un Jean [uhn][j-een], jeans
Un pantalon [uhn][pa-n-tah-lo-n], Pants
Un pyjama [uhn][pee-ja-mah], Pyjamas
La Vaisselle [lah][vay-sell], The dishes
Avoine [ah-v-wah-nuh], Oats
L'actualité [l-ah-k-too-ah-lee-tay], The News

Practice Exercises

Red Chair _____
February 3 _____
Uncle Lou _____
Black Dog _____
Coffee Table _____
Sister School _____

Pronouns

Pronouns in French are called *les pronoms*, [l-ay][p-r-oh-no-m](rolled r). Pronouns are used in English as well as in French, but in French they have much more of an effect on the rest of the sentence than they do in English. We will learn this a little bit later. In English, pronouns are things like: *I*, *we*, *they*, *she* and so on.

Personal Pronouns

Personal pronouns or, *les pronoms personnels*, [l-ay][p-r-oh-no-m][pair-s-on-el] are pronouns which are used in place of a grammatical person.

I, *Je*, [j-uh]

You, *Tu*, [too]

He, *il*, [ee-l]

She, *elle* [el]

We, *on**, [oh-n](light *n* sound)

We, *Nous*, [new]

You (plural), *Vous*, [v-oo]

They (masculine or feminine), *ils/elles*, [eel][el]

**on* is an informal pronoun that can replace *nous* to mean *we*, though the proper way to say *we* is by using *nous*.

** Notice that ‘*they*’ has two different forms, one for masculine and one for feminine. Both French words for this (*ils* and *elles*) are pronounced exactly the same way as the singular form of *he* and *she*.

Impersonal Pronouns

Impersonal pronouns, or *les pronoms impersonnels* [eh-m-pair-soh-n-el] are pronouns that replace something in a sentence that is not a grammatical person. This could be a noun, an amount of something, a place, or a quantity. Examples are below.

This, *Ce*, [suh]

That, *ça*, [sah]

Multiple, *plusieurs*, [p-loo-see-uhr-s]

Who, *qui*, [k-ee]

What, *que*, [k-u-h]

Which One, *lequel*, [leh-k-el]

Verbs

Verbs or *les verbes*, [lay][v-air-b], are the action words in a sentence. Just like in English, they describe an act of doing or the act of being. Verbs are arguably the most involved and most important part of speech. Verbs have to be adjusted in every sentence according to who or what they are in

reference to and in what tense we are speaking. This adjustment of a verb is called *conjugation* (this word is the same in French and English). We will begin by looking at the most common verbs and their translation as well as their pronunciation and then we will begin our lesson on verb conjugation.

To be, *Être* [et-ruh](rolled r)

To have, *Avoir* [ah-v-war]

To go, *Aller* [ah-lay]

To Do, *Faire* [f-air]

To say, *Dire* [dee-r]

To know, *Savoir*, [sa-v-war]

To live, *Vivre* [vee-v-ruh]

To want, *Vouloir* [voo-l-war]

To see, *Voir* [v-war]

To hold, *Tenir* [tuh-neer]

To be able to, *Pouvoir* [poo-v-war]

Practice these verbs and their pronunciations before continuing onto the next section.

We will begin with the two most common verbs, *être and avoir*. These verbs are the most commonly used in both French and English.

Present Tense: Avoir Et Être

We will begin with the verb *to have* or *être*. Just like when we change a verb in English according to who we are talking about (I am, you are, she is etc.) we do the same in French. Remember when we learned personal pronouns earlier in this chapter, this is where we revisit them. The example of this is below.

Verbe être : To be

Je suis *Nous sommes*

Tu es *Vous êtes*

Il est *Ils sont*

Elle est *Elles sont*

On est

Verbe Avoir : To have

<i>J'ai*</i>	<i>Nous avons</i>
<i>Tu as</i>	<i>Vous avez</i>
<i>Il a</i>	<i>Ils ont</i>
<i>Elle a</i>	<i>Elles ont</i>
<i>On a</i>	

*Je ai becomes j'ai because there are two vowels side-by-side.

For the examples below, write the French equivalent by choosing the appropriate personal pronoun and conjugating the verb *être* or *avoir* accordingly.

I am _____
Those men have _____
She is _____
He has _____
You guys are _____
My girlfriends have _____
My husband is _____

While these are the most common verbs, they are both what we call irregular verbs. This means, they don't follow any sort of pattern and you have to just memorize the conjugation of them. We will now look at the rules for the conjugation of regular verbs.

For regular verbs, you will take the verb down to its root. This means that you will take off its ending letters and this will leave you with the root. Then, you add an ending that corresponds with the personal pronoun (the person that you are speaking about) and the tense in which you are speaking and there you have a conjugated verb to add into your sentence.

Verbs can be classified into three groups;

1. Those which end in -er
2. Those which end in -ir
3. Those which end in -tir
4. Those which end in -re

I will give you examples of each of these so that you will know how to find the root of the verbs.

1. Those which end in -er

Jouer, *to play* [j-oo-ay]

Sauter, *to jump* [s-oh-tay]

Cacher, *to hide* [kah-sh-ay]

Je, -e

Tu, -e

il/elle/on, -e

Nous, -ons

Vous, -ez

ils/elles, -ent

For these verbs, you will take off the -er and you are left with the root: *Jou*, *saut*, *cach*. Then you add the endings and *voilà!* Conjugate these below.

Jouer	Sauter	Cacher
Je	je	je
Tu	tu	tu
il/elle/on	il/elle/on	il/elle/on
Nous	nous	nous
Vous	vous	vous
ils/elles	ils/elles	ils/elles

2. Those which end in -ir

For verbs that end in -ir, remove the last two letters to get to the root, then add the endings below, which differ based on the verb. We will look at the most common ones. Practice conjugating them and pronouncing them.

Finir, *to finish* [f-ee-near]

Je -is

Tu -is

il/elle/on -it

Nous -issons
Vous -issez
ils/elles -issent

Voir, *to see* [v-wah-r]
Je -is
Tu -is
il/elle/on -it
Nous -yons
Vous -yez
Ils/elles -ient

3. Those which end in -tir

Partir, *to leave* [par-tee-r]
Sentir, *to feel* [s-on-tee-r]

For verbs that end in *-tir*, take off all three of these letters to get to the root

Je -s
Tu -s
il/elle/on -t
Nous -tons
Vous -tez
ils/elles -tent

	Partir	Sentir
je		
tu		
il/elle/on		
nous		
vous		

ils/elles		
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4. Those which end in -re

Vendre, *to sell* [von-d-r] (rolled r)

Rendre, *to return* [ron-d-r] (rolled r)

For verbs that end in -re, remove these last two letters and add on the endings below.

Je -s

Tu -s

il/elle/on -*

Nous -ons

Vous -ez

ils/elles -ent

*For verbs ending in -re, nothing is added to the end when you are using the personal pronouns of il, elle or on.

There is a verb that ends in -re that you may use quite often, though it is an irregular verb (like *etre* or *avoir*). This verb is conjugated differently.

Prendre, *to take* [p-r-on-d-r] (rolled r's)

When getting the root of this verb you will take off the last three letters (-dre) to get the root word *pren*.

Je -ds

Tu -ds

il/elle/on -d

Nous -ons

Vous -ez

ils/elles -nent

While it is quite difficult to glean whether a verb is regular or irregular, a good rule of thumb is to try it out the regular way and if there is anything that sounds like too much of a mouthful, or if it has too many vowels too

close together- it is likely conjugated in an irregular way. Like I mentioned previously, in French we like to keep it flowing and sounding beautiful when we speak without much chance of a tongue-twister.

Below I will conjugate some more common verbs for you to see.

Aller, <i>To go</i> [ah-lay]	Pouvoir, <i>To be able to</i> [poo-v-w-or]	Savoir, <i>to know</i> [sah-v-w-or]
Je vais	Je peux	Je sais
Tu vas	Tu peux	Tu sais
Il/elle/on va	il/elle/on peut	Il/elle/on sait
Nous allons	Nous pouvons	Nous savons
Vous allez	Vous pouvez	Vous savez
ils/elles vont	ils/elles peuvent	Ils/elles savent

Conjugating Verbs In Past-Tense

When speaking in past-tense, you must still conjugate the verbs you are using just like you do when speaking in present tense, but you will conjugate them in a different way.

The Past Participle

When we speak in the past-tense, we will change the verb we are using in order to communicate the fact that we are speaking about something that happened in the past. To do this, we will change the ending of the verb, just like we did when conjugating the present tense verbs, but we will change them in a different way. After we change the ending of the verb, this form is called the Past Participle.

ER Verbs

We conjugate verbs that end in an -er by removing this ending and substituting it with an 'é'. Some examples are below;

Parler [par-lay], *to speak*, becomes Parl é [par-lay]

Aller [ah-lay], *to go*, becomes Allé [ah-lay]

Arriver [ah-ree-vay], *to arrive*, becomes Arrivé [ah-ree-vay]

Entrer [on-t-ray], *to enter*, becomes Entré [on-t-ray]

IR Verbs

We conjugate verbs that end in an -ir by removing this ending and substituting it with an 'i'. Some examples are below;

Finir [fee-nee-r], *to finish*, becomes Fini [fee-nee]

Mentir [mon-tee-r], *to lie*, becomes Menti [mon-tee]

Choisir [sh-wah-see-r], *to choose*, becomes Choisi [sh-wah-see]

RE Verbs

We conjugate verbs that end in an -re by removing this ending and substituting it with a 'u'. Some examples are below;

Vendre [v-on-d-ruh], *to sell*, becomes Vendu [v-on-d-oo]

Rendre [ron-d-ruh], *to return something*, becomes [ron-d-oo]

Mordre [mor-d-ruh], *to bite*, becomes Mordu [mor-d-oo]

Below are some verbs for you to practice forming the *past participle* or *participe pass é*.

Visiter [vee-zee-tay] _____

Partir [par-tee-r] _____

Défendre [day-fon-d-ruh] _____

Donner [d-uh-nay] _____

Entendre [on-ton-d-ruh] _____

The Irregular Past Participles

Some verbs have an irregular past participle- that is to say that they do not follow these rules of removing the last two letters and adding the letter stated above. Some verbs have a different letter added. Below, are the most common ones.

Faire, *to do* becomes Fait

Lire, *to read* becomes Lu

Pouvoir, *to be able to* becomes Pu

Prendre, *to take* becomes Pris

Savoir, *to know* becomes Su

Venir, *to come* becomes Venu
Voir, *to see* becomes Vu
Boire, *to drink* becomes Bu
Conduire, *to drive* becomes Conduit
Connaitre, *to know* becomes Connu
Croire, *to believe* becomes Cru
Dé couvrir, *to discover* becomes Dé couvert
Dire, *to say* becomes Dit
Écrire *to write* becomes é crit
Apprendre, *to learn* becomes Appris
Être, *to be* becomes été
Avoir, *to have* becomes Eu

These verbs will be ones that you will have to associate with their past participle in your memory and eventually, as you become more familiar with the language, you will notice when you have come across an irregular verb because when you try to create the past participle in the regular way you will feel like it “just doesn’t sound right”.

Auxiliaries in Passé Composé

We will now put what we have learned about verbs in the past-tense together with the subject we are talking about to form a sentence in the past-tense. When it comes to past-tense speaking in French, you must insert a helping verb in between the person you are speaking about (subject) and the action they are doing (to go, to see, to run). Instead of saying “I ran,” in French we say “I have run,” “She has run”. We use the verb *avoir* (to have) to help us explain what someone did. In this case, the verb *avoir* is called the Auxiliary or *L’auxiliaire*. We use the verb *avoir* in its present-tense form, and then the verb we are wanting to say. This form of conjugation is called *passé composé*. In English, this means *composed past*, which essentially is what we are doing- composing a way to explain something that happened in the past. To form the *passé composé* you need the following: the subject + an auxiliary + the past participle.

Below, you can see the present-tense conjugation of the verb *avoir* , as you learned earlier in the chapter. Memorize this and say it aloud as you will use it quite often when speaking in past-tense.

Avoir As The Auxiliary

J'ai [j-ay]

Tu as [too][ah]

Il a [eel][ah]

Elle a [el][ah]

On a [ohn][ah]

Nous avons [new][ah-v-oh]

Vous avez [v-oo][ah-vay]

Ils ont [eel][oh-nt]

Elles ont [el][oh-nt]

I will now show you some examples of past-tense conjugations of verbs with *avoir* as the helper verb.

Visiter [vee-zee-tay] becomes Visité [vee-zee-tay]

J'ai visité [j-ay][vee-zee-tay]

Tu as visité [too][ah][vee-zee-tay]

Il a visité [eel][ah][vee-zee-tay]

Elle a visité [el][ah][vee-zee-tay]

On a visité [ohn][ah][vee-zee-tay]

Nous avons visité [new][ah-v-oh][vee-zee-tay]

Vous avez visité [v-oo][ah-vay][vee-zee-tay]

Ils ont visité [eel][oh-nt][vee-zee-tay]

Elles ont visité [el][oh-nt][vee-zee-tay]

Entendre [on-ton-d-ruh] becomes Entendu [on-ton-doo]

J'ai entendu

Tu as entendu

Il a entendu

Elle a entendu

On a entendu

Nous avons entendu

Vous avez entendu

Ils ont entendu

Elles ont entendu

Practice these examples below to get comfortable conjugating verbs into passé composé.

Défendre [day-fon-d-ruh] becomes _____

Donner [d-uh-nay] becomes _____

Être As the Auxiliary

There are specific cases where we would use the verb *Être* as the helper verb (auxiliary) instead of the verb *avoir* , like we did above. There is no trick to knowing which verbs these are, it is more a matter of memorization. The only thing that could help you is that many of these are verbs that end in -ir. These verbs use *Être* in its present tense conjugated form as the auxiliary. The conjugation of *Être* in present tense can be seen below. Memorize this verb conjugation and its pronunciations as you will see this one quite often as well.

Être conjugated in present tense;

Je suis [j-uh][s-wee]
Tu es [too][ay]
Il est [eel][ay]
Elle est [el][ay]
On est [ohn][ay]
Nous sommes [n-oo][sum]
Vous êtes [v-oos][ett-e]
Ils sont [eel][s-oh-nt]
Elles sont [el][s-oh-nt]

I will now give you examples of verbs that use *Être* as their auxiliary, conjugated to *passé composé* , as well as some examples for you to try.

Partir [par-tee-r] becomes Parti [par-tee]

Je suis parti [j-uh][s-wee][par-tee]
Tu es parti [too][ay][par-tee]
Il est parti [eel][ay][par-tee]
Elle est parti [el][ay][par-tee]
On est parti [ohn][ay][par-tee]
Nous sommes [n-oo][sum][par-tee]
Vous etes [v-oos][ett-e][par-tee]
Ils sont [eel][s-oh-nt][par-tee]
Elles sont [el][s-oh-nt][par-tee]

Entrer [on-t-ray] becomes Entré [on-t-ray]

Je suis entré [j-uh][s-wee][on-t-ray]
Tu es entré [too][ay][on-t-ray]
Il est entré [eel][ay][on-t-ray]
Elle est entré [el][ay][on-t-ray]
On est entré [ohn][ay][on-t-ray]
Nous sommes entré [n-oo][sum][on-t-ray]
Vous etes entré [v-oos][ett-e][on-t-ray]
Ils sont entré [eel][s-oh-nt][on-t-ray]
Elles sont entré [el][s-oh-nt][on-t-ray]

The list below indicates all of the irregular verbs in the *passé composé*, which means they all use the present tense form of Être as their auxiliary.

Devenir *to become* , becomes devenu
Revenir *to come back* becomes revenu
Monter *to climb* becomes monté
Rester *to stay* becomes resté
Sortir *to exit* becomes sorti
Passer *to pass* becomes passé
Venir *to come* becomes venu
Aller *to go* becomes allé
Naître *to be born* becomes né
Descendre *to descend* becomes descendu
Entrer *to enter* becomes entré
Rentrer *to re-enter* becomes rentré
Tomber *to fall* becomes tombé
Retourner *to return* becomes retourné
Arriver *to arrive* becomes arrivé
Mourir *to die* becomes mort
Partir *to leave* becomes parti

A fun and easy way to remember these is by remembering the acronym DR. MRS P. VANDERTRAMP, with each letter representing the first letter of one of these irregularly-conjugated verbs.

Try to conjugate these verbs into *passé composé* on your own now;

I left _____
She was born _____
The boys arrived _____
My mother came back _____
You (singular) exited _____

Adjectives

Adjectives or *les adjectifs* [l-ay][a-j-ek-teef] describe nouns. Now that you are familiar with a multitude of French nouns and their articles, we will look at the adjectives that describe them. Adjectives give a sentence more

life, more description and a more life-like quality. These can be things like the color of something, the shape, the size or if it is ugly or pretty. In English, adjectives have only one form, but in French they will have one of four forms.

Adjectives must agree with the gender of the noun and whether it is plural or singular, so we adjust the adjective to agree with this, just like we do with an article. The article of a noun will give you the information on how to make the adjective agree with the gender as well. The default form of every adjective in French is the masculine form, and from there we add letters to adjust the ending to make it feminine or plural or both.

Masculine	(nothing added)
Feminine	-e
Masculine plural	-s
Feminine plural	-es

We will now look at some examples of adjectives before adding them to nouns and adjusting their endings accordingly. As you read through these examples, say them aloud and practice the pronunciation.

Small, *petit* [p-uh-tee]
Big, *grand* [g-ron] (rolled r)
Ugly, *laid* [l-ed]
Sharp, *pointu* [pwa-n-too]
Hot, *chaud* [sh-oh]
Cold, *froid* [f-r-wa] (rolled r)

If the adjective ends with the letter -a, -e or -o, then both the masculine and feminine forms are the same because we don't want to add another vowel (an *e*) on to the end of a word already ending in a vowel. Examples of this are below.

Damp, *humide* , [hoo-mee-d]
Masculine, *humide*
Feminine, *humide*
Masculine plural, *humides*
Feminine plural, *humides*

Try adding the appropriate endings to the example below using what you learned with the adjective *humide*.

Pretty, *belle* [b-el]

M _____

F _____

MP _____

FP _____

If the adjective ends with the letter -s or -x then the masculine singular and masculine plural forms are the same. These adjectives are somewhat irregular, especially those ending in -x so pay close attention. An example of this is below, and further is one for you to try.

Delicious, *Delicieux* [day-lee-s-yuh]

M: délicieux

F: délicieuse*

MP: délicieux

FP: délicieuses

*Notice how the -x has been removed and replaced by -se to make the feminine form. This is because ‘*delicieuxse*’ would not make much sense and would be a mouthful to try and say. We make it an adverb ending in -s and then add the appropriate feminine ending for both singular and plural feminine forms.

Try changing the endings of this adjective to make it in agreement with the gender. Be especially careful with the feminine forms, look above for assistance if need be!

Happy, *heureux*, [euh-ruh]

M: _____

F: _____

MP: _____

FP: _____

Surprised, *surpris*, [s-oo-r-pree]

M: Surpris

F; Surprise

MP: surpris
FP: surprises

Notice in this example how the masculine singular and plural forms are exactly the same.

We will now do a little practice on the things we have just learned about adjectives by combining it with what we know about articles and nouns. For each pair below, put them together by adjusting the adjective to the gender of the noun. The first one is done for you.

The fairy and small, *La fée et petit*, **La fée petit e**

The apple and juicy, *La pomme et juteux*, _____

February and cold, *Le février et froid*, _____

China and big/large, *La Chine et grand*, _____

The fairies and small, *Les fées et petit*, _____

Agreement in Passé Composé

We will revisit *Passé Composé* once again now that we have learned about gender agreement. In the same way that you just learned with adjectives, when we are conjugating verbs in *Passé Composé* we must make sure that the verb has an ending that matches the subject we are talking about. If the subject is female or if the subject is plural (like ils) then we must make the verb plural or feminine as well. The important thing to remember here though it that **we only do this for verbs who use être as their auxiliary** , so the DR.MRS P. VANDERTRAMP verbs only. Below are some examples for you to practice this.

Conjugate the verb into its *Passé Composé* form using the subject, the auxiliary and the verb to form a sentence. The first one is an example for you to see how it is done.

Adele climbed .

Adele = Elle

Climbed = Monter *which becomes* Monté

The verb *Monter* is the first 'M' in the acronym DR.M RS P. VANDERTRAMP, therefore it uses the present tense form of *être* as its auxiliary AND it requires gender and singular/plural agreement in the verb. Because of this, we will use *elle* as the subject, *est* as the auxiliary and we will add an 'e' to the end of the past participle of the verb *monter* . Answer: **Elle est montée**

He left

Subject:

Auxiliary:

Past Participle of verb:

Ending added for gender or plural agreement:

They descended

Subject:

Auxiliary:

Past Participle of verb:

Ending added for gender or plural agreement:

She was born

Subject:

Auxiliary:

Past Participle of verb:

Ending added for gender or plural agreement:

The girls came

Subject:

Auxiliary:

Past Participle of verb:

Ending added for gender or plural agreement:

Future Tense Conjugation

Now that you know how to express yourself in present-tense and past-tense, we will look at how to express yourself in future-tense. After you are comfortable with this, then you will be all set to speak your mind. Watch out world!

When it comes to conjugating verbs into future-tense, it is probably the easiest conjugation you will do in all of the French language. There are endings that are added just like other conjugations, but there are not nearly as many irregular cases in this tense.

-ER and -IR Verbs

For verbs that end in an -er or an -ir, to find the stem is quite easy. We use the form of the verb that you most often see it in when you see a verb on its own. For example;

Aimer, to like *becomes* Aimer
Choisir, to choose *becomes* Choisir

Notice that with the regular verbs in this tense, there is no change to the verb, we will simply add the ending onto this form of the verb. This form of the verb is called The Infinitif or *l'infinitif* [l-an-fee-nee-tee-f].

-RE Verbs

For verbs that end in an -re, we will remove the last *e* from the infinitif form and then we are all set.

Rendre , to return *becomes* *Rendr*
Vendre , to sell *becomes* *Vendr*

Irregular Verbs

Fear not, there are some verbs here that are irregular but not nearly as many as in the *passé composé* . In this case, we must simply memorize the root that we will use to conjugate the verb to future-tense. An example is below;

Irregular Stems:

Être, to be *becomes* Ser-
Avoir, to have *becomes* Aur-
Aller, to go *becomes* Ir-
Courir, to run *becomes* Courr-
Envoyer, to send *becomes* Enverr-

Faire, to do, *becomes* Fer-

Pouvoir, to be able to *becomes* Pourr-

Savoir, to know *becomes* Saur-

Venir, to come *becomes* Viendr- (this is the same for the similar verbs

devenir, to become, tenir, to hold and obtenir, to obtain)

Voir, to see *becomes* Verr

Vouloir, to want *becomes* Voudr-

Changing Stems

Some verbs have changing stems, meaning that the words stay mostly the same except for a change or two. See examples of this below;

Appeler, to call *becomes* Appeller (notice that an extra l was added)

Essayer, to try *becomes* Essaiier

Jeter, To dispose of *becomes* Jetter (notice that an extra t was added)

Lever, to lift, to stand *becomes* Lèver

Acheter, to buy *becomes* Achèteer

Notice that in these last two examples, an accent was added to the second-to-last *e* and everything else stays the same.

In all of these irregular forms are like this because it makes for proper or ease of pronunciation in the conjugated form. Because we will add some vowels in the conjugated form, in order to keep pronunciation easy and as least bulky as possible, we add an accent, an extra letter or even change it entirely in the case of avoir and être and a few others.

Notice also that the stem always ends with the letter *r* , in all of these cases and all others in the future tense. Therefore, we change the verbs that have endings other than the letter *r* like *être* and *avoir* to become *ser* and *aur*. If you are trying to conjugate a verb to future tense and you have a stem that you think is correct, but it doesn't end in the letter *r* , try again to find the right stem or check in your notes.

Endings Added in Future Tense

Je/ J' -ai

Tu -as
Il -a
Elle -a
On -a
Nous -ons
Vous -ez
Ils -ont
Elles -ont

Notice that the endings we add in the future tense are actually the entire verb *avoir* conjugated to future tense. This is the same form that we use as an auxiliary in the *passé composé* form of conjugation, but here we are not using it as an auxiliary, we are using it as the ending that we will put onto the stem. Examples are below. As always, practice your pronunciation;

Etre

Je Serai
Tu Seras
Il/Elle/On Sera
Nous Serons
Vous Serez
Ils/Elles Seront

Avoir

J' Aurai
Tu Auras
Il/Elle/On Aura
Nous Aurons
Vous Aurez
Ils/Elles Auront

Now, looking at the stems above that we just learned, complete the conjugations for the future tense of the verbs below.

Aimer

J' _____
Tu _____
Il/Elle/On _____

Nous _____
Vous _____
Ils/Elles _____

Jeter

Je _____
Tu _____
Il/Elle/On _____
Nous _____
Vous _____
Ils/Elles _____

Faire

Je _____
Tu _____
Il/Elle/On _____
Nous _____
Vous _____
Ils/Elles _____

The regular verb **Jouer**

Je _____
Tu _____
Il/Elle/On _____
Nous _____
Vous _____
Ils/Elles _____

Chapter 6: French Grammar Basics Part 2

In this chapter we will continue our study of the French language and the many facets of French grammar. We will build upon what we have learned in the last several chapters in order to continue to develop your language skills. You can expect more pronunciation practice, more lessons on the rules of grammar and more practice exercises to help solidify the information in your memory.

Adverbs

Adverbs are another type of description word, much like adjectives. Adverbs can modify a verb, an adjective and they can even modify themselves. There are different categories of adjectives, depending on the type of modification that they make. We will look at those different types now.

Frequency Modifications

The first type of adverb we will look at makes a modification in frequency. Some examples are below.

Ever, *jamais* [j-ah-may]
Rarely, *rarement* [r-are-mon]
Often, *souvent* [soo-von-t]
Always, *toujours* [too-joo-r]
Sometimes, *parfois* [par-f-wah]

Modifications Of The Manner In Which Something Is Done

The next type of adverb we will look at makes a modification in the way something is done. Some examples are below.

Politely, *poliment* [poh-lee-mon]
Quickly, *vite* [vee-t]
Well, *bien* [bee-yeh]
Poorly, *mal* [mah-l]

Location Modifications

The next type of adverb we will look at makes a modification in the place which something occurs. Some examples are below.

Outside, *dehors* [day-or]

Here, *ici* [ee-see]

There, *là* [lah]

Somewhere, *quelque part* [kel-kuh][par]

Modifications of Amount

The next type of adverb we will look at makes a modification in the amount of something. Some examples are below.

Enough, *Assez* [ass-ay]

A lot, *beaucoup* [boh-koo]

little, *peu* [p-uhh]

Very, *très* [t-ray]

Too Much, *trop* [t-r-oh]

Modifications of Amount Of Time

The next type of adverb we will look at makes a modification in the time something takes, will take or has taken. Some examples are below.

Soon, *bientot* [b-yen-toh]

Already, *deja* [day-j-ah]

Now, *maintenant* [man-tuh-nah]

A Long Time, *longtemps* [lon-g-tom-p]

Yesterday, *hier* [y-air]

Today, *aujourd'hui* [oh-j-oor-d-we]

Questioning Modifications

The next type of adverb we will look at makes a modification in terms of making something a question. Some examples are below.

How much, *combien* [k-om-b-yen]

Why, *pourquoi* [poor-k-wah]

When, *quand* [k-on]

How, *comment* [k-om-on]

Like (as an adverb not a verb), *comme* [k-umm]

Negative Modifications

The next type of adverb we will look at is used to change something into the negative sense, or without instead of with. Some examples are below.

Never *ne... jamais* [nuh][j-am-ay]

Not *ne... pas* [nuh][pah]

Only *seulement* [s-uh-l-mon]

Not any more *ne... plus* [nuh][p-loo]

Comparison Modifications

The next type of adverb we will look at compares two things. Some examples are below.

Less, *moins* [m-wah-n]

More, *plus* [p-loo]

As well/Also, *aussi* [oh-see]

Superlatif Modifications

The next type of adverb we will look at speaks to the extremes of something. Some examples are below.

The most, *le plus* [luh][p-loo]

The least, *le moins* [luh][m-wah-n]

The best, *le meilleur* [luh][may-yur]

Now that you know how to say these adverbs and when they can be used, we are ready to put them together with what we learned in the last chapter to make small sentences! The first few examples will get you ready for the exercise, and after going through those you can try some one your own.

Remember to say the sentences aloud to really hear yourself saying French sentences and to get the pronunciation down pat!

She descended sometimes

We know that we need to find four things to make this sentence in *passé composé* (since this English sentence is in past-tense). These four things are: Subject + auxiliary + verb + adverb

Subject: Elle

Verb: Descendre *which becomes*

Past participle: Descendu

Now we will ask ourselves if this verb is a part of DR. MRS. P. VANDERTRAMP? It is, in fact. *Descendre* represents one of the D's. What this means is that we need to use the present tense form of the verb *être* for the auxiliary, and that the verb must show gender agreement and plural agreement if applicable. So, we continue;

Auxiliary: est

Ending Added: yes. 'E'

Adverb: Parfois

Now we can put this together to form our very first sentence of the book!

Answer: Elle est descendue parfois.

[el][ay][day-s-on-doo][par-f-wah]

We will do another example before it is your turn.

The boys walked quickly.

Subject: Ils

Verb: Marcher *which becomes*

Past participle: Marché

Now we will ask ourselves if this verb is a part of DR. MRS. P. VANDERTRAMP? In this case, it is not a part of this acronym. The M's are for *Monter* and *Mourrir*, not *Marcher*. What this means is that we need to use the present tense form of the verb **avoir** for the auxiliary, and that the

verb **does not need to** show gender agreement or plural agreement. So, we continue;

Auxiliary: ont

Ending Added: no.

Adverb: Vite

Now we can put this together!

Answer: Ils ont marché vite.

Now, you can try this for yourself below.

She was born quickly.

Subject: _____

Verb: _____ *which becomes*

Past participle: _____

Now, ask yourself if this verb is a part of DR. MRS. P. VANDERTRAMP?

Does this mean you have to use the present tense form of the verb **avoir** or of the verb **être** for the auxiliary? _____

And do you need to show gender agreement or plural agreement?

Auxiliary: _____

Ending Added: _____

Adverb: _____

Now put it all together!

Answer: _____.

Another example for you to try;

You guys talked outside.

Subject: _____

Verb: _____ *which becomes*

Past participle: _____

Now, ask yourself if this verb is a part of DR. MRS. P. VANDERTRAMP?

Does this mean you have to use the present tense form of the verb *avoir* or of the verb *être* for the auxiliary? _____

And do you need to show gender agreement or plural agreement?

Auxiliary: _____

Ending Added: _____

Adverb: _____

Now put it all together!

Answer: _____.

Prepositions

We will now move onto prepositions. These are another part of speech that help you to accurately describe something. These are positioned after a noun, a verb or an adjective in a sentence, to describe the relationship of two things. In English these are words like to, of, beside, behind, and so on. Prepositions can be tricky when relating them to English because many times we must use them in a sentence when speaking French, whereas we would not use it in the same sentence when translated to English. Keep at it and with practice you will be an expert in no time. Below are the most common prepositions that you will use.

À [ah], *to, at, in*

Après [ah-pray], *after*

Avec [ah-veh-k], *with*

Dans [d-ohn], *in*

Avant [ah-von], *before*

De [duh], *from, of, about*

Derrière [dare-y-air] *behind*

Entre [on-t-ruh] *between*

Par [pah-r], *by, through*

Pendant [pon-d-on], *as, while, during*

Pour [poo-r], *for*

Sans [s-on], *without*
Sous [s-oo] *under*
Sur [s-oo-ruh] *on, on top of*
Vers [v-air] *toward, near*

Practice these common prepositions and their pronunciation over and over aloud to get them solidified in your memory.

Look below. Remember this example from the previous section of this chapter? We will now revisit it to incorporate prepositions into what you already know.

The boys walked quickly.
Ils ont marché vite.

With a sentence like this that includes a subject, an auxiliary, a conjugated verb and an adverb, we can add a preposition onto it in order to relate it to a noun. We are going to use the preposition *pendant* which in English means *during*.

Ils ont marché vite pendant

Up until this point our sentence reads; The boys walked quickly during. We now need a noun to attach to the end of this to make a full descriptive sentence. We are going to use the noun *la tempête* [tom-peh-te] which in English means *the storm*. So now we have;

Ils ont marché vite pendant la tempête .

Our sentence now reads, “the boys walked quickly during the storm. We now have a subject, an auxiliary, a verb conjugated to the past-tense, an adverb, a noun with its article. We have put together everything we have learned thus far to form this beautiful and descriptive sentence. Say it aloud as many times as you can!

[eel][oh-nt][mah-r-sh-ay][v-ee-t][pon-d-on][lah][tom-peh-te]

Try these examples on your own now, referencing the list of prepositions above. All you need to know for this exercise is the following;

To run, Courir
To walk, Marcher

I ran toward McDonald's _____
He walked behind her _____
I ran after him _____
I walked through _____

Conjunctions

Conjunctions are our final stop on our journey through the eight parts of speech. A conjunction is a short word that is inserted into a sentence to connect two words or two phrases that are related grammatically. There are two different types of conjunctions that we use in French, and which one we use depends on the relationship of the words or phrases that we are connecting. The first, is a conjunction used when the two words or phrases are equivalent, meaning that they both serve the same function in the sentence. This type is called a coordinating conjunction. The second, is if this is not true. This type is called a subordinating conjunction. You will get a better idea of what this looks like below.

Coordinating

A coordinating conjunction is used to relate two words or phrases in a sentence that are grammatically equal. What this means is that you could change their order in the sentence, and it would not change the meaning of the sentence. This is often used when we are talking about options or choices. Below are the most common coordinating conjunctions that you will use.

Et [eh] ,*and*

Ou [ooh] *or*

Mais [may], *but*

Donc [don-k], *so*

Car [ca-r](light r sound), *for, because, since*

Puis [p-wee], *then*

She is young and pretty, *Elle est jeune et belle*. In this sentence, the coordinating conjunction is *et*. It is used here to connect the two

grammatically equivalent words *young* and *pretty*. These two words can be switched in order and it does not change the meaning of the sentence because they hold equivalent weight in the sentence.

Subordinating

A subordinating conjunction is a short word that connects two parts of a sentence- one that is the focus, and another part that depends on this main part. The main part of the sentence has enough grammatical weight that if it were alone without the other part of the sentence, it would still make sense. This is because this main part has a subject, a verb and a noun. The second, dependent part of the sentence starts with a conjunction and so it would not make sense if it was on its own. A full sentence cannot begin with a conjunction, the same way that it cannot in English. The dependent part needs the main part in order for it to be a sentence and make sense.

Lorsque [lor-s-k-uh], *when*

Quand [k-on-d] *when*

Pourquoi [poo-r-k-wah], *why*

Puisque [p-wee-s-k-uh], *since, as*

Que [k-uh] *that*

Si [see] *if*

A few examples below will help you to understand this type of clause fully.

I hope you are feeling better

J'espere que tu vas mieux

Below is the break-down for the above sentence;

Main phrase: J'espère, *I hope*

Dependent phrase: que tu vas mieux, *that you are feeling better*

Conjunction: Que, *that*

Without the word *j'espère* in this sentence, the dependent phrase wouldn't make sense. Equally, *j'espère* could stand up on its own and make enough sense to be a statement in itself. This would be *I hope*. In English we could say this on its own and it would make enough sense. But saying *that you*

are feeling better wouldn't make a lot of sense to say- nobody would know what you meant.

Determiners

Determiners are not one of the eight parts of speech, but they are an important part of French grammar nonetheless. These are called *déterminants* in French. These are used much more often in French than they are in English, so this section is quite important in your French language education but might also take more practice than some of the other sections that can easily be related to English. In this category is included articles, numbers and some adjectives.

Determiners introduce the nouns we use and modify them in order to create a more descriptive sentence. They are always before nouns in a sentence, that way they can set the stage for the noun to come by adding more description to it like a quantity or ownership. Like we learned earlier, our determiners must agree with the gender and the quantity (singular or plural) of the noun.

Articles are a type of determiner, as they can describe the quantity and the level of specificity with which you are speaking. For example;

La chaise [lah][sh-eh-z], *the chair*. This type tells you that the person is speaking about a specific chair.

Une voiture [oo-n][v-wah-too-r], *a car*. This type tells you that the person is speaking about a car in a general sense.

Du fromage [doo][f-roh-mah-j], *some cheese*. This type tells us that the person is speaking about a part of something or about a portion of food.

A number that describes quantity is also a type of determinant. These numbers describe a noun by denoting the number of units of that noun that we are talking about.

Six enfants [see-s][on-f-on-t-s], *six children*. This number denotes the quantity and tells us that we are talking about multiple, exactly six children.

Adjectives that are not descriptive ones are also determinants.

Ce livre [suh][lee-v-ruh], *this book*. This lets us know that the person is talking about one specific book.

Quel chat? [k-el][sh-ah], *which cat?* This tells us that the person is asking which exact cat.

All of the above examples of determinants are in place to give us a better description of the noun that follows it, so that we know whether the person to whom we are talking is referencing something specific, something general, one or multiple and exactly how many of something.

Adverb Placement in A Sentence

When adding an adverb to form a sentence, the placement varied depending on whether you are modifying a verb or not. In all of our examples above, we were modifying verbs. When doing this, the adverb is placed after the verb just like we did in those examples. When modifying anything that is not a verb, they will be placed directly before the part of speech that they modify. An example of this is below.

Je suis fatigué [j-uh][s-wee][fah-tee-gey], *in English means* “ I am tired”.

If we want to add an adverb to make this sentence more descriptive, like the word *very* or *très* in French, we would be modifying the word tired or *fatigué*. So we would add the adverb right before the word *fatigué*.

Je suis très fatigué.

Try one for yourself now.

Je suis faim + tres (I am hungry) + (very) _____

Je suis triste + Un peu (I am sad) + (a little) _____

Je suis gros + complètement (I am fat) + (completely)

Notice the difference here compared to when we were adding adverbs to the end of a sentence when we were describing a verb. Here, we are describing a state of being rather than a verb. This way, it is the same way as we would say it in English, so it is a little easier to remember.

Chapter 7: Essential Words and Phrases

Now that you are familiar with and have practiced both the rules and pronunciation of French grammar, we are going to look at some words and phrases to get you started in your French speaking. These essential words and phrases will be ones that you will come back to and use as well as hear repeatedly because they are just that common.

Conversational Words

The following words and phrases are those that you can use every day and in regular conversation. These will be a great start for you.

Who, Qui [k-ee]

What, Quoi [k-wah]

Where, Où [oo]

When, Quand [k-ohn]

Why, Pourquoi [poo-r-k-wah]

How, Comment [k-om-ohn]

No, Non [noh]

Okay, D'accord [d-ah-k-or]

And, Et [eh]

Or, Ou [oo]

Notice the distinction between the two different forms of the word *Ou* . there is *Où* and *Ou* . The first form, the one with the accent means “where”. You can use it as a question by saying *Où ?* Or you can make it a statement. The other form, *ou* , without the accent means *or* . This is used when you want to give options or choices or when you are asking someone a question and you want to know which of a list of things is the answer. For example; *pomme ou banane ou ananas ?* [p-uh-m][oo][bah-nah-n][oo][ah-nah-nah]
This means apple or banana or pineapple

Yes, Oui [wee]

Yes, Si [see]

The two different forms of *yes* above are used in different ways. The most common way to say yes is by saying “*oui* ” [wee] but you can also say “*si*” [see]. This second form is used more informally and more colloquially.

Using this in conversation is quite common and you may hear it used in casual conversation. It is also used as a response to someone saying “no”. For example, if you ask someone a question and they say no as a response, then you could reply with *si* if you wanted to counter their response.

Maybe, Peut-Etre [puh-t-eh-t-ruh]

Age

“I was born on October 3rd, 1985”

Je suis né le trois octobre, mille neuf cent quatre-vingt cinq

This is an example of what we learned in *passé composé*, where we saw that the verb *naitre*, or to be born was part of the group of verbs that uses *être* as its auxiliary. Thus, when talking about when we were born or when someone was born, we say *Je suis né* .

In French, the names of months are not capitalized like they are in English, nor are the days of the week. So, when you see a date written, it will all be in lower case. We will get to that further in this chapter.

Try the exercise below where there are dates written in English and you must translate them to French.

I was born on January 6th, 1994 _____

I was born on March 21st, 1975 _____

When talking about age, instead of saying “I am twelve years old” In French we say “*j’ai douze ans* ” which directly translates to mean “I have twelve years.” When you think about it, it makes some sense since you could be saying that you have twelve years under your belt. The word *ans* [ah-n] means years. Try the examples below where you will write the ages in French.

I am seventeen years old, J’ai dix-sept ans

My dad is fifty years old, Ma pere à Cinquante ans

They are sixteen years old, Ils ont seize ans

The baby is one week old, La bébé à une semaine

I am sixteen years old _____

She is twenty-nine years old _____

He is seventy years old _____

Money

Dollars [doll-air], Dollars

Sous [s-oo], Cents

Six Dollars et Quatre-Vingt Dix Sous, Six Dollars and Ninety Cents

Time

Seconde [seh-k-on-d], second

Minute [mee-n-oo-t], minute

Heure [euh-ruh], hour

Jour[j-oo-r], day

Semaine [suh-m-en], week

Mois [m-wah], month

Anee [ah-nay], year

Dizaine d'années [dee-z-en][d-ah-nay], ten years/ tens of years

Une vingtaine d'années [van-ten][d-ah-nay], twenty years

L'Heure [l-euh-ruh], The time

C'est quoi l'heure?, what's the time?

Quelle heure a-t-il?, What time is it?

A Quelle heure est-ce-qu'on quitte?, What time are we leaving at?

A Quelle heure êtes vous nés?, What time were you born at?

L'École commence a quelle heure?, What time does school start at?

Days Of The Week

Lundi [l-uh-n-dee], Monday

Mardi [mah-r-dee](rolled r), Tuesday

Mercredi [meh-k-re-dee](rolled r), Wednesday

Jeudi [j-uh-dee], Thursday

Vendredi [von-d-ruh-dee] (rolled r), Friday

Samedi [sah-m-dee], Saturday

Dimanche [dee-mon-sh], Sunday

Addresses

Rue [roo], Street

Route [roo-t], Road

Chemin [sh-uh-m-an], Trail, Path

Allee [ah-lay], Driveway

Ruelle [roo-el], Alley

Terrain de stationnement [tuh-r-an](rolled r)[duh][st-ah-si-on-mon-t],
Parking lot

9 Rue Ste. Catherine, 9 St. Catherine Street

In French, when there is the word Saint, or St. It is written as Ste. This is because in French the word is Sainte. So, when talking about any word or street with the word Saint in it, it will be written in this way.

When we write addresses, we write them in this order; number + street type (road, crescent etc.) + street name. It is a bit of a different order than in English as the word street is moved in front of the street name instead of after it.

À Québec vs. Au Québec

When we are talking about being or having been someplace, there are different ways to say this depending on what type of place this is. For example, in Canada there are two different places called Quebec. One is a province and the other is a city in that province. When speaking, we can tell which of these somebody is talking about based on the word that precedes it. If we are talking about a city or town, we would say **À Québec**, which would indicate to the person we are speaking to that we are talking about the city and not the province. If we are talking about the province, we would say **Au Québec**. If the province, state or country we are talking about begins with a vowel, then using *au* would be quite a mouthful. IN this case we would say **en**. For example, “*Je suis allé en France*” which means I went to France. If you were talking about going to Paris, which is a city you would say “*Je suis allé à Paris* .”

Dating

Petit Ami [puh-tee][ah-mee], Boyfriend

Petite Amie [puh-tee-tuh][ah-mee], Girlfriend

With these two examples we can see that the words “*Petit* ” and “*Ami* ” have been changed slightly when talking about a girlfriend from a boyfriend. The default spelling of these words is that which we see when talking about a boyfriend, as they are masculine. But when we are talking about a girl, they must adjust to show gender agreement, so we add an *e* to the end of both words. They are pronounced slightly differently because of this so you can tell which gender a person is talking about.

Sortir Avec _____, Go on a date with someone

Marriage, le mariage

Se marier avec _____, To get married to, To marry someone

Enceinte [on-san-tuh], Pregnant

Friends

Ami [ah-mee], male friend

Amie [ah-mee], female friend

Groupe, Group

Club [k-loo-b], Club

Equipe [ay-keep], Team

Sports and Games

Jeu [j-uh], Game

Les Sports [lay][spo-r], Sports

Soccer, Le foot, Soccer

Football Americain, Football

Le basket, Basketball

Un Ballon, a ball

Frisbee, Frisbee

Courir (verb), To Run

Le gazon [luh][gah-z-on], Grass

Terrain de jeu [t-air-an][duh][j-uh], Field

Emotions And Feelings

Triste [t-ree-s-t] (rolled r), Sad

Heureux [her-uh] , Happy for a male

Heureuse [her-uh-suh], happy for a female

Fâchée [fah-sh-ay], angry

Excite [ex-see-tay], excited

Chapter 8: Dictionary of Simple Phrases

You may have seen some of these words and phrases in previous chapters, but in this chapter and the next we will put them all together, so you have a quick reference guide.

You will notice that many of these phrases have multiple forms depending on how formal you want to be. As a rule of thumb, when addressing someone who you want to be more formal with or who you want to show respect to, you should use *vous* anything you are talking to them. Alternatively, if you are speaking to a friend or a family member, you can use *tu* when addressing them as this is more casual. In English we do not have different ways to speak formally and informally like this, so their translations to English are the same. Note this difference in French though as it will help you to avoid seeming rude if you call someone you just met *tu*.

Basic Phrases For Everyday Conversations

Bonjour [bon-j-oor], Hello, hi

There are two different ways to say please in French. One of them is more formal than the other. As you learned previously in this book, there are two ways to say *you* as well. The word *vous* means you and is used in a much more formal way than *tu*. *Vous* can also be used in a plural sense to talk about people in terms of you as a pair or a group of people. If you have just met someone or if they are someone that you want to show respect to and be more formal with, then you will use the first example below. If you are friends with them and you want to say please in a more casual and less formal way, then you can use the second one.

S'il vous plaît [seel][v-oo][play], please

S'il te plaît [seel][t-uh][play], please

Je suis [j-uh][s-wee], I am.

This can be followed with just about anything that you learned in the previous chapters. You can follow it with a feeling, an adjective or it can simply be the beginning of a sentence.

Tu es [too][ay], you are.

This is similar to the previous example that means i am, but when you are speaking to someone in a less formal and more casual way you would say you are... For a more formal and respectful way of saying you are, you can use the word vous instead of tu and adjust the verb etre accordingly, making it Vous etes [voo-s][eh-tt-s].

Je m'appelle [j-uh][m-ah-p-el], My name is. This directly translates to mean "I am called".

Enchanté [on-sh-on-tay], Nice to meet you. You would say this right after meeting someone new, just like how we say nice to meet you or it was a pleasure to meet you in English.

Pardon ? [pa-r-doh-n] (rolled r), Pardon?, Sorry? Sorry. This can be used in a variety of ways, either to ask someone politely to repeat themselves or as a statement if you wish to apologize to someone. You can use this when you are squeezing by someone at the movie theatre when you go to the bathroom during the film, if you want someone to repeat what they said because you didn't hear them or if you want to apologize to someone.

Comment t'appelles-tu ? [coh-mon][t-app-el][t-oo], What is your name? This is similar to the above examples where *vous* can be switched out if you are speaking to a group of people or if you want to be more formal. In this case you would say *comment vous appelez-vous?* [coh-mon][v-oo-z][appel-ay][v-oo-z], though the English translation of these is the exact same.

Oui [wee], yes

Non [noh], no

Comment allez-vous ? [coh-mon][ah-lay][v-oo-z], How are you? This is a nice way of asking someone how they are doing, as it uses the word *vous*.

Ça va? [sah][vah] is used when we want to ask someone how they are, but this is more like saying, "hey, how are ya?" or "what's up?" This would be used with friends.

Excusez-moi [ex-k-you-z-ay][m-wah], excuse me. This can be used to get someone's attention in a polite way, and can also be used to ask someone to

move if you need to get by them or if they are in your way. This is a polite way of saying either of these things.

Je ne comprends pas [j-uh][nuh][k-om-p-ron-d][pah], I don't understand. I hope you won't need to use this one too much, but if you don't understand someone's French when they are speaking too fast, or if you don't understand a concept in general aside from the language you can say this to them.

If you need to ask someone how to say a certain thing in French, you can ask them, *Comment dit-on ... en français ?* And then insert the thing that you are asking them about. For example, you can ask them "*comment dit-on banana en français ?* [coh-mon][dee-t][ohn]banana[oh-n][f-ron-say], how do you say banana in French.

In French, if we want to say see you later, we would say *à toute à l'heure* [ah][too-t][ah][l-err]. If you want to say see you later, on a specific day we would say for example, "see you tuesday", *à mardi!* [ah][mah-r-dee].

If you want to ask someone for help for anything you can say "*Est-ce que vous pouvez m'aider ?*" [ess-kuh][voo][poo-vay][m-eh-day] which means "Can you help me?"

If someone asks you a question and you don't know the answer you can say "*Je ne sais pas*" [j-uh][nuh][say][pah] which means "I don't know".

If you want to ask someone about something, what something is or if you need clarification about something specific you can say "*Qu'est-ce que c'est ?*" [k-ess][kuh]say] which means What is it? Or It can also mean what is _____. You then will insert whatever you are wondering about such as *Qu'est-ce que c'est ca ?* "Which means what is that?"

Qu'est-ce que c'est (insert word in French that you aren't sure of the meaning of), this could be something like *Qu'est-ce que c'est l'hiver?* If you don't know the word that they just said. Then, they will tell you that *l'hiver* means winter.

Répétez, s'il vous plaît or Répète s'il vous plaît, Can you repeat that please?

This is a way of asking someone to repeat themselves. If you want to directly ask them to repeat themselves instead of just saying “sorry?” you can ask them this. As we learned earlier, using *vous* is a polite way and using *tu* is a less formal way that you would use with friends.

Plus lentement [p-loo][lon-tuh-mon-t], slower. You can use this phrase to ask someone to speak slower for you if you are having trouble understanding them because of a different accent than you are used to or if they are speaking too fast for you to understand. *Plus lentement* directly translates to “more slowly”. If you want to make it even more polite you can say *s’il vous plait* at the end of this phrase and form it as a question.

Encore Une fois [on-k-or][oo-n][f-wah], one more time. This can be used similarly to the above phrase, but this one is used to ask someone to repeat themselves in a different way. This way doesn’t mean that you want them to speak slower, it’s more for when you just simply did not hear someone. If you want them to repeat themselves but in a slower voice, be sure to use the previous phrase instead. This one can be used if you are in a loud place and cannot hear someone or if they mumbled their words. Someone may say this phrase to you if they are having some trouble understanding your accent but not to worry, just press on and repeat yourself.

Travel Phrases

This section will focus on phrases you will need when you are travelling. These are related to transportation and directions so that you can get around with ease.

If you need to ask someone where something is, you can ask them in the following way;

Excusez-moi, où est ___? This means Excuse me, where is ____? You will then insert something like *La Tour Eiffel* [lah][too-r][ee-fell], The Eiffel Tower. After asking this, you will likely hear one of the following responses;

Gauche [g-oh-sh], Right

Droite [dr-wah-tuh] (rolled r), Left

C’est [s-eh], It is/ It’s

C'est à gauche, It's to the left
C'est à droite, It's to the right
C'est à côté de [s-eh][ah][k-oh-tay][duh], It's beside (something)
C'est près de [s-eh][pr-eh][duh], It's close to (something)
C'est près d'ici [s-eh][pr-eh][d-ee-see], It's close to here
C'est loin de [s-eh][l-w-ah-n][duh], It's far from (something)
C'est loin d'ici [s-eh][l-w-ah-n][d-ee-see], It's far from here

If you are trying to get on the metro, the train or a bus and you need to buy a ticket, you can say the following;

Billet [bee-yay], Ticket

Un billet, s'il vous plaît [uhn][bee-yay][seel][v-oo][p-l-eh]

If you want to get more specific, you can say Un billet à Paris s'il vous plaît [uhn][bee-yay][ah][pah-ree][seel][v-oo][p-l-eh].

Restaurant Phrases

If you go to a restaurant in a French speaking place, chances are you will have to read French on the menu, order in French and ask for anything you may need in French. This section will teach you all of that.

When you enter the restaurant, or if you are to seat yourself, there will likely be a sign saying *Asseyez-vous mêmes* [ah-say-yay][voo][m-eh-m] which means seat yourselves. If you don't see this, someone will likely seat you. When they do, if you need a menu or if you are checking out a restaurant to see if you'd like to eat there, you can ask for a menu by saying *La carte, s'il vous plaît* [lah][k-ar-t][seel][voo][p-l-ay], the menu please. La carte means the menu. You can say it as a question or as a statement. Once you are eating, you can ask for something by saying any one of the following followed by *s'il vous plaît* [seel][voo][p-l-ay], which means please.

Le sel [luh][s-el], The salt

Le poivre [luh][p-wah-v-ruh], The pepper

Des serviettes [day][s-air-vee-et-s], Napkins

De l'eau [duh][l-oh], Some water

Du cafe [doo][kah-fay], Some coffee

Du The [doo][tay], Some tea

Le ketchup [luh]ketchup, The Ketchup

Le sauce piquante [luh][soh-s][pee-k-ont], The hot sauce

When you finish eating and you are ready for your bill you can say *L'addition, s'il vous plaît* [lah-dee-see-on][seel][voo][p-l-ay]. *L'addition* is the bill or the check.

After they bring you anything, or when you are leaving and you want to thank them you will say,

Merci [meh-r-see], Thank you

Merci beaucoup [meh-r-see][b-oh-k-oo], Thanks a lot, thank you so much

Merci bien [meh-r-see][bee-yen], Thank you very much

If you want to be more formal, you can say thank you sir or thank you ma'am.

Merci Madame [meh-r-see][mah-dah-m], Thank you ma'am

Merci Monsieur [meh-r-see][moh-see-uh-r], Thank you Sir

You can combine any of the above ways of saying thank you with sir or ma'am to be extra polite for example;

Merci Beaucoup Madame [meh-r-see][b-oh-k-oo][mah-dah-m], Thank you so much ma'am.

Try an exercise now to practice this;

You walk into a restaurant and there is a sign saying "*Asseyez-vous même s*". You walk into the dining room and seat yourself. When you see a waiter walk by you want to ask her for the menu so you say _____. After looking at the menu, you decide that you want to order a coffee. When the waiter comes by again you say _____. Then, you need some Sugar (du sucre [soo-k-ruh]) so you say _____. You finish your coffee and you are ready for your bill. You ask her by saying _____. Then, you pay and you are ready to leave so as you walk out the door you say _____.

Les Textos

In French, when you are texting it is called “*un texto*” [t-ex-toh]. There are some short-forms you can use when texting in French, and French speaking people will know what you mean. If you are texting a French speaking person, you may see some of these short forms if they are sending you text messages.

Bjr, Bonjour, *hi, hello*

Bsr, bonsoir, *good evening, good night*

biz, bisous, *kisses*

ça va, ça va? Or ça va.

If it's used as a question, it means *are you good? Or how are you?*

If it is used as a statement, it means *i'm good or it's going well.*

b1, bien, *good*

é twa, et toi, *and you?, how are you?*

dsl, je suis désolé, *I'm sorry*

Both of the next two short forms mean see you later or see you soon, but one is a little more polite than the other. The second form would be used more casually when texting friends.

a tt, à toute à l'heure, *see you soon, see you later*

a +, à plus, *see you later*

The next two examples are two ways of saying please, just like we learned earlier. One of them, the one that uses *vous* is a more formal way. Sometimes you may be texting someone with whom you want to be a bit more respectful and this is when you would use this one. The one that uses *tu* is a less formal form and one that you would use with a friend.

stp, s'il te plaît, *please (informally)*

svp, s'il vous plaît, *please (formally)*

Phone Conversation Phrases

If you are going to be speaking on the phone with people in French, say, if you are calling a hotel to ask a question about your reservation or if you are

calling a museum's front desk to ask them about an attraction that you've been wanting to see, you will need to know some common phrases to use on the phone. Below are all of the things you need.

This set of phrases is to do with phones and the actual hardware that you use when you are on the phone. You will need to know some of these terms if you are waiting on hold and being asked to press certain keys, or if you are wanting to mention something to someone about the phone itself.

Un téléphone fixe , landline

Un téléphone mobile, un portable , a cell phone

Une boîte vocale , voicemail, voice-mailbox

Allumer, Allumer le telephone , to turn on the telephone Or *Allumer ma telephone* , to turn on MY phone

Brancher , verb meaning to plug in.

Je vais brancher ma telephone , I will plug in my phone

Recharger , to recharge

If you are on hold and you need to press a key that the voiceover is asking you to press, you may hear one of these terms;

Une touche, a key

Appuyer , verb meaning to press

Appuyer la touche , press the key/ the button

La touche dièse , the hashtag key

Appuyer la touche dièse , press the hashtag key

Appeler quelqu'un , to call someone

For example, *Je vais appeler Marie* , I will call Marie

Téléphoner à quelqu'un , to telephone someone

For example, *Je vais téléphoner à Jean*

Passer un coup de fil , To make a phone call

Passer un coup de téléphone , to make a telephone call

Un appel téléphonique , A phone call

Un coup de fil is a less formal way of saying a phone call, and if you want to be a bit more correct in terms of vocabulary, you can say the word *telephone* instead. We would say “*Un appel téléphonique* ” if we want to reference a phone call in a formal way, for example if you are working in an office and you want to say to your boss that you will make a phone call, you would say “*Je vais faire un appel téléphonique .*” Which means “I’m going to make a phone call” But you would not want to say “*Je vais faire un coup de fil* ” as that would come off too informal and almost rude.

Décrocher le téléphone , the verb *decrocher* which means to pick up, but which is only used when speaking about the telephone and not when talking about picking up anything else.

Composer un *numéro* [k-om-poh-say][uhn][noo-meh-row], to dial a number. This directly translates to mean “to compose a number” which can help you to remember when you are dialing a number on your phone, you are essentially composing something.

ça sonne [sa][soh-nuh], it’s ringing

ça sonne occupé [sa][soh-nuh][ok-you-pay], it’s ringing the busy tone. This one doesn’t translate as well into English as we don’t have an exact way to say this, but it essentially means that the phone is sounding the busy tone. The word “*occupé* ” means occupied,, which means that the phone line is occupied or busy.

Personne ne répond [p-air-soh-n][nuh][r-eh-poh-nd], nobody is answering. This does not translate into English but it means that nobody has picked up the phone.

Pierre répond , Pierre answers

Pierre a répondu , Pierre answered

Pierre décroche , Pierre picks up the phone

Pierre a décroché , Pierre picked up the phone

Allo [ah-loh]

This word is used only on the telephone, but it is a way of saying hello, hi or of initiating conversation over the phone. Both people can initiate a conversation using this word, regardless of who called who.

C'est Madame _____, It's Mrs. _____ speaking

C'est Monsieur _____, It's Mr. _____ speaking

C'est de la part de qui ?, Who is calling?

Qui est à l'appareil ?, This directly means "Who is on the phone?" It is another way of asking "Who is calling?"

These are used only over the phone to ask who is calling or when taking a message for someone else over the phone and you are wondering whose name to write down.

Est-ce que je peux parler à..., may I speak to...

Bonjour, c'est Jean, un ami de Pierre. Pourrais-je lui parler s'il vous plaît ?
Hi, this is Jean, a friend of Peter. May I speak to him please?

The above is a polite way of asking for someone on the phone and stating your intentions at the same time. This is a nice way to call a landline whether it is a friend or something business related. If this is a work-type call, you can remove "*un ami de Pierre*" and simply say "*bonjour, c'est Jean. Pourrais-je parler avec Pierre s'il vous plaît ?*" This way you do not have to state your relationship to the person you are calling, but you can still ask for them in a polite way.

If the person is unavailable and you want to ask them if you can leave a message for someone you can say, "*Je peux lui laisser un message ?*" May I leave a message for him or her?

Je vous la passe, I'll put her on

Je vous le passe, I'll put him on

These two directly translate to mean "I pass you to her/him" Which makes sense from a literal standpoint as you are *in the phone* in a sense and you are being passed to the person you want to speak with.

Ne quittez pas, don't hang up

Un instant s'il vous plaît, One moment please

Est-ce qu'il peut me rappeler ?, Can he call me back?

Est-ce que vous pouvez lui demander de me rappeler ?, Can you ask him to call me back?

Je rappellerai plus tard, I will call back later

The following are used when you have some type of problem on the phone and you want to clarify or resolve the issue:

On a été coupés , we got cut off, we got disconnected

Vous avez le mauvais numéro, You have a wrong number
This is a polite way of telling someone that they have the wrong number.

Il n'y a pas de réseau , there is no reception, there is no service

Je n'ai plus de batterie, I have no more battery, my battery is dead

Je t'entends mal , directly translates to mean "I hear you bad" but this means that you cannot hear the person, or that the reception is choppy and the person is cutting out. To tell someone that they are cutting out you can also say "*La connexion est mauvaise* " which directly translates to mean "the connection is bad".

If you missed someone's call you can say to them "**Je n'ai pas entendu la sonnerie** " Which means that you did not hear your ringer. If you want to be a bit more formal and apologetic, you can say "*Je suis désolé, je n'ai pas entendu la sonnerie* ". Remember, *je suis désolé* [j-uh][s-wee][d-eh-soh-lay] means "I am sorry". So this means "I'm sorry, I didn't hear the phone/ I did not hear the phone ring/ I did not hear my ringer." If you are on the other side of this, you can ask the person if they heard their phone ring by saying "*Est-ce que tu as entendu la sonnerie ?*" If you want to know if they got your message you can ask them by saying "*As-tu reçu mon message ?*" Which means "did you receive my message?"

Conclusion.

I hope that through reading this book you gained a wealth of new knowledge on the French language and are already well on your way to speaking French. You have now been exposed to all facets of the French language that a beginner and even an intermediate French speaker needs to know. You can now speak in present tense, past tense and future tense and you have an arsenal of nouns to fit your every need. Now that you can form a full sentence with ease, the only thing left to do is practice! Practice is everything, especially with pronunciations. In order to keep teaching your tongue and lips to pronounce these new sounds, you must say them aloud each day. Read through the dictionary of phrases in chapter eight or the words in chapter seven each day and in no time you will be spitting them out with ease.

It may seem like a lot to remember, but as you begin to memorize certain sections like irregular verbs and DR MRS P VANDERTRAMP, you will begin to notice what sounds right and what sounds wrong, That is why reading aloud is so beneficial. You can teach your brain to hear you speaking and in time it will notice when you have made a mistake.

Keep this book close beside you and jump to whatever section you need a refresher on, whenever you may need it. If you forget something, don't panic as you have all of the information right at your fingertips. While you are practicing or watching French films, keep this book close at hand so that you can check something you may have forgotten. Come back to these exercises and these practice questions, to keep yourself sharp, or to spruce up your pronunciation every once in a while, and you will never be lost in the French language. If you ever take a break from French, this book will be here to help you out when you come back!

Thank you for reading the entirety of this book, and I hope you are excited to continue your language journey. Now that you have learned everything you need to know as a beginner, the next step is to begin reading short stories to increase your vocabulary. As you practice, seeing new stories will help you to test your comprehension and pronunciation skills. Expose yourself as much as you can to French daily so that it stays fresh in your

mind and in your memory. Enjoy your travels as a newly French speaking person!

Share this book with friends and family of your choosing and soon you will be able to have secret conversations in French that nobody else will understand. Share this book with your spouse and you will be able to have secret French conversations at full volume in front of your kids, the possibilities are endless!

If you liked this book, a review on amazon is always appreciated so that many others like yourself can discover and enjoy the wealth of knowledge hidden within these pages.

French Short Stories for Beginners

*Have Fun with Easy French Stories! a
Shortcut to Learn French step-by-step
and to Improve Your Vocabulary and
Skills in a Funny Way!*

BOOK 1

Louis Pascal and Anne McKenzie

Introduction

Thank you for purchasing this book and we hope you enjoy! Welcome to the beginning of your French language studies and congratulations on taking the first step.

This book of short stories will provide you with a fun and interesting way to learn French words, vocabulary, and pronunciation.

This book is designed to be read out loud so that you can practice the pronunciation of these new words while you learn them. This is the best way for you to teach both your brain and your mouth how to say these words at the same time. Reading the stories aloud will help you to have better comprehension as well as to be able to speak the language. Often, when learning a language, people become good at reading and writing in that language, but then they have trouble with speaking it aloud. By speaking aloud these stories while you read them, you will avoid this dilemma and will be on your way to becoming a well-rounded linguist.

These stories will increase in difficulty chapter by chapter and by the time you reach the last story, you will have a large number of new words and phrases to take with you as you continue in your studies. This book is an excellent chance for you to begin your journey of learning the French language.

Learning a new language by reading stories will make it easier to remember the words and phrases you come across because you will be able to associate these phrases or words with the parts of the story they are related to. You will remember the fun and interesting story you read where your favorite character used that phrase or said that word, and this will help your memory. Associating new words with a concept you know is a great way to fix them in your memory.

These stories can be shared with your children or your friends who may also have an interest in learning the French language. Sharing these stories with them and reading to each other is a fun and interesting way to learn a language. Read these stories as many times as you wish and return to this book whenever you wish for a nice story and some French education. Each chapter ends with a list of the key phrases and words used in the story along with their translation and pronunciation. These lists can be revisited whenever you need a refresher! At the end of each chapter you will also find a small quiz that will help you to determine how well you understood

the story and what parts you may want to read again, allowing you to ensure you have full comprehension of the story before you proceed to the next one. We recommend trying these quizzes before you read the English story summary, to test your knowledge to the fullest.

Enjoy this book and the fantasy world in which it will immerse you in. Proceed with an open mind and a sponge-like brain!

Chapter 1 : Sylvie Et Le Livreur De Lait

Introduction and Story Directions

Welcome to the first story of this book. Please read this story aloud for the best comprehension. If you have trouble with the pronunciation or meaning of any of the words or phrases in this story or any others in this book, flip to the end of each chapter where you will find a translation and pronunciation resource page specific to each story. You can also listen to the audiobook for help with pronunciation where you will be able to hear a fluent French speaker read the stories aloud for you. Reading each story multiple times is encouraged and once you understand and are comfortable with the words used and their meaning in each of the stories, proceed to the next chapter. The stories will become progressively difficult as you make your way through the book, which will help you in progressing steadily as you learn more about the language. Be patient with yourself and understand that it takes time to learn a new language. I hope you enjoy.

Each chapter will begin with a small introduction in English to give you an idea of what the story you are about to read will be about. This will help you to go into the story with some themes in your mind so that you can better understand the entirely French story. Knowing a little bit about what the story is saying before you read it will help in your comprehension. Try to read the story in French entirely before you look at the full story summary in English. If you need help, consult the list of translated words at the end of the chapter. After you have read the story and consulted the list of translated words and phrases, visit the quiz at the end of the chapter and try it out. This will test your understanding of the story plot. Then if you need help, look at the story summary in English as your last step. Happy reading!

This first story is about forbidden love and the lengths that people will go to for love. It includes marriage and a milkman. The story's themes are love, family, marriage, and royalty.

Sylvie Et Le Livreur De Lait

Dans une petite ville en France vit une princesse qui s'appelle Sylvie. Elle a vécu dans le château depuis sa naissance. Elle a été toujours très proche à ses parents, pendant toute sa vie. Quand elle avait dix-huit ans, elle savait qu'elle devait se marier dans une année.

Elle est maintenant dix-neuf ans, et ça veut dire qu'elle est assez âgée pour se marier. Les parents de Sylvie veulent qu'elle se marie avec Louis, le prince d'une autre petite ville en France. Louis est surexcité par l'idée de se marier avec Sylvie et ses parents ont le même sentiment. Les parents de Sylvie disent qu'ils ne veulent pas qu'elle se marie avec quelqu'un qui n'est pas de la royauté raison par laquelle ils ont choisi Louis.

Le problème c'est que Sylvie est amoureuse du livreur de lait qui vient à son château chaque matin. Personne ne sait que Sylvie et le laitier Remy sont en relation. Sylvie et Remy s'embrassent dans le jardin la nuit quand tout le monde est endormi. Ils s'embrassent dans le dos du camion de Remy quand il apporte la livraison de lait. Les deux ne peuvent pas s'arrêter de s'embrasser tous les deux.

Le jour du mariage arrive et Sylvie ne sait pas quoi faire. Elle ne veut pas se marier avec Louis, elle veut se marier avec Remy ! Elle sait que ses parents ne vont pas changer leurs idées à propos de qui elle peut se marier avec. La mère de Sylvie vient à sa chambre pour lui donner sa robe de mariée, et Sylvie s'habille avec un sentiment de tristesse. Elle finit à s'habiller, quand elle entend le bruit familier du camion de lait de Remy. Elle court dehors pour dire bonjour à Remy.

Car Remy sait que c'est le jour de mariage de Sylvie et Louis, il marche avec un air triste aussi. Remy dit bonjour à Sylvie et sa mère. Il donne les bouteilles de lait à la mère pour avoir un moment seul avec Sylvie. C'est la dernière fois que Remy et Sylvie peuvent être ensemble, car après la cérémonie Sylvie doit accompagner Louis à son château dans l'autre ville. Cette ville n'est pas dans la zone de livraison de Remy. Le temps vient quand ils doivent dire au revoir tous les deux. Remy sait qu'il ne peut pas la serrer dans ses bras, alors il dit au-revoir avec une poignée de main, puis il monte dans son camion. Ils sont tous les deux en larmes mais ils essaient à les couvrir pour que personne ne sait ce qui se passe.

Remy conduit vers la rue et il pense à tous les moments qu'il a eus avec Sylvie. Il pense aussi à son amour pour elle. Il est très triste et il pense qu'il ne trouvera jamais une autre amour comme Sylvie. Un moment plus tard,

Remy entend, dans une voix très tranquille, “Remy ?” d’en arrière de son siège. Il claque les freins et il tourne pour voir d’où vient ce son. Il voit Sylvie, assis sur une boîte de bouteilles de lait à l’arrière du camion. Remy sourit et saute en arrière pour l’embrasser. Ils sont tous les deux très heureux d’être ensemble. Après qu’ils s’embrassent passionnément pour quelques minutes, Remy demande à Sylvie,

“Mais qu’est-ce que tu fais ici ?

- Je ne peux pas vivre sans toi ! Réponds Sylvie. J’ai montée dans ton camion avant que tu aies quitté mon château et j’ai attendu le bon moment pour faire une surprise à toi ! J’ai attendu le moment où on est arrivée assez loin de mon château pour que personne nous ne voit pas.

-Je suis très excité. Répond Remy. Mais tes parents vont nous tuer !

-On va conduire, et on ne va pas arrêter jusqu’on arrive en Espagne. C’est là où on va commencer notre nouvelle vie.”

Remy sourit un sourire très large et l’embrasse une autre fois. Il tourne vers le volant et Sylvie s’assit dans le siège à côté de Remy. Elle lui tient la main. Remy commence à conduire vers l’Espagne, le camion rempli d’amour et du lait.

Summary of Sylvie Et Le Livreur De Lait

There is a princess named Sylvie who is supposed to marry a prince named Louis.

Sylvie's parents have chosen Louis to be her husband because he is a prince and is from a respected family.

The problem is that Sylvie loves Remy the milkman and Remy loves her too. They have been having a secret love affair. They kiss in the garden at night when everyone is sleeping, and they kiss in the back of Remy's truck when he brings a delivery. They can't stop kissing each other.

Her parents want her to marry a prince and will not allow her to marry a milkman.

On the morning of Sylvie's marriage, while Sylvie is getting ready with her mother, Remy comes to bring a milk delivery in his milk truck as per usual. Remy hands the milk delivery to Sylvie's mom so that he can have a minute alone with Sylvie. Remy and Sylvie share a tear-filled goodbye as they know that they will never see each other again- Sylvie has to move with Louis to his castle far away after the wedding. Remy knows that he cannot hug or kiss Sylvie because they are in public, so he can only give her a handshake. He climbs into his truck and waves goodbye.

Remy drives off, sad and defeated. As he is driving, he is thinking about how much he loves Sylvie. Suddenly, he hears a small voice calling his name from the back of his truck. He turns around to see Sylvie hiding amongst the milk bottles. Remy jumps in the back of the truck to get to Sylvie. He kisses and embraces her and then he asks her how she got there and what she is doing there. Sylvie tells him that she cannot live without him.

Sylvie tells Remy she jumped in his truck before he drove away. She hid there until they were far enough from her castle so that nobody would see her, and then she decided it was time to surprise Remy. Remy is unsure about this as he knows her parents will kill them if they find out. Sylvie assures him that they will not be found out, because they are going to drive non-stop until they reach Spain. Remy agrees with this plan, as he loves Sylvie so much. She climbs into the front seat and they drive off together to start a new life in Spain with nobody telling them they cannot get married.

Words and Phrases from Sylvie Et Le Livreur De Lait

Welcome to the first page of words and phrases for this book. This list of words and phrases are ones that can be found in the story *Sylvie Et Le Livreur De Lait* that you just read. Feel free to follow along with this list of words as you read the story so that you can quickly find any word you get stuck on. These words will be in the order that they appear in the story for the first time. The letters in brackets that you will see beside each of the French words below is a phonetic guide to how to say each word in French. Look at the letters in brackets and pronounce them out loud to hear how they sound. Doing this will get both your brain and your tongue used to say these words and will help you to remember them as they crop up in later stories as well. Once you learn these words and their pronunciations well, you will be well-equipped to read the rest of the stories in this book.

- Livreur de lait : [liv R œ R] [d ə] [l ε] : Milkman
- Princesse: [pransess]: Princess
- Ville: [vil]: Town
- Assez âgée pour se marier: [ase] [ah-j] [poor] [suh] [mah-ree-eh]: Old enough to get married
- Sylvie est amoureuse du Livreur de lait: [seel-vee] [eh] [ah-moor-eu-z] [do] [lee-verer] [d] [lay]: Sylvie is in love with the milkman
- Surexcité: [soor-ex-ee-tay]: excited
- Sentiment: [son-tee-mont]: feeling, sentiment, emotion
- Liaison : [lee-ay-zon] : love affair
- Royauté: [roy-oh-tay]: Royalty
- Ils ont choisi: [eel] [on] [sh-wa-see]: They chose (past-tense)

- Sylvie ne sait pas quoi faire: Sylvie [nuh] [say] [pah] [kwah] [fair]: Sylvie doesn't know what to do
- Chambre : [sh-om-brr]: Bedroom
- Robe de Mariée : [rub] [duh] [Ma-ree-eh]: Wedding dress
- S'habille: [ss-ah-bee]: To get dressed
- Un sentiment de tristesse: [en] [ss-on-tee-moh]: A feeling of sadness
- Camion de lait: [ka-mee-on] [duh] [lay]: Milk truck
- Elle court [L] [cou-r]: *verb* Courir [cou-reer]: She runs: To run
- Un air triste: [en] air [t-ree-sst]: An air of sadness
- Bouteilles de lait : [boo-tay] [duh] [lay] : Milk bottles
- Pour la dernière fois: [poo-r] [lah] [dare-nee-air] [f-wah]: for the last time
- Zone de livraison : [duh] [lee-v-ray-zon] : Delivery area
- serrer dans ses bras: [loo-ee] [s-air-ay] [dawn] [say] [br-aa]: To hug (someone)
- Poignée de main: [po-an-yay]-duh] [meh-n]: Handshake
- En larmes: [on] [l-ar-m]: In tears
- Siège: [see-ye-dge]: Seat
- Claquer les freins: [kla-kay] [lay] [fre-ns] To slam the brakes
- Embrasser: [ah-m-brass-ay]: To kiss

- Je ne peux pas vivre sans toi: [juh] [nuh] [puh] [pah] [vee-v-ruh] [s-on] [twah]: I can't live without you
- Assez loin: [ass-ay] [l-w-eh-n] Far enough
- Tuer: [too-eh]: To kill
- Espagne: [ess-pa-n-yuh]: Spain
- Vie: [vi] Life
- Volant: [voh-l-ont] Steering wheel
- Elle lui tient la main: [L] [l-wee] [t-ye] [lah] [meh-n]: She holds his hand
- Conduire: [kon-d-wee-rr]: To drive
- Rempli: [rom-plee]: Full

Comprehension Questions for Sylvie Et Le Livreur De Lait

Q1: Who was Sylvie supposed to marry?

- a) Jean
- a) Remy
- b) Louis
- c) Laitier

Q2: What was the profession of the person Sylvie loved?

- a) A farmer
- b) A knight
- c) A milkman
- d) A mailman

Q3: Who chose the person Sylvie was scheduled to marry?

- a) Herself
- b) Her parents
- c) Her aunt
- d) The prince

Q4: Where did Remy find Sylvie hiding?

- a) In the back of his truck
- b) In the bushes
- c) On the road
- d) In her bedroom

Q5: What did Remy say when he found Sylvie?

- a) "I have to take you back"
- b) "Is Louis coming?"
- c) "Let's fly to Bali"
- d) "Your parents will kill us!"

Q6: Where did Remy and Sylvie begin their new life?

- a) France
- b) Spain
- c) Russia
- d) Greece

Chapter 2: L'Histoire De Mélanie

This story is about a stubborn girl who will not listen to her doctor, and who gets a scary surprise on a visit to a store one day. She must face her biggest fear to survive.

L'Histoire De Mélanie

À Londres vit une fille qui aime beaucoup le chocolat. Chaque jour, elle marche au magasin avec sa mère pour acheter du chocolat. Elle n'aime pas les végétales du tout ! Quand sa mère mange les végétales et du poulet pour le dîner, Mélanie mange son chocolat. Le docteur dit qu'elle doit commencer à manger les autres choses, mais Mélanie dit qu'elle n'aime pas autre chose sauf le chocolat.

Un jour, la mère de Mélanie ne peut pas lui accompagner au Magasin car elle est occupée. Donc, Mélanie doit marcher au magasin toute seule. Elle va au magasin comme d'habitude, mais quand elle arrive, elle ne peut pas trouver le chocolat à l'endroit où il est toujours placé ! Elle commence à paniquer. Elle demande à son ami Pierre qui travaille au magasin, "où sont les chocolats ?"

Il sait que Mélanie ne peut pas survivre sans chocolat, car elle ne mange pas rien d'autre. Pierre vient pour voir à quoi Mélanie parle. La place où sont normalement les chocolats est maintenant occupée par des grappes d'épinards ! Pierre et Mélanie commencent à pousser des cris. Ils tournent tous les deux pour regarder les autres étagères dans le magasin et ils voient que toutes les friandises et toutes les casse-croûtes ont disparu ! Maintenant, ces étagères sont remplies par des grappes d'épinards aussi. "C'est quoi ça ? Mélanie crie vers Pierre.

-Je ne sais pas qu'est-ce qui se passe ! Répond Pierre."

Une seconde plus tard, ils entendent un bruit qui vient du congélateur de crème glacée. Lentement, ils marchent vers le congélateur. Mélanie prend la poignée et commence à ouvrir le couvercle. Avant qu'elle a la chance pour l'ouvrir, Pierre commence à hurler ! Mélanie tourne pour voir pourquoi. Elle voit Pierre qui est maintenant dans les bras d'une grappe d'épinards énorme ! Mélanie est tellement effrayée car elle n'aime pas les végétales du tout *et* ce végétale est plus grand et effrayant que n'importe quoi d'autre qu'elle a vu dans sa vie. Mélanie doit réagir à la situation avec vitesse. Elle

prend les grappes d'épinards d'à côté d'elle puis les lance vers Pierre et l'épinard. Rien ne change ! L'épinard géant tient Pierre dans ses branches et Pierre ne peut pas échapper.

“On doit les manger pour sauver nos vies ! Crie Pierre

-J-j-je ne peux pas Pierre ! Tu le sais !

- On n'a pas de choix Mélanie !”

Mélanie prend une grappe d'épinards dans ses mains et le regarde avec la peur dans ses yeux. Pierre commence à manger la branche d'épinard qui est tournée autour de son corps pour lui libérer. Une minute plus tard, il tombe au plancher. Toutes les autres grappes dans le magasin commencent à bouger.

“Mélanie j'ai besoin de ton aide ! Pierre dit.

-euh Dit Mélanie. “

Pierre commence à prendre des épinards et les manger. Mélanie craint pour sa vie, et elle sait maintenant qu'elle a seulement un choix. Elle amène les épinards vers sa bouche et, avec les yeux fermés, prend une bouchée. Pierre regarde son expression pour voir si elle est correcte. Mélanie avale et elle ouvre ses yeux lentement.

“Tu es saine et sauve ! Crie Pierre.

-Je suis vivante ! Crie Mélanie en réponse.”

Les deux prennent plus d'épinards et ils commencent à manger aussi vite qu'ils peuvent.

Dix minutes plus tard, ils ont mangé tous les épinards au magasin. Ils sont maintenant rassasiés, mais le magasin est vide et il n'y a plus de danger.

Mélanie est fière d'elle-même. Elle a surmonté sa pire crainte et elle a survécu !

Mélanie et Pierre n'ont pas encore trouvé la cause de l'infiltration du magasin par les épinards, et personne ne croit pas l'histoire quand Mélanie et Pierre le raconte.

Summary of L'histoire De Mélanie

There is a girl named Melanie, who lives in London. She loves chocolate more than anything.

Each day, she goes with her mother to the store to buy chocolate. She eats only chocolate and nothing else. The doctor has advised her to begin eating other things, but she replies by saying she hates vegetables.

One day, her mother is busy and cannot go with her to the store. Melanie goes to the store on her own.

When she gets there, she heads for the aisle with the shelves of chocolate but when she gets there, she sees that there is no chocolate, all the chocolate has been replaced by bunches of spinach. She screams and calls over her friend Pierre who works in the store. She asks him what is going on. He has no idea what has happened.

They both turn around and notice that all the shelves' contents have been replaced by bunches of spinach. They hear a noise coming from the ice cream fridge and Melanie walks over to it. She reaches out to open it but before she can, she hears Pierre scream.

She turns around and sees that he is in the arms of a giant spinach bunch! Melanie begins to throw bunches of spinach at it. She is very afraid since she hates vegetables more than anything else and there is a giant spinach bunch standing right in front of her.

Throwing spinach does not work and she tries to think of another solution.

Pierre tells Melanie that they have to eat it to get free. Melanie is terrified. Pierre begins to eat the spinach that is wrapped around him and gets himself free. He falls to the ground and begins to eat all the spinach he can.

Melanie stares at the spinach bunch in her hands and tries to gather the courage to eat it. Pierre yells for Melanie to start eating quickly because their safety is threatened.

Melanie closes her eyes and takes a big bite. She opens her eyes and looks around, shocked. Pierre cheers for her. "I'm alive!" She cheers. She continues eating as much as she can.

Ten minutes later, Pierre and Melanie lie on the floor full and tired. The store is empty now and therefore the threat is gone.

Pierre and Melanie never figured out what caused the infiltration of the store by spinach, but Melanie learned that she would survive if she eats vegetables and that she has a lot more strength than she even knew.

Words and Phrases from *L'histoire De Mélanie*

This is the second list of words and phrases in this book. This list is for the story *L'histoire De Mélanie* that you just read. Here, you will find the written phonetic pronunciations of the words that appear in this story, just like you did in the last one. Read these aloud as well just like you did for the last story and watch it come to life for you. Try saying each word aloud five times with proper pronunciation to really process the word in your mind and in your mouth.

- Chocolat: [shaw-co-lah]: Chocolate
- Magasin: [mah-ga-zan]: Store
- Acheter: [ah-sh-eh-tay]: *verb.* To Buy
- Végétales: [v-eh-j-eh-tah-le]: Vegetables
- Docteur: [dok-tur]: Doctor
- Donc: [d-on-k]: So/Therefore
- L'endroit: [l-on-d-rwah]: The location/The spot
- Car: [ka-h]: Because/Since
- Occupé par: [aw-k-you-pay] [pah-r]: Occupied by
- Grappes d'épinards: [g-rap] [dep-eeen-R-d]: Bunches of Spinach

Pousser des cris: [poo-s-eh] [day] [kree]: To shout out/To scream out

- Ils tournent tous les deux: [eel] [too-r-n] [too-s] [lay] [duh]: They both turn
- La friandise: [lah] [free-on-dee-z]: The candy
- Les casse-croûtes: [lay] [k-ass-k-roo-t-s]: Snacks

- Étagères: [ay-tah-j-air-s]: Shelves
- Bruit: [brr-oo-eet]: Noise
- Congélateur: [k-on-j-lah-tur]: Freezer
- Crème Glacée: [k-rem] [g-lah-say]: Ice Cream
- La poignée: [lah] [p-wah-n-yay]: The handle
- Ouvrir le Couvercle: [ooh-v-reer] [luh] [koo-v-air-k-le]: Open the Lid
- Hurler: [her-lay]: To Yell
- Énorme: [ay-no-rm]: Enormous/Big
- Réagir avec vitesse: [ray-ah-j-eer] [ah-vek] [vee-tess]: React quickly
- Tu le sais: [too] [luh] [say]: You know that/You know it
- Choix: [sh-wah]: Choice
- Avec la peur dans ses yeux: [Ah-ve-k] [lah] [purr] [don] [say-s] [yuh]: With fear in his/her eyes
- Le Plancher: [luh] [p-lon-shay]: The Floor
- Échapper: [ay-sh-app-ay]: To escape
- Craint pour sa vie: [k-ran-t] [poo-r] [sah] [vi]Fear for her life
- Amène vers sa bouche: [ah-men] [v-air] [s-ah] [boo-sh]: Bring it to/towards her mouth
- Une bouchée: [ooh-n] [boo-sh-ay]: A bite

- Si elle est correcte: [see] [L] [ay] [k-or-eh-k]: If she is okay/If she is alright
- Avale [ah-v-ah-l] = *verb* Avaler [ah-v-ah-lay]: To swallow
- Ouvrir ses yeux [oo-v-ruh] [say] [yuh]: Open her/his eyes
- Saine et sauve [s-eh-n-e] [ay] [s-oh-v] = sain [s-eh-n] et sauf [s-oh-f]: safe and sound (expression) = Alive and well
- Vivante = Vivant: [vee-v-on-t]: Living/Alive
- Aussi vite qu'ils peuvent: [oh-see] [veet] [k-eel] [p-uh-v]: As fast as they could
- Rassasié: [r-ass-ass-ee-ay]: Full/Satiated (of food)
- Vide: [vid]: Empty
- Il n'y a plus de danger: [eel] [n-ee-yah] [p-l-oo] [duh] [don-jay]: There is no more danger
- Surmonter sa pire crainte [s-oo-r-mon-tay] [sah] [peer] [k-ran-tuh]: (To) overcome his/her biggest fear
- Elle a survécu [L] [ah] [s-oo-r-vay-k-you] = *verb* survivre [s-oor-vee-v-r]: She survived = to survive
- Infiltration: [in-fill-t-rah-s-yon]: Infiltration
- Croit = *verb* croire [k-r-wah-r]: To believe

Comprehension Questions for L'Histoire De Melanie

Q1: What did Melanie eat every day?

- a) A balanced meal
- b) Spinach
- c) Candy
- d) Chocolate

Q2: Who told Melanie she should eat differently?

- a) Her mother
- b) Her friend
- c) Nobody
- d) Her doctor

Q3: Why did Melanie go to the store alone that day?

- a) Her mother was busy
- b) Her mother was bored
- c) Her mother didn't want to
- d) Her father wasn't home

Q4: What was the name of Melanie's friend who worked in the store?

- a) Etienne
- b) Pierre
- c) Jacques
- d) Melanie

Q5: What was threatening Melanie's friend's life?

- a) A giant bunch of spinach
- b) The freezer
- c) Melanie herself
- d) Chocolate

Q6: What did Melanie have to eat in order to save herself

- a) Chocolate
- b) Candy
- c) Snacks
- d) Spinach

Chapter 3: Le Bûcheron

This story is about a lumberjack who has an unfortunate event happen to him and an unexpected visitor who ends up testing his sincerity.

Le Bûcheron

Un bûcheron qui vit à la forêt coupe les arbres chaque jour avec le même axe. Cet axe est sa possession la plus précieuse car il l'utilise chaque jour pour faire son travail.

Un jour, son axe tombe dans la rivière quand il est en train de couper un arbre très proche de la rivière. La rivière est très profonde et il ne peut pas voir son axe du tout ! Il ne peut pas voir le fond de la rivière, alors il ne sait pas comment le sauver et c'est pour ça qu'il ne peut pas récupérer son axe. Il devient triste et il s'assit au bord de la rivière et il commence à pleurer.

Tout à coup, un dieu apparaît. Le dieu dit qu'il est appelé le dieu des rivières. Le dieu demande au bûcheron,

“pourquoi est-ce que vous pleurez ?

- J'ai perdu mon axe ! Dit le bûcheron. Il est tombé dans la rivière et je ne peux pas le voir.

-attends mon gars.”

Le dieu des rivières saute dans l'eau et il va assez profond que le bûcheron ne peut pas le voir sous l'eau. Il craint. Une minute plus tard, le dieu fait surface. Dans sa main, il a un axe fait complètement de l'or.

“Je vous remercie, mais ça ce n'est pas mon axe.”

Le dieu plonge encore dans l'eau, et quand il fait surface ce fois, il a dans sa main un axe fait complètement de l'argent.

“Je suis désolé, mais ça ce n'est pas mon axe non plus.”

Encore une fois, le dieu plonge au fond de la rivière pour récupérer l'axe du bûcheron. Quelques minutes plus tard, le dieu fait surface et dans sa main il tient un axe fait de fer. Ce fois, le bûcheron dit,

“C'est mon axe ! Vous avez trouvé mon axe !”

Le dieu est très fier du bûcheron car il n'a pas accepté les axes avec beaucoup plus de valeur que l'axe fait de fer qui appartient vraiment au bûcheron. Pour son honnêteté, le dieu veut lui donner une récompense. Le dieu donne le bûcheron l'axe fait d'or et l'axe fait d'argent comme cadeau.

Fin

La leçon dans cette histoire c'est que quand on est honnête, nous sommes récompensés par l'univers dans des façons énormes. Quand on est honnête à propos de quelque chose, même si on peut recevoir quelque chose qu'on veut, on peut recevoir des récompenses très grandes pour choisir le bon choix. Quand nous décidons de ne pas mentir, les gens peuvent voir que nous sommes authentiques et gentils et ils veulent être nos amis comme résultat.

Summary of Le Bûcheron

There is a lumberjack who lives in the woods and is cutting a tree near the river one day. While chopping down the tree, he drops his axe into the river. The river is so deep that he can't see to the bottom and he cannot see his axe at all. He doesn't know how he will get his axe back, so he sits on the edge of the river and begins to cry.

Suddenly, a god appears. He says that he is called the god of rivers. The god of rivers asks the lumberjack why he is crying, and the lumberjack tells him that he has lost his axe at the bottom of the river.

The god then dives into the river to get the axe. After a few minutes, the lumberjack starts to get worried because the god is still down there, and the river is so deep. Then, the god surfaces. He has come back with an axe made of gold.

“Thank you, but that’s not mine.” Says the lumberjack

The god puts the axe down and dives into the river again. After a few minutes he surfaces and when he comes up, he has an axe made of silver in his hand.

“I’m sorry, but that’s not mine either.” Says the lumberjack

The god dives in again and this time he comes up to the surface and out of the water with an axe made of iron in his hand.

“My axe!” The lumberjack exclaims excitedly.

It turns out that the god of rivers is impressed with the lumberjack’s honesty. He is happy and proud that the lumberjack did not lie to take either of the axes that were of much more value than his own- gold and silver are much more valuable than iron. As a reward, the god of rivers gives the lumberjack the axe made of gold and the axe made of silver as well as his own axe. The lumberjack accepts the reward graciously.

The moral of this story is that when we are honest, despite being in a position where we could easily lie and earn something we may really like to have, the universe rewards us in big ways. Honesty is always the best choice and it comes back to help you later in even better ways than if you had lied in the first place. You gain a bigger reward from being honest than from taking what you want with dishonesty. When we are honest people can see that we are genuine, and they want to be our friend as a result.

Words and Phrases From Le Bûcheron

Welcome to the third list of words and their pronunciations, and the last list in this book that includes written phonetic pronunciations. While reading through this list and saying the words aloud as they are written to be pronounced, try to notice patterns with letters and the way they are pronounced depending on what letters come before or after it. This will make you a master of the French language and will help you in reading all of the stories that are to follow because you will be able to determine the pronunciation all on your own.

- Bûcheron [boo-sh-er-on]: Lumberjack
- Coupe[coop] = verb Couper[coop-ay]: To cut/to chop
- Arbres: [r-b-r]: Trees
- Axe: Axe
- Tombe = verb Tomber[t-om-bay]: To fall
- Rivière: [ree-vee-air]: River
- Quand il est en train de couper [k-on] [eel] [ay] [on] [t-ran] [duh] [coo-pay]: When he is in the middle of cutting = While he is cutting
- Proche: [p-ro-sh]: Close
- Profond: [pro-f-on]: Deep
- Le Fond: [luh] [f-on]: The bottom
- Récupérer: [ray-coop-r-ay]: Retrieve
- Triste: [t-ree-st]: Sad

- Il s'assoit [eel] [s-ass-wah] = verb s'asseoir: He sits = To sit
- Pleurer: [p-luh-r-ay]: to cry
- Tout a coup: [toot] [ah] [coop]: All of a sudden
- Un dieu: [uh-n] [dee-yuh]: A god
- Dieu des rivières: [dee-yuh] [day] [ree-vee-air-s]: God of the rivers
- Perdu[pair-doo] = verb Perdre[pair-d-ruh]: To lose
- Voir: [v-wah-r]: To see
- Sa main: [s-on] [m-eh-n]: His hand (body part)
- De l'or: [duh] [l-oh-r]: Of gold
- Plonge [p-lawn-j] = verb Plonger [p-lawn-jay]: To dive
- De l'argent [duh] [l-ar-j-on-t]: Of silver
- ça ce n'est pas mon axe non plus [s-ah] [s-uh] [n-ay] [p-ah] [m-on] [ah-k-s] [n-on] [pl-oo-s]: That's not my axe either
- Tient [t-yah-n] = verb Tenir [t-uh-neer]: To hold
- Fer: [f-air]: Iron (metal/Element)
- Fier: [f-ee-air]: Proud
- Valeur: [val-er]: Value
- Honnêteté: [on-eh-tay]: Honesty
- Récompense: [ray-k-om-pon-s]: Reward

- Cadeau: [k-ad-oh]: Present/Gift
- Des façons énormes : [day] [f-ass-on] [g-row]: In big ways
- L' Univers [loon-ee-v-air] = L' univers [luh] [oo-nee-v-air]: The Universe

Comprehension Questions from Le Bûcheron :

Q1: Why was the lumberjack sad?

- a) He lost his plaid shirt
- b) He lost his brown boots
- c) He lost his Big beard
- d) He lost his axe

Q2: Who came to help the lumberjack

- a) His lumberjack friend
- b) His diver friend
- c) The god of rivers
- d) The god of water

Q3: What axe did he pull out of the water first?

- a) A golden axe
- b) A silver axe
- c) An iron Axe
- d) A wooden axe

Q4: What axe did he pull out of the water next?

- a) A golden axe
- b) A silver axe
- c) An iron axe
- d) A wooden axe

Q5: Which axe turned out to be the lumberjack's axe?

- a) The golden axe
- b) The silver axe
- c) The iron axe
- d) The wooden axe

Q6: What did the helper give to the lumberjack as a reward?

- a) The golden axe
- b) The silver axe
- c) Nothing
- d) A and B

Chapter 4: Le Petit Chat (Qui N'est Pas Très Petit Du Tout)

This story is about a girl and her brother who find a cute surprise in their backyard one afternoon, and it turns out to be way more of a surprise than they could have ever imagined.

Le Petit Chat (Qui N'est Pas Très Petit Du Tout)

Un jour, Chérie et son frère Mathieu jouent dans la forêt derrière leur maison. Le frère de Chérie lance le ballon et il passe par elle. C'est là quand ils voient un petit chat qui commence à jouer avec le ballon. Lentement, Chérie et son frère marchent vers le chat. Le chat commence à ronronner et il les donne les coups de langues.

Chérie et Mathieu décident d'apporter le chat à la maison. Ils entrent dans la chambre et ils placent le chat sur le lit de Mathieu. La mère des enfants les appelle pour le dîner, alors ils ferment la porte et ils descendent l'escalier. Ils mangent leur dîner rapidement car ils sont excités pour jouer avec le chat.

Ils courent vers leur chambre et quand ils ouvrent la porte, ils voient que le chat est parti ! Ils cherchent partout. Ils cherchent sous les lits, ils cherchent derrière les rideaux, ils cherchent sous les couvertures. Le petit chat est disparu. Ils entendent une rafale de vent et ils réalisent que la fenêtre a été ouverte pendant qu'ils ont mangé le dîner. Chérie et Mathieu courent à la fenêtre avec urgence. Tous les deux regardent l'arrière-cour et ils voient le petit chat. Mais le petit chat n'est pas sur le gazon. Le petit chat vol dans l'air ! Il a déployé des ailes et il est beaucoup plus grand qu'avant.

Mathieu et Chérie montent sur le toit et ils regardent le chat qui fait des tours autour de la maison. Le chat vient proche et il se pose sur le toit. Il fait signe à les enfants de monter sur son dos. Les enfants montent et le chat commence à voler. Il vole de plus en plus en haut et les enfants peuvent voir toute la ville et le coucher du soleil. Après quelques tours de la ville, le chat arrive encore sur le toit de leur maison. Les enfants descendent et ils disent au revoir à leur petit chat qui n'est pas très petit du tout !

Chaque nuit qui suit, après le dîner, le chat vient visiter les enfants et il les prend pour une tour de ville dans l'air au coucher du soleil. Leurs parents ne

savent rien à propos de cette routine quotidienne, car ils pensent que les enfants dorment paisiblement.

Fin

La leçon dans cette histoire c'est que vous pouvez prendre quelque chose pour vous-mêmes, mais vous ne pouvez pas contrôler tous les aspects de la vie. Les enfants dans cette histoire ont voulu prendre le petit chat pour eux-mêmes, mais ils ne savaient pas que le chat a eu des vœux de lui-même aussi. Ça nous montre que n'importe quoi qu'on contrôle, il y a toujours des autres facteurs qui affectent les résultats.

La leçon est aussi que vous ne pouvez pas juger un livre par sa couverture. Il y a beaucoup de fois où on pense qu'on peut voir quelque chose exactement comme il est, mais la plupart du temps, il y a des choses qu'on ne sait pas. C'est le même avec les autres êtres humains, les animaux, les plantes, et même les situations. Beaucoup de fois on doit examiner la situation de plus proche pour comprendre tout ce qui se passe.

Summary of Le Petit Chat (Qui N'est Pas Très Petit Du Tout)

Cherie and her brother Mathieu are playing with a ball in the forest behind their house when they find a cute small cat. The cat plays with them, licks them and it begins to purr. They play with the cat for hours and then take it home with them because they want to keep it. They bring it inside and hide it in their shared bedroom so that their mother doesn't see it and tell them to get rid of it.

Their mother calls them for dinner, so they put the cat on Mathieu's bed and go downstairs for dinner. They eat dinner as quickly as they can so that they can go and play with the cat again but when they come back, they can't find the cat. They look behind the curtains and under the beds and under their covers. They can't find it anywhere.

They hear a gust of wind and realize that the window was open the entire time. They run to the window and look outside. The cat is outside, but it is not in the backyard! It is in the air! They look up and see that the cat is flying. It has opened big wings from its sides, and it is not small anymore!

Cherie and Mathieu climb out onto the roof and watch the cat do circles around their house. The cat comes to the roof and sits down. It motions for the kids to come over to it. They approach it and they climb on its back. The cat then takes off and takes them for a ride. They fly in circles around their town and can see the beautiful sunset and a great view of their town.

The flying cat then brings them back to their bedroom before their parents notice anything and every night after that it comes back to visit them after dinner and takes them for a ride above their town at sunset. All the while, their parents think they are in bed fast asleep.

The moral of this story is that there are many aspects of life that we cannot control. The kids wanted to keep the cat for themselves, but the cat had ideas for itself too. This shows us that in life, there are many factors that we cannot control, and we must be prepared for this.

The second moral of this story is that things are not always as they seem. Cherie and Mathieu thought that they had found a little kitten that needed to be saved when the kitten ended up helping them out! In life, many things are not as they seem, and we must look closely to fully understand sometimes. This is the same in many situations. Situations may seem to be one way from the outside, but when we examine them closer, we find out they are different.

Words and Phrases from Le Petit Chat (Qui N'est Pas Très Petit Du Tout):

This list is the first in this book that does not include the written pronunciations for all the words in the list. By now, you will have studied and read the previous three lists aloud and will be somewhat familiar with the pronunciation of French words. If you are not, go back and read the other three lists as well as this one a few times over aloud before you continue into the next story. This list will include the written pronunciations of the words that are new to this story- the words that you have not yet seen.

- Chat [sh-a-t]: cat
- Qui n'est pas très petit du tout: Who isn't that small at all
- Jouent = verb Jouer [j-oo-ay]: To play
- Lance=verb Lancer [l-on-ss]: To throw
- Ballon: Ball
- Lentement: Slowly
- Ronronner: To purr
- Donnent les Coups de langues[dun] [lay] [k-oo] [duh] [long-s] = Donner les coups de langues: To give licks
- Maison: House
- Lit: Bed
- Appelle = verb Appeler: To call
- Dîner: dinner
- Ferment la porte = Fermer la porte: To close the door

- Descendent = verb Descender: To descend
- Ouvrent [oo-v-ron] = verb Ouvrir: To open
- Cherchent = verb Chercher: To search
- Rideaux: Curtains
- Couvertures: Comforter/Covers/Bedsread
- Disparu = verb Disparaître: To disappear
- Rafale de vent: [raf-a-l] [duh] [v-on-t]: Gust of wind
- Fenêtre: Window
- Urgence: Urgency
- L'arrière-cour = Le arrière-cour: The backyard
- Gazon: Grass
- Vol = verb Voler: To Fly
- Ailes [I-l-s]: Wings
- Toit: Roof
- Fait Signe: To signal (someone to do something)
- Coucher du soleil: Sunset
- Au Revoir: Goodbye
- Qui suit: that follows
- Routine quotidienne: Daily routine

- Pensement = verb Penser: To think
- Dorment = verb Dormir: To sleep
- Paisiblement: [pay-see-ble-mon-t] Soundly, Peacefully
- Leçon de cette histoire: Lesson, moral of the story
- Prendre: verb To take
- Toi- même: Yourself
- Contrôler: verb To control
- Ne savaient pas [nuh] [sav-ay] [p-ah] = ne Savoir (verb) Pas: To not know
- N'importe quoi on veuille: No matter what we want
- Juger un livre par sa couverture: verb To judge a book by its cover
- La plupart du temps: Most of the time
- Êtres humains: Human beings
- Plus proche: Closer
- Tout ce qui se passe: [too] [se] [key] [se] [pa-s]: All that is happening, everything that is happening

Comprehension Questions from Le Petit Chat (Qui N'est Pas Très Petit Du Tout):

Q1: What were Cherie and her brother playing with in the forest?

- a) A ball
- b) A frisbee
- c) A trampoline
- d) Hockey sticks

Q2: What is the name of Cherie's brother?

- a) Chat
- b) Mathieu
- c) Petit
- d) Ballon

Q3: What did Cherie and her brother come across in the forest?

- a) A trail of breadcrumbs
- b) A little girl
- c) A tree
- d) A cat

Q4: What did Cherie and her brother do with their new friend when it was time for dinner?

- a) Took it up to their bedroom
- b) Left it outside
- c) Brought it to dinner
- d) Put it in the bathtub

Q5: What happened when they returned from dinner?

- a) The cat was sleeping
- b) The cat was hiding

- c) The cat was running
- d) The cat wasn't there

Q6: What was the cat doing when they found her?

- a) Flying
- b) Climbing
- c) Nothing
- d) There was no cat

Chapter 5: Le Dragon Au Sommet

This story is about a dragon who just wants to love and be loved in return.

Le Dragon Au Sommet

Il était une fois un dragon qui vivait dans un château sur le sommet d'une montagne. Le dragon a habité là pour des centaines d'années, mais personne ne l'a jamais vu. Il avait un petit village en bas de la montagne, et les résidents là-bas parlaient beaucoup du château au sommet de la montagne. Personne n'a jamais visité le château. Tout le monde avait peur du dragon au sommet, et les parents ont raconté des histoires à leurs enfants à propos du dragon qui habitait au sommet de cette montagne.

Un jour, quand le dragon regardait le village en dessous, il a vu une belle fille qui portait une couronne. Il n'avait jamais vu une fille assez belle que cette fille. Il ne pouvait pas arrêter de la regarder. Il est tombé amoureux de cette fille immédiatement. Il a voulu se marier avec cette fille.

Mais il y a un problème, a pensé le dragon. Je ne peux pas visiter le village, tout le monde a peur de moi et j'ai peur de tout le monde aussi. Personne ne me visite ici sur la montagne parce que je suis si gros.

Le dragon avait peur, mais après quelques jours en pensant, il a descendu la montagne pour trouver la belle fille avec laquelle il se voulait marier.

Quand il est descendu, il a vu un garçon. Le garçon jouait dans la forêt tout seul, et il semblait gentil alors le dragon a décidé de lui parler.

Le dragon a demandé au garçon s'il connaissait la belle fille.

« La fille à propos de qui vous parlez est la princesse, et elle vit dans le château » Dit le garçon.

-Ou est-ce que c'est le château ? Demande le dragon.

-Pourquoi ?

-Parce-que, je vais demander si la fille veut se marier avec moi.

-Elle ne va pas se marier avec toi ! Dit le garçon.

Le dragon ne va pas accepter cette négativité, alors il marche vers le centre de la ville pour demander à quelqu'un d'autre.

Car il est devenu tard, le village est vide de personnes. Le dragon a marché de la ville et à la fin il voit un château. Il décide de s'asseoir sur une roche pour attendre le matin, car la princesse s'est endormie, pense le dragon.

Le dragon tombe en rêves et il se réveille quand il entend une petite voix de quelqu'un qui lui demande de bouger. C'est la femme de ménage du

château. Elle veut que le dragon bouge car elle doit faire le jardinage. Le dragon bouge et il regarde la femme de ménage qui remplace les fleurs avec des nouvelles. Ils parlent pendant qu'elle fait cela, et il apprend qu'elle s'appelle Marie. Marie travaille pour la famille royale qui ne la respecte pas du tout. Marie est triste quand elle raconte au dragon cette histoire. Ils parlent pendant trois heures, et à la fin de la conversation, le dragon ne veut pas que Marie retourne au travail. N'importe pas qu'elle n'est pas belle ou riche, le dragon aime Marie pour sa force et sa sensibilité. Le dragon veut vivre avec Marie et lui donner une vie heureuse.

“Viens avec moi au sommet de la montagne et à vivre avec moi ! Je veux te sauver. Dit le dragon

-Je ne peux pas quitter la famille royale, je suis emprisonnée ici pour le reste de ma vie, je dois travailler pour cette famille pour toute ma vie. Dit Marie avec tristesse.

-Je vais te protéger Marie, au sommet de la montagne personne ne vient pas.”

Marie pense pendant quelques minutes. Le dragon attend patiemment. Marie commence à sourire.

“D'accord. Elle dit.

-Oui ! Crie le dragon, et il tient Marie dans ses bras.”

Marie monte sur le dos du dragon et ils escaladent la montagne ensemble.

A ce jour ci, personne ne sait où est Marie la femme de ménage du château. Personne ne sait qu'elle vit au sommet de la montagne avec le dragon. Marie et le dragon jouent de la musique, racontent les blagues et font le bronzage chaque jour. Marie est très reconnaissante et elle aime bien le dragon et sa gentillesse.

Le dragon avait pensé avant qu'il eût besoin d'une belle fille pour se marier. Après avoir rencontré Marie, il sait qu'il avait besoin seulement d'une amie proche avec laquelle partager sa vie et son château au sommet de la montagne.

Fin

La leçon de cette histoire c'est qu'on pense qu'on sait ce qu'on veut dans la vie, ou quel résultat on veut voir de certaines situations, mais ça peut changer. On doit vivre avec nos yeux ouverts. Si on vit dans cette façon, on peut voir des choses qu'on ne s'attend pas. Le dragon a pensé qu'il avait

besoin d'une belle fille, mais en réalité il avait besoin d'une amie et de quelqu'un avec qui il pouvait partager son château au sommet.

L'autre leçon c'est que, quelques fois, on pense qu'on sait quelque chose quand on le voit d'une distance, mais quand on vient proche on peut voir que c'est différent de ce que nous avons pensé. Toute le monde avait peur du dragon dans cette histoire, mais quand on l'a rencontré comme Marie a fait aussi, on a pu voir qu'il était un dragon très gentil et qu'il avait été simplement isolé.

Summary of Le Dragon Au Sommet

Once upon a time, there was a dragon that lived in a castle at the summit of a mountain. Nobody ventured up the mountain because they were afraid of the dragon.

The dragon was looking down into the village one day when he saw a beautiful girl wearing a crown. He wanted to marry this beautiful girl. He was scared to venture down into the village. He thought about it for a few days and decided it was worth it. He got up the courage and descended the mountain.

When he got to the bottom, he saw a boy so he asked the boy where he could find the beautiful girl that wears the crown. The boy told him that she was the princess and asked the dragon why he was looking for her. "I want to marry her," said the dragon. The boy replied by laughing and saying that the princess would never marry the dragon.

The dragon ignored the negativity and walked towards the town center. As it was now nighttime, there was nobody to be found in the town, so he kept walking and eventually he saw a castle. He decided to wait outside until the princess would wake up in the morning.

He sat down on a rock and eventually drifted off to sleep. He awoke the next morning to a woman's voice asking him to please move. He opened his eyes to see a small woman. She said she needed to do some gardening and was asking him to move so that she could do so. The dragon moved out of her way and then sat down to talk with her for hours. He learned that her name was Marie. She was the maid of the royal family. She told the dragon about what it was like working for the royal family and how they treated her with such disrespect.

At the end of their conversation hours later, the dragon didn't want to see Marie go back into that castle. It didn't matter that she wasn't pretty or rich, the dragon thought because he loved her strength and her sensitivity.

"Come live with me at the top of the mountain" Said the dragon. Marie said that she could not leave the family, that she would have to work for them for the rest of her life. The dragon told her that he wanted to save her and that nobody ever came up the mountain where he lived so she would be safe forever.

Marie thought for a second and then agreed to join him. She got on the dragon's back and they went up the mountain together.

They lived at the top of the mountain where they played music, told jokes, and tanned in the sun together. Until this day nobody knows what happened to Marie the maid and nobody knows that she lives at the mountain summit with the dragon.

The dragon thought he wanted a beautiful girl to marry, but he just needed a good friend who he could share his life at the top of the mountain with.

The moral of this story is that we may think we know what we want and what we are looking for in life, but sometimes this can hold us back. We must live with an open mind to see things that we may not have expected.

The second lesson in the story is that we may think that we know what something is like when we see it at a distance, but when we see it up close it could turn out to be much different than we thought it was. In this town, everyone feared the dragon. But when we really got to know him just like Marie did, we could see that he was quite gentle and just lonely.

Words and Phrases from Le Dragon Au Sommet:

I hope that until now you have been reading and understanding the lists of words and phrases so far. This list will not include the written pronunciations as you will be able to see patterns and themes among common letter pairings and their pronunciations. If you need any assistance, consult the previous lists and look for common words between those lists and these and this will give you a great indication of how to sound out a word that may be new to you.

- Il était une fois: Once upon a time
- Chateau: Castle
- Sommet: Summit
- Montagne: Mountain
- Habité = verb Habiter: To live
- Centaines d'années: Hundreds of years
- Jamais: Never
- En bas du: At the bottom of
- En dessus: Underneath
- Belle: Pretty/Beautiful
- Fille: Girl
- Couronne: Crown
- Tombée en amour = Tomber en amour: To fall in love
- Pensée à lui-même = Penser: (to think) thought to himself

- Peur: Scared
- Se marier: To get married to (someone)
- Garçon: Boy
- Connu = verb Connaitre: To know
- Centre de la ville: Downtown/town center
- Roche: noun, A rock
- Attendu = verb Attendre: To wait
- Matin: Morning
- Pense = verb Penser: To think
- Rêves = verb Rêver: To dream
- Voix: voice
- Bouger = verb: To move
- Femme de ménage: Cleaning lady/Housekeeper
- Jardinage: Gardening
- Appris = verb Apprendre: To learn
- Elle s'appelle: She is named/She is called
- Travaillé = verb Travailler: To work
- La Famille Royale: The royal family
- Triste: Sad

- Histoire: Story
- Trois heures: Three hours
- Riche: Rich (monetary)
- Force: Strength
- Sensibilité: Sensitivity
- Heureuse = Heureux: Happy
- Sauver: to save (from something)
- Quitter: verb To leave
- Emprisonée: To be imprisoned
- Protéger: verb To protect
- Patiemment: Patiently
- Sourire: To smile
- D'accord: Yes or I agree or Ok
- Dos: Back (body part)
- Escalade = Escalader: To scale (a mountain)
- Racontent les blagues = Raconter les blagues: To tell jokes
- Le bronzage: Tanning
- Reconnaissante: Thankful
- Gentillesse: Kindness

- Rencontrer: To meet (a person)
- Besoin: To need
- Seulement: Only
- Partager: verb To share
- Proche: Close (to oneself or someone)

Comprehension Questions from Le Dragon Au Sommet:

Q1: Where did the dragon live?

- a) In the town
- b) At the summit of the mountain
- c) In a castle
- d) B and C

Q2: Who did the dragon want to marry

- a) The princess
- b) The prince
- c) Nobody
- d) The queen

Q3: Who did the dragon ask for help?

- a) Marie
- b) The boy
- c) The princess
- d) The townspeople

Q4: What was Marie's job?

- a) Baker
- b) Gardener
- c) Maid
- d) Princess

Q5: Who did Marie work for?

- a) The royal family
- b) Her own family
- c) The gardening company
- d) Her own business

Q6: Who did the dragon take up the mountain?

- a) The boy
- b) Nobody but himself
- c) Marie
- d) The princess

Chapter 6: Les Nouveaux Voisins

This story is about new neighbors that move into the house next door to Julie, and the shocking surprise she receives when she goes to bring them a tray of her famous lasagna.

Les Nouveaux Voisins

Julie habite dans un voisinage pittoresque à Québec au Canada. Elle connaît tous ses voisins, et chaque année tous les gens qui habitent là se rencontrent pour les fêtes de Noël, les fêtes de Pâques et les fêtes de l'action de grâce. C'est pour ça que Julie a compris si facilement qu'une nouvelle famille s'était installée tout près d'elle. Car elle ne travaillait pas, elle avait été la première personne à comprendre qu'elle avait une nouvelle famille sur la rue. Elle était contente qu'elle pouvait être la première voisine qui pouvait la rencontrer.

Julie a une tradition. Chaque fois qu'une nouvelle famille déménage au voisinage, elle cuit une lasagne et la présente à la nouvelle famille. C'est un geste qu'elle aime faire pour commencer à partir du bon pied.

Cette fois, Julie a cuit sa célèbre lasagne et elle l'a portée à la maison des voisins. Elle est arrivée à la maison et avant de frapper sur la porte, elle a regardé par la fenêtre pour s'assurer que les voisins étaient chez eux. Elle a attendu encore parce qu'elle vit quelque chose très surprenant.

Les nouveaux voisins défaisaient leurs bagages, mais ils ne touchaient rien ! Ils avaient tous une baguette magique avec laquelle ils faisaient les sortilèges qui bougeaient leurs affaires des boîtes aux étages et dans les tiroirs. Julie était sous le choc ! Elle tournait pour quitter vers sa propre maison, quand la porte s'est ouverte.

“Salut ! Dit quelqu'un.

-Euh, salut. Dit Julie avec hésitation

-Entrée ma chérie !

-Euh, oui, merci.”

Julie est entrée dans la maison et une famille de quatre personnes l'ont accueilli avec des grands sourires. Julie a dit bonjour à la famille et ils l'ont invitée pour s'asseoir.

“On sait que vous avez vu ce qu'on faisait. Dit la mère

-J-je ne sais pas à propos de quoi vous parlez

-On sait, Julie.

-Vous savez mon nom ? Julie a été peur

-Oui, Julie. Et maintenant, on n'a pas de choix sauf jeter un sort à toi pour effacer ta mémoire

-Non, s'il vous plaît je ne dirais rien à personne !”

Mais avant qu'elle a fini de parler, le petit fils a jeté un sort à Julie avec sa baguette magique par dire “memo kadabra !”

Le père et la mère ont pris Julie par les bras et l'ont reconduite à l'extérieur par la porte.

La famille a souri et ils ont recommencé à défaire leurs boîtes.

Julie est marchée lentement vers sa propre maison et elle est montée l'escalier, elle a marché à travers le porche et elle est entrée dans la maison.

Elle s'est assise sur le sofa. Elle a atteint dans sa poche et elle a pris sa propre baguette magique. Elle l'a bougée et la télévision s'est allumé. Elle a bougé la baguette encore et la télévision a changé quelques fois puis elle a resté sur une chaîne qui jouait un programme à propos des animaux. Elle a bougé la baguette encore une fois et une tasse de limonade a sorti du réfrigérateur et elle a flotté à travers la chambre et dans la main de Julie.

Elle a souri et elle a fait un petit gloussement.

“Les sorts des sorcières ne marchent pas sur les autres sorcières” Dit Julie, et elle sirote sur sa limonade.

“Les sorts des sorcières ne marchent pas sur les autres sorcières” Dit Julie, et elle sirote sur sa limonade.

Fin

La leçon de cette histoire c'est qu'on peut penser qu'on connaît bien quelqu'un, mais il peut être un bon menteur ou une bonne actrice. On doit continuer à apprendre les choses à propos des personnes avec qui on passe son temps parce qu'ils peuvent être en train de garder des grands secrets. La famille à côté de Julie a pensé qu'elle connaissait Julie et qu'ils devaient jeter un sort sur elle, mais s'ils prenaient le temps pour la connaître, ils pouvaient apprendre qu'elle était aussi une sorcière.

Summary of Les Nouveaux Voisins

Julie lives in a picturesque neighborhood in Quebec, Canada. A new family moves next door and Julie goes to bring them a lasagna.

She walks over to their front door and looks inside the window to see if they are home. When she looks in, she sees that they are all unpacking boxes without touching anything. They are using magic wands to move their objects around. She turns around to leave but they notice her and that she has seen their wands, so they open the door and pull her inside their house.

She promises not to tell anyone what she has seen but they do not believe her. They sit her down on the couch and to make sure she doesn't tell, they put a spell on her to erase her memory.

After the spell is done, they walk her to the door and send her out. She walks to her house slowly and with fear in her eyes.

The witches next door are happy that they have gotten away unnoticed and continue unpacking using their magic.

Julie walks across her porch and into her house. When she gets inside, she sits down on her couch.

Julie reaches into her pocket and pulls out a magic wand. She waves it and the television turns on. She waves it a few more times and changes the channels until she settles on one. She waves it in another way and the fridge opens. A glass of lemonade floats across the kitchen and into Julie's hand on the sofa.

Julie smiles slyly and thinks to herself; witch spells don't work on other witches. She settles in to watch television.

The moral of this story is that we must continue to get to know the people in our lives because we may not know them as well as we think we do. The new neighbors that moved in next door to Julie thought that they read her accurately, but if they had taken the time to learn more about her, they could have found out that she was a witch as well and that their spell would not work on her.

Words and Phrases From Les Nouveaux Voisins

- Nouveaux: New

- Voisins: Neighbors
- Voisinage: Neighborhood
- Pittoresque: Picturesque/Pristine
- Connait = verb Connaître: To know
- Déménage = verb Déménager: To move out of the house
- Cuit = verb Cuir: To cook
- Lasagne: Lasagna
- Emménagé = verb Emménager: to move into (somewhere, something)
- Réputé: Reputable/Prized/Celebrated
- La maison à côté: The house next door
- Frappé = verb Frapper: To knock/to rap on the door
- Fenêtre: Window
- S'assurer: To rest assured/to be sure
- Chez-soi: At home/At their own house
- Surprenant: Surprising/Shocking/Alarming
- Défaisaient = verb Défaire: To unpack/To undo something
- Baguette Magique: Magic wand
- Sortilèges: Spells/Charms

- Bougeaient = verb Bouger: to move
- Boîtes: Boxes
- Étages: Shelves
- Tiroirs: Drawers
- Sous le choc: To be shocked
- La porte: the door
- Salut: Informal greeting/Hi/Hello
- Ma Cherie: My dear
- L'accueilli = verb Accueillir: to welcome someone
- A propos: About
- Pas de choix sauf : no choice except/but...
- Effacer: to erase
- Memoire: Memory
- Rien: Nothing
- Parler: to speak/to talk
- Fils: Son, male child
- Jeter un sort: to cast a spell/to put a spell on someone
- Memo kadabra: A spell
- Père: Father/dad

- Bras: Arms (body part)
- Reconduit: Redirect
- L'extérieur: The outside/Outdoors
- Lentement: Slowly
- Sa propre maison: Her own house
- L'escalier: The staircase/Les escaliers: The stairs
- à travers: Across/by way of
- Assise: Seated/to sit
- Atteint: To grab ahold of
- Poche: Pocket
- A pris = Prendre: To take
- Chaîne: Television channel
- Tasse de limonade: Glass of lemonade
- flotté=Flotter: To float
- Gloussement: Chuckle/giggle/small laugh
- Sorts: Spells
- Sorcière: Witch
- Sirote = Siroter: To sip (on a drink)

Comprehension Questions from Les Nouvelles Voisins:

Q1: What did Julie make to take to her new neighbors?

- a) A lasagna
- b) A cake
- c) A baguette
- d) A baguette magique

Q2: What did Julie see her neighbors doing

- a) Baking a lasagna
- b) Playing ping-pong
- c) Unpacking their boxes using magic wands
- d) Unpacking their boxes and putting things in odd places

Q3: What did she want to do when she saw this?

- a) Go inside to get a closer look
- b) Go tell her friend
- c) Bring the lasagna the next day
- d) Run away

Q4: What kind of spell did the neighbors put on Julie?

- a) A memory-erasing spell
- b) A Paralysis spell
- c) A spell that would make her unable to speak
- d) A spell to make her a better cook

Q5: What facial expression was Julie making when she walked towards her house?

- a) Conniving
- b) Fear
- c) Anger
- d) Sadness

Q6: What did Julie take out of her pocket when she got home?

- a) A piece of lasagna
- b) A recording device
- c) A pocket knife
- d) A magic wand

Chapter 7: Le Monde Au-Dessus

This story is about a group of teenage boys who are looking for something fun to do one night and who end up climbing a construction crane for fun. What they find at the top is something they will not forget soon.

Le Monde Au-Dessus

Un soir, un groupe d'adolescents marchait dans la ville et ils cherchaient quelque chose à faire. Ils ont arrêté à un dépanneur, ils ont mangé les casse-croûtes et ils ont voulu trouver quelque chose à faire pour le reste du soir. Comme tous les adolescents, ils avaient besoin toujours de l'excitation, et ils n'aimaient pas s'arrêter avant d'avoir trouvé des choses dangereuses à faire.

En marchant, ils ont vu une grue de construction très énorme avec une plate-forme petite au bout.

“Je veux grimper la grue ! Dit un des adolescents.

-Oui ! La vue d'en haut va être très belle ! Dit un des autres.”

Ils ont décidé de grimper pour voir la vue du village au sommet, alors ils ont commencé à grimper lentement. Quand ils sont arrivés en haut, ils ont regardé leur petite ville au-dessus et toutes les lumières qui brillaient là-bas. La vue a été stupéfiante !

L'un des garçons a vu une porte très petite au bout de la plate-forme et il a dit qu'il voulait l'explorer. Il a invité les autres pour l'explorer avec lui, car il savait que ses amis aimaient beaucoup les explorations.

Il a ouvert la porte lentement, et dedans il a vu quelque chose très rare et très excitante. Partout il y avait beaucoup de chaussures qui contenaient des pieds géants qui marchaient toutes les directions. Les garçons ont regardé en haut et ils ont vu des géants de toutes sortes ! Ils ont vu des enfants géants, les femmes géantes, les hommes géants et les bébés géants ! Les bébés géants étaient dans des poussettes géants ! Les garçons rigolaient à cause de qu'est-ce qu'ils étaient en train de voir.

Les adolescents ont passé par la porte pour entrer dedans et à l'intérieur ils ont trouvé qu'ils sont arrivés dans une galerie marchande. Cette galerie marchande n'était pas d'un sort régulier. Cette galerie marchande était pour les géants ! Le plafond était des milliers de pieds au-dessus des adolescents, et tout le monde à l'intérieur était de taille très haute ! Les adolescents ont dû éviter les chaussures géantes qui claquaient à côté d'eux. C'était très

dangereux, mais les garçons ont aimé un défi. Tous les magasins là-bas vendaient des choses énormes. Les chandails énormes et de la nourriture énorme. Les garçons se demandaient les uns avec les autres qu'est ce qui se passait et comment ils se trouvaient là-bas.

“Cette galerie marchande est pour les géants ! Dit un des garçons

-Qu'est-ce que vous faites ici ? Dit la voix d'une fille

Les Garçons ont tourné pour voir une autre personne de la taille régulière comme eux.

-On ne sait pas où on est ! Qu'est-ce que c'est cette place ?

-Vous devez quitter avant que vous êtes écrasés par l'une de ces chaussures géantes !

-Mais qu'est-ce que vous faites ici ? Demande un des garçons, vous êtes petite comme nous !

-Ceci, c'est le monde des géants, j'habite ici parce que mon père est un géant.

-Mais comment est-ce que tu as survécu si longtemps ? Ces chaussures sont très énormes ! Et ils claquent si bruyamment !

-C'est difficile quelques fois mais je suis habitué.

-wow. Disent les garçons à l'unisson.

-on y vas les gars, explorons-nous !

-Non ! Dit la fille, il y a trop de danger ici pour vous à cause de vos tailles. Ne me faites pas appeler mon père pour vous expulser !

-Je suis désolé, mais on ne quitte pas ! Disent les garçons

-hmm “

Les garçons ont couru ensemble pour explorer la galerie marchande et pour voir assez de ce monde différent qu'ils pouvaient. Les garçons ont dû éviter les chaussures chaque seconde, mais ils rigolaient pendant toute l'expérience. Ils n'ont pas vu la fille encore pendant une heure, alors ils ont pensé qu'elle les avait laissés tranquilles pour avoir de l'amusement là-bas. Les garçons étaient en train d'éviter des goûts d'eau géants qui venaient de la fontaine d'eau quand ils ont entendu la voix de la fille encore une fois. La différence cette fois est qu'elle était sur la main géante d'un homme vieux qui regardait les garçons avec une expression très fâchée. Les garçons ont eu peur. Un géant les regardait ! La fille a commencé à parler aux garçons en disant,

“Ceci, c’est mon père, et j’ai lui dit qu’il avait des garçons très petits qui avaient essayé à explorer ce monde

-on cherchait de quitter, on essayait de trouver la porte avec laquelle on a entré. Dit l’un des garçons.

-Je vais vous montrer la porte.”

A dit le père de la fille. Sa voix a été d’un ton très bas et d’un volume très haut. Les garçons ont pensé qu’ils allaient devenir sourdes après avoir entendu cette phrase.

Avec cette menace, les garçons ont eu un peu peur. Même s’ils le voulaient, ils ne restaient pas dans ce monde-là avec la possibilité imminente d’avoir un géant vieux et fâché avec eux.

Le père géant leur a montré la porte et la fille les a poussés vers la porte. Elle a dit qu’ils devaient partir immédiatement et qu’ils auraient été interdits de retourner pendant toute leur vie. Les garçons ont quitté le monde des géants avec hésitation et ils ont retournés à la plate-forme.

“Hé, les gars, on va retourner ici demain soir pour entrer furtivement, et on peut faire plus d’exploration alors. Dit le garçon qui avait voulu explorer la grue du début.

-Oui, on doit esquiver cette fille agaçante ! Dit un autre.

-Oui ! Ils ont tous dit.”

Le soir prochain, les garçons ont attendu la nuit, puis ils ont grimpé la grue encore une fois. Quand ils sont arrivés en haut, un des garçons a essayé la porte. Les garçons n’ont pas pu l’ouvrir. Un autre garçon a essayé, mais il n’a pas pu l’ouvrir non plus. Un garçon a commencé à se cogner contre la porte mais la porte ne bouger du tout.

Tout à coup, de la lumière est venue de quelque-part. Les garçons regardaient pour la source. Ils ont vu un garde de sécurité qui grimpait la grue et qui tenait une lampe de poche.

“Vous ne pouvez pas être ici ! Crie le garde de sécurité.

-Mais tu vois, on essaye d’entrer dans la galerie marchande ! Un des garçons crie en réponse.

- La quoi ? Il n’y a pas un galerie marchande ici ! Nous sommes sur le sommet d’une grue

-Mais non, on l’a vue hier

Le garde de sécurité est arrivé en haut et il regarde la porte dont ils parlaient.

-Ceci c'est un placard avec les fournitures de nettoyage. Est-ce que vous avez bu de l'alcool ce soir ?

-Non-monsieur ! Nous l'avons vue !”

Le garde de sécurité a pris des clés de sa poche et il les a insérés dans la serrure. Il a ouvert la porte et dedans n'était rien sauf un balai et un seau. Les garçons ont haleté tous ensemble. La porte qu'ils ont pris la journée avant pour arriver au monde de géants avait été maintenant remplacée par un placard de nettoyage ! Un des garçons a fermé la porte, puis il l'a ouverte encore. Il était toujours un placard de nettoyage. Le garde de sécurité a dit que les garçons devaient descendre la grue, et ils ont engagé avec beaucoup de confusion.

Dans les jours qui ont suivi, les garçons ont grimper la grue encore chaque nuit mais la porte n'a jamais ouvert pour montrer le monde de géants qu'ils ont vu la première nuit. Quand ils ont raconté l'histoire à leurs autres amis et leurs parents, personne n'a pas cru l'histoire. Quelques semaines plus tard, la construction a fini et la grue a été démantelée. La dernière chance que les garçons aient eu à retrouver le monde des géants était maintenant perdu. Pour des années suivantes, les garçons ont continué à parler de cette nuit-là mais les seules personnes qui croyaient à l'histoire étaient eux-mêmes.

Fin

La leçon de cette histoire c'est que même si on est curieux à propos de quelque chose, parfois on n'a pas le droit de le faire ou de l'explorer. Quelquefois, quand on veut voir quelque chose comme un film plus âgé que nous, ou quelque chose qui peut nous faire mal, c'est peu importé ce qu'on veut, parce que des autres doivent décider que ce n'est pas une bonne idée. On doit respecter les opinions de ces personnes.

Summary of Le Monde Au-Dessus

A group of teenagers are running around outside one night, looking for trouble as they are bored and looking for interesting things to do in their town. They see a large construction crane and decide to climb it for a better view of the city

They climb all the way to the top and one of the boys sees a small doorway at the top of the crane. He goes over to it to explore and see what it could lead to. They open the door and see people walking this way and that in what appears to be a shopping mall. They see giant shoes clipping and clopping right beside them and they have to try to avoid being stepped on!

They step inside and realize it isn't a regular shopping mall. Everyone inside is a giant! All the store entrances are giant, the things they sell are giant like the clothes and the food. The friends try not to get stepped on as they walk through the mall in awe. They set out to explore the mall.

They hear a voice say hi and turn to see another regular-sized person. It is a small girl. They ask her where they are and how she knows about it. She says her dad is a giant and explains that she has lived there for her entire life. They ask her how she has survived there that long without getting stepped on or squished.

She tells them that they cannot go and explore, that they must leave because it is too dangerous there. They tell her that they came to explore and that they won't be leaving.

They run through the mall dodging the giant shoes and giant water droplets from the fountain. They are having a great time when they hear the voice of the girl again. This time though, she is standing in the giant hand of an old man who is clearly a giant. She tells them that this is her father and that he is there to make them leave.

The boys become very scared and tell him that they were just about to leave. The giant says that he will show them the door and when he says this it is in such a loud and low booming voice that the boys feel as though they might go deaf.

He points them to the door and the girl shoves them out, saying that they are not allowed to return. The boys oblige since they are afraid to cross a giant and have him angered with them.

The girl sends them back to the crane, telling them it's not safe for them to be there ever again and not to bring anyone else. When they ask why, she

looks at them in annoyance and shoos them out the door, closing it behind them.

The boys agree that they will revisit the crane again the next night and that they will prepare this time in order to not be seen by the girl or her father, and that way they will be able to explore as much as they want to. They climb down the crane.

The next night, they come back to the crane and when they go to open the door, it is locked. They try to open it but it will not budge. One of the boys even throws himself into it but it will not open. They see a light flashing on them, and they look down to see a security guard climbing up the crane. He is yelling for them to get down from there.

The security guard reaches the top and says that they must leave immediately. They begin to explain to him that they are looking for the giant world and that the door is locked. The security guard asks if they have been drinking and tells them that the doorway only leads to a cleaning closet.

He takes the keys out of his pocket and opens the door for them and inside there is nothing but a broom and a pail. One of the boys closes the door and opens it again, and it is still nothing but a broom closet. They do not believe their eyes! The doorway does not lead to the giant mall anymore.

The security guard tells them they must leave, and he escorts them down the crane. The boys return to the crane in the next few nights that follow and every time the door is leading to nothing but a cleaning closet. They do not know what happened to the giant world they saw just a few nights prior. Eventually, the construction crane is taken down and the boys have no chance of reaching the giant world again.

To this day, nobody believes the boys when they tell the story of that night. Nobody except the boys that were there that night.

The moral of this story is that sometimes, no matter how curious or interested in something we are, it is not always there for us to explore as we wish. Sometimes there are things that we may want to explore like a movie with a restricted rating or another world where we could get hurt. Sometimes other people must decide for us that something is a bad idea and we have to trust their opinion. Who knows what could have been in that world, just waiting for the boys to come back and maybe what happened with the door was the best thing for them, whether they liked it or not.

Words and Phrases from Le Monde Au-Dessus:

- Monde: World
- Au-Dessus: Above
- Adolescents: Teenagers
- Marchait = verb Marcher: to walk
- Dépanneur: convenience store
- Soir: Night
- Grue: Crane (construction crane)
- Plate-Forme: Platform
- Au bout: At the top
- Grimper: verb to climb
- La vue d'en haut: The view from the top
- Sommet: Summit
- Commencés = verb commencer: To begin
- Lumières: Lights
- Brillait = verb Briller: to glow/to twinkle/to shine
- Stupéfiante: Astonishing
- Dedans: inside of (something)
- Pieds: Feet

- L'intérieur: Inside (as opposed to outdoors)
- Galerie marchande: Shopping mall
- Plafond: Roof
- Taille: Height/size
- Eviter: Avoid
- Chaussures: Shoes
- Claquaient = verb Claquer: Slam/To make a tapping sound
- Eux: Them (plural)
- Magasins:Stores
- Dû: had to (past-tense)
- Chandails: sweaters
- Nourriture: Food
- écrasés = écrasé: Crushed
- Difficile: Difficult/hard
- Habitué: Habituated/used to it
- Explorons-nous: Let's explore/we're going to explore
- Unisson: Unison/in unison
- expulsées = verb expulser: Kick out, expel
- Menace: Threat, looming danger

- Imminent: imminent
- Poussent = Pousser: To push
- Vers: Towards
- Furtivement: Sneakily, stealthily
- Esquiver: Avoid
- Aagaçante: Annoying, frustrating, maddening
- Prochaine: Next
- Se cogner contre la porte: Slam/throw himself into the door
- Bouger: to move
- Quelque-part: Somewhere
- Garde de Sécurité: Security guard
- Lampe de poche: flashlight
- Hier: Yesterday
- Placard: Closet
- Fournitures de nettoyage: Cleaning supplies
- Bu de l'alcool: Drank any alcohol
- Clés: Keys
- Serrure: Lock (noun)
- Balai: Broom

- Seau: Bucket/pail
- Haleter: To gasp
- Nettoyage: Cleaning
- Engagé: oblige, conform, go along with
- Raconté = verb Raconter: to tell (a story or a series of events)
- Cru = verb croire: To believe
- Demantelée = verb Demanteler: Taken down, dismantled
- Dernier: Last, final

Comprehension Questions from Le Monde Au-Dessus:

Q1: What did the boys decide to climb to the top of?

- a) A mountain
- b) A hill
- c) A roof
- d) A construction crane

Q2: What was the reason they wanted to climb up?

- a) The view
- b) They were bored
- c) The excitement
- d) All of the above

Q3: What did they find at the top?

- a) A door
- b) A key
- c) A person
- d) A sunset

Q4: Where did they end up going unexpectedly?

- a) Into a closet
- b) Into the ocean
- c) Into another world
- d) Into bed

Q5: What was in the place they went

- a) A broom
- b) A mall for giants
- c) A and B

d) None of the above

Q6: What happened when they went back the next day?

a) They went back into the other world again

b) They went up the crane and found nothing

c) They found a girl at the top

d) They didn't go up the crane again

Chapter 8: La Souris et Le Lapin

This story is about two detectives and the different ways that they conduct themselves while working. Who will solve the case first and come out with the prize?

La Souris et Le Lapin

Il était une fois, un oiseau qui habitait au bout d'un arbre très gros et très beau. Cet oiseau a remarqué une journée que sa perle avait été perdu ! Sa perle était sa possession la plus précieuse. En voulant trouver la perle, et car il était l'oiseau le plus riche dans toute la forêt, il a demandé l'aide des détectives les plus célèbres dans tout le monde. Il les a appelés pour trouver sa perle précieuse. Les détectives ont venu très vite à l'oiseau. La première détective était la souris qui s'appelait Geneviève. L'autre était le lapin qui s'appelait Jacques. Geneviève et Jacques sont arrivés pour voir s'ils pouvaient trouver la perle précieuse.

Ils ont tous les deux commencé à chercher la perle au même temps, et car l'oiseau était si riche, il a initié un concours pour voir qui pouvait trouver la perle en premier. Il a lancé un grand concours avec beaucoup de spectateurs et un grand prix pour le gagnant.

Geneviève, la détective était intelligente et elle utilisait son cerveau pour suivre les indices. Elle suivait les indices avec de l'assiduité et dans une façon de méthode. Les indices ont mené Geneviève au monde de tunnels souterrains. Elle avait été là dans le passé et elle savait que les tunnels étaient très difficiles à naviguer tous seuls. Geneviève était très timide, alors elle s'était habituée à travailler toute seule avec l'aide de personne. Quand elle est entrée dans le monde des tunnels souterrains, et elle a vu Madame la Taupe qui marchait dans les tunnels. Geneviève a été très silencieuse, elle n'a pas parlé à Madame la Taupe du tout. Geneviève a continué à chercher la perle en silence et toute seule parce que ça c'était la méthode qu'elle préférait. Elle cherchait pendant si longtemps et elle a essayé à ne pas devenir perdu là-bas.

Jacques était un détective qualifié aussi, mais avec moins d'intelligence que Geneviève. Il cherchait la perle avec ses propres méthodes qui lui amenait aussi au monde des tunnels souterrains, mais ça prenait plus de temps pour lui de suivre les indices et arriver là. Jacques n'était pas timide du tout, et quand il a vu Madame la Taupe, il lui a demandé immédiatement s'elle

savait ou est-ce que c'était la perle. Madame la Taupe a été très excitée que Jacques lui a demandé de la perle, car cette perle avait été un obstacle ennuyant pour Madame la Taupe et ses efforts de creuser des tunnels pendant les mois passés.

Jacques a pris la perle et l'a portée chez l'oiseau devant tous les spectateurs. Tout le monde hurlait pour lui et toutes les filles ont tombé très amoureuses de lui. L'oiseau a été très excité d'avoir retrouvé sa perle et il a présenté Jacques avec sa récompense. Jacques a accepté sa récompense avec fierté. Il est devenu le détective le plus célèbre dans le monde après cet événement et l'oiseau lui-aussi est devenu célèbre et il a parlé de Jacques pendant des années après.

Geneviève qui a regardé tout le dialogue entre Jacques et Madame la Taupe est devenue triste car elle savait qu'elle avait suivi les indices au monde des tunnels souterrains en première ! Elle savait qu'elle pouvait être nommée la détective la plus célèbre au monde si elle venait juste de parler à Madame la Taupe. Elle savait qu'elle était très intelligente, mais elle est devenue triste parce qu'elle a compris qu'on ne gagne pas le succès avec l'intelligence seulement. Après cette journée, Geneviève a appris que la timidité avait effacé tout le travail qu'elle avait fait avec son intelligence. Elle a appris que la timidité a été une caractéristique qui ne l'a pas aidée du tout, et c'était une caractéristique qui l'a empêché de réussir comme détective. Après ce jour-là, elle a décidé que la timidité n'aurait pas pu lui causer de perdre jamais un concours.

Fin

La leçon de cette histoire c'est que même si on est très intelligent et très savant, si on n'a pas des compétences sociales et si on ne peut pas parler aux gens, personne ne va pas voir tous nos talents. Même si l'on est la plus intelligente personne au monde, on doit être capable de nous présenter pour que les gens le savent aussi. On doit avoir d'autres habiletés en addition de l'intelligence pour recevoir la reconnaissance qu'on mérite.

Summary of La Souris et Le Lapin

There was a bird who noticed one day that she lost her most prized possession, her pearl. She began to panic because she could not find it and she decided to call the best detectives in the forest. The mouse named Genevieve and the rabbit named Jacques.

The bird was having a competition to see which of them could find the pearl for her the fastest, with a prize for the winner. Genevieve and Jacques came quickly and got all the clues they needed to solve the case. They both went off to try to solve it.

Genevieve's style was that of an intelligent detective, as she was very smart. She followed all of the clues logically and they ended up leading her to the world of underground tunnels quite quickly. When she got there, she noticed that Mr. Mole was walking around the tunnels. As she was very shy, she didn't ask him any questions and continued on in her search for the pearl. She searched and searched through the confusing maze of underground tunnels.

Jacques had a different style of detection. He was less intelligent than Genevieve, so it took him longer to follow the clues but eventually they lead him to the world of underground tunnels. When he got there, he saw Mr. Mole and asked him for any information he had about the missing pearl. Mr. mole was happy to be asked about the pearl because, as it turned out, the pearl had been annoying him all week because it was getting in the way of his hole digging. He took Jacques straight to the pearl and was happy to see it go.

Genevieve saw this entire exchange and watched as Jacques took his prize with pride. Genevieve decided that she would never let her shyness and timid personality get in the way of her intelligence!

The moral of this story is that no matter how intelligent or how smart we are, if we cannot speak up and showcase ourselves and our skills, nobody will notice them. As unfortunate as it may be, the silent and more intelligent people go much more unnoticed than the less intelligent but outgoing and social people. We must advocate for ourselves and come out of our shell to be seen and appreciated for our inner skills.

Words and Phrases From La Souris et Le Lapin:

- La souris: the mouse
- Oiseau: Bird
- Remarquée: She noticed
- Perle: Pearl
- Perdu: lost
- Trouvée = verb Trouver: To find
- Célèbres: Celebrated, well-known
- Lapin: Rabbit
- Précieux: Precious
- Cerveaux: Brain
- Indices: Clues
- Tunnels souterrains: Underground tunnels
- Naviguer: verb To navigate
- Timide: Shy
- Madame la Taupe: Mr. Mole
- Silencieuse: She is quiet, silent
- Qualifié: Qualified
- Ses propres méthodes: His own methods/ways

- Suivre: To follow
- Mois: Months
- Ennuyant: Annoying, inconvenient
- Creuser: to dig, to burrow
- Avec de la fierté: Proudly
- Appris = verb Apprendre: to learn
- Effacer: To erase/Erased
- Aidée = verb Aider: To help
- Causer: to cause
- Concours: A race, A competition
- Jamais: Never/ever again/ever
- Compétences Sociales: Social skills
- Capable: Capable
- Nous presenter: present yourself, showcase yourself
- Habilités: Abilities, skills
- Le reconnaissance qu'on mérite: The recognition that we earned, the recognition that we deserve

Comprehension Questions from La Souris et Le Lapin:

Q1: Who called the detectives to help them?

- a) The bird
- b) The fox
- c) The rabbit
- d) The mouse

Q2: What did they lose that they needed help finding?

- a) A coin
- b) A scarf
- c) An earring
- d) A pearl

Q3: What did the mouse use to help her in solving the case?

- a) Her eyes
- b) Her nose
- c) Her brain
- d) Her feet

Q4: What was the mouse's downfall in the end when it came to solving the case?

- a) Her intelligence
- b) Her Attitude
- c) Her Shyness
- d) Her Speed

Q5: What did the rabbit not have that the mouse did?

- a) Intelligence
- b) Speed

- c) Outgoing personality
- d) Small size

Q6: What allowed the rabbit to solve the case in the end?

- a) His speed
- b) His talent
- c) His Karma
- d) His willingness to talk to anyone

Chapter 9: La Fontaine De Jeunesse

This story is about the secret to a youthful facial transformation that one friend shares with another, and the skepticism that the friend has about going to such lengths for beauty.

La Fontaine De Jeunesse

Georgette n'a pas vu son amie Claire depuis quelques mois et aujourd'hui elles vont se réunir. Quand Georgette voit Claire, elle semble très différente qu'avant. Claire a le visage qu'elle a eu à l'âge de vingt ans, mais elle est maintenant à cinquante ans ! Georgette devient très confuse et elle demande à Claire pour son secret. Claire dit à Georgette qu'elle peut lui montrer son secret, alors les femmes marchent ensemble. Claire apporte Georgette par quelques rues petites et autour de quelques immeubles. Elles arrêtent dans un terrain de stationnement avec peu d'autos et devant une fontaine très sale qui sent de moisissure.

“Mis ta tête dans l'eau. Dit Claire à Georgette

-Quoi ? Non c'est très sale ! Dit Georgette

L'eau est de la couleur brune et il y a plusieurs oiseaux qui prennent un bain et font caca dedans.

Ceci c'est mon secret. Dit Claire”

Georgette pense que Claire joue un truc et elle ne veut pas tomber dans les blagues.

Elles marchent encore vers la rue principale pour prendre le déjeuner ensemble. Georgette ne peut pas arrêter d'examiner le visage de Claire parce que c'est très beau et sans rides.

Georgette pense de la fontaine salée pendant les jours qui suivent. Elle ne veut pas tomber pour ce truc, mais Claire est vraiment belle et peut être que la fontaine est le vrai secret, pense Georgette.

Le jour prochain, Georgette marche dans la rue et elle passe par la ruelle qu'elle a prise avec Claire ce jour-là quand elle a vu la fontaine. Elle décide de marcher par la ruelle pour voir la fontaine encore une fois.

Quand elle arrive, elle examine les oiseaux. Elle voit que les plumes des oiseaux sont très propres et très vifs. L'eau est toujours brune et plein de saleté, mais les oiseaux semblent en bonne santé. Georgette décide d'essayer pour voir si c'est vraiment le secret de beauté. Elle met ses cheveux en une queue de cheval et elle enlève ses lunettes. Elle retient son

souffle et elle met sa tête dans l'eau. Quinze secondes plus tard, elle enlève sa tête. Elle remarque qu'elle ne sent pas différente du tout. Elle remet ses lunettes et elle marche vers la rue principale. Ses vêtements sont sales et ses cheveux sont mouillés. Elle se sent imbécile parce qu'elle a tombé dans les blagues de Claire et elle est maintenant sale et mouillée et elle devient triste.

En marchant sur le trottoir, elle remarque que tout le monde la regarde. Elle pense que c'est à cause de son état présent. Elle voit son reflet dans la fenêtre d'un magasin et elle voit que son visage a été renversée au visage qu'elle avait quand elle avait vingt ans ! Le secret est vrai ! Elle pense avec de l'excitèrent. Elle commence à marcher avec de la vigueur, même si elle est couverte par la saleté. Elle rigole à elle-même et elle continue vers chez-elle.

Fin

La leçon de cette histoire c'est que les gens font des choses très extrêmes pour sembler plus jeunes, ou pour essayer de devenir plus belle. Quelquefois, ces choses qu'ils font sont très dangereuses. On doit être prudent avec nos choix, spécialement si ces choix peuvent nous faire mal, ou faire mal à notre visage. On a qu'un seul corps pour notre vie et on doit le respecter. L'eau que Georgette a mis sa tête dedans a été salée et plein de caca, et ça pouvait la rendre malade. Mais elle a décidé d'attacher plus de valeur à être belle qu'à être en bonne santé.

Summary of La Fontaine De Jeunesse

Georgette meets a friend named Claire who she has not seen for a while and notices that she looks like she is 20 again, not 50 like her current age. Georgette asks Claire what her secret is and if she can have some too. Claire whispers to Georgette to follow her.

Claire takes her down a few small streets and alleys and eventually they come into a parking lot that has a small dirty and rusted fountain in one corner of it. The fountain is full of pigeons splashing around and smells like mold and mildew.

Claire tells Georgette to stick her face in the water. Georgette says no, as the water is brown, dirty, and full of bird poop. Claire tells Georgette that this is her beauty secret.

Georgette thinks she is having a prank played on her so she says no that she won't stick her face in the water. They leave the parking lot and go have lunch.

Georgette thinks about the fountain and how great Claire looked for the next few days. She cannot get it out of her mind. She would love to look like she is 20 again. She couldn't believe how Claire's face had no wrinkles anymore!

She is walking in the street the next day and she walks by the alley where Claire took her to get to the parking lot. She examines the alley and decides to go check out the fountain.

When she gets there, she looks at the birds and notices that their feathers do look quite healthy and bright. They are in the dirty water splashing around, but they look like they are in great shape and health.

She decides to do it.

She puts her hair in a ponytail, takes off her glasses, holds her breath and sticks her head in the murky swamp water of the fountain. It smells like mud, mold, and poop.

Fifteen seconds later, she pulls her head out of the water. She stands up and notices that she feels no different at all. She turns and walks across the parking lot and back down the alley to head towards home.

As she is walking down the main street in town, she notices that everyone she passes is staring at her. She thinks it must be because she is wearing a shirt covered in brown water and she must smell like mold.

She catches sight of her reflection in a store window and stops to take a look. She notices that she doesn't recognize her reflection at all! She looks like she is 20 again! Not 50! Everyone was looking at her because she looked so beautiful!

She chuckles to herself and goes home to change out of her now brown water-stained dress, and to wash the bird poop from her hair.

The moral of this story is that we must be aware of our choices and the possible consequences they may have. The lengths that some people go to for beauty and anti-aging techniques could be quite dangerous. Georgette decided that she valued beauty techniques and the chance of looking younger over her health, as she could have become very sick from the water she stuck her head in. The fact that she was willing to try this technique is a testament to the lengths that some women go to for beauty.

Words and Phrases from La Fontaine De Jeunesse :

- Fontaine: Fountain
- Jeunesse: Youth
- Mois: Months
- Réunir: To Reunite
- Visage: Face (body part)
- Vingt: Twenty
- Cinquante: Fifty
- Montrer: to show
- Ensembles: together
- Immeubles: Buildings
- arrêtent = verb arrêter: to stop
- Terrain de stationnement: Parking lot
- Autos: cars
- Sale/salée: Dirty
- Sent: Smell/verb Sentir: To smell
- Moisissure: Mold, mildew, must
- tête: head (body part)
- L'eau: the water

- Brune: Brown
- Bain: Bath, to bathe
- Caca: poop
- Joue un truc: to play a trick
- Blague: Joke
- Rue Principale: Main road
- Dejeuner: Lunch
- Rides: Wrinkles
- Vraiment: Truly, really, Actually
- Ruelle: Alleyway
- Encore: Again
- Plumes: Feathers
- Vif: Lively
- Plein de: Full of
- En bonne santé: In good health
- Cheveux: Hair
- Queue de cheval: Ponytail
- Enlève: Take off, remove
- Lunettes: Glasses

- Retient son souffle = Retenir (verb) son souffle: Hold his/her breath
- Quinze: Fifteen
- Vêtements: Clothes
- Mouillé: Wet, damp, moist
- Gêné: Embarrassed
- Trottoir: Sidewalk
- Regarde = verb Regarder: To Look (at something or someone)
- Etat present: Current state (of looking, being, etcetera)
- Renversée: Reversed
- Vigueur: Vigor, Energy
- Rigole = verb Rigoler: To laugh
- Sembler plus jeune: Look younger
- Devenir plus belle: Become prettier, become more beautiful
- Dangereuse: Dangerous
- Attacher plus de valeur: Deem more valuable, deem more important

Comprehension Questions from La Fontaine De Jeunesse

Q1: What did Georgette notice that was different about Claire?

- a) She looked twenty years older
- b) She looked twenty pounds skinnier
- c) She looked twenty years younger
- d) She looked twenty pounds heavier

Q2: Where did Claire take Georgette to show her the secret

- a) A parking lot
- b) A school
- c) A restaurant
- d) A park

Q3: What did Claire say Georgette should do with the fountain

- a) Drink from it
- b) Bathe in it
- c) Put her hands in it
- d) Stick her head in it

Q4: What did Georgette think Claire was doing to her?

- a) Playing a trick on her
- b) Being mean to her
- c) Secretly recording her
- d) Making fun of her

Q5: What did Georgette do to prepare for her fountain dunk?

- a) Put her hair in a ponytail
- b) Take off her glasses
- c) Put on a bathing suit
- d) A and B

Q6: What made Georgette notice that the fountain worked?

- a) She smelled better
- b) She took a picture
- c) She felt different
- d) Everyone was looking at her

Chapter 10: Arabesque La Fée

This story is about a small fairy who is next in line to become queen, but who was born differently than all the other fairies. It is about how true friends can make anything happen.

Arabesque, La Fée

Il était une fois, une fée qui s'appelait Arabesque. Arabesque était une fée très petite, plus petite que toutes les autres fées. Personne ne savait pas pourquoi elle était si petite, parce que sa mère était la reine des fées, et elle avait des ailes très grandes et très belles. Car Arabesque était très petite, ses ailes étaient très petites aussi. La magie des fées vient de leurs ailes, alors Arabesque n'avait pas beaucoup de pouvoirs magiques, beaucoup moins que sa mère. Elle avait besoin de l'aide pour faire beaucoup de choses car ses pouvoirs n'avaient pas été si forts. Les créatures qui vivaient à côté de la rivière ont aidé Arabesque beaucoup pour toute sa vie et elles étaient ses meilleures amies.

Quand elle est devenue assez âgée pour devenir la reine, beaucoup de gens dans le village des fées a douté qu'Arabesque pouvait être une reine assez bien. Les gens du village ont décidé qu'Arabesque aurait dû compléter un test pour prouver qu'elle serait une reine assez forte et assez bien. Arabesque est devenue triste, car elle ne savait pas si elle pouvait compléter le teste avec ses pouvoirs faibles. Arabesque s'assoit à côté de la rivière en pensant à quoi elle pouvait faire pour donner une surprise à toute la ville pour qu'ils ne pouvaient pas lui douter non plus. Tout le monde en ville parlait du teste qu'Arabesque devait faire. Pendant qu'elle était assise à côté de la rivière, beaucoup de créatures de la forêt venaient pour demander à Arabesque comment ils pouvaient l'aider avec son teste.

“Merci beaucoup. A dit Arabesque. Mais je ne sais pas si vous pouvez m'aider.

-Nous pouvons vous aider Arabesque. A dit le renard.

-Oui, dites-nous qu'est-ce que vous allez faire pour faire surprise aux gens de la ville ? A demandé l'écureuil.

-Si je pouvais, je voudrais prendre le premier rayon de soleil de la journée avant qu'il touche la terre, puis le mettre dans un goût d'eau pour qu'il

pouvait être utilisé comme une lampe par notre village. Mais, je n'ai pas des ailes assez-gros pour le faire. Dit Arabesque avec un ton de tristesse.

-J'ai une idée ! Crie la grenouille. On peut vous aider à faire un arc en ciel assez beau que tout le monde peut le voir, la nuit et la journée.

-C'est une idée magnifique. Dit Arabesque. Mais je ne sais pas comment faire cela."

Quand ils parlaient, une vague de magie est venue et tous les animaux et Arabesque l'ont entendu. La tortue a sauté dans l'air et un sillage vert l'a suivi dans le ciel. Des secondes plus tard, Arabesque et toutes ses amies volaient dans l'air et chacun avait un sillage d'une couleur différente. Elles ont créé un arc en ciel magnifique avec toutes les couleurs ! Pendant qu'ils volaient, ils prenaient les gouttes d'eau qui étaient en ciel et remplissaient chacun avec un rayon de soleil pour faire beaucoup de lampes pour tous les gens de la ville. Pour toute la journée, le ciel a été rempli par un arc en ciel très beau et des petites lampes formées des goûts d'eau et des rayons de soleil. C'était un spectacle comme rien d'autre et les gens du village ont annoncé qu'Arabesque avait été nommée la reine du village des fées !

Arabesque a été la première fée qui n'a pas eu sa magie dans ses ailes, mais dans toutes ses meilleures amies.

Fin

La leçon de cette histoire c'est que tout le monde a quelque chose qui le rend spéciale. Tout le monde a quelque chose qui est différent que la plupart des gens, mais différent ce n'est pas toujours une chose négative. Quelques fois, on nous compare avec les autres gens et on sent moins cool ou moins intelligent ou moins beau à cause de ça. Mais chacun de nous a quelque chose qui est différent et c'est ça qui est spécial.

L'autre leçon de cette histoire c'est que les amis sont très précieux, et avec eux on peut faire n'importe quoi. Les amies d'Arabesque ont été très spéciales et elles ont voulu l'aider à n'importe quel coût.

Nous sommes plus forts en groupe et tout le monde peut mettre son propre talent ensemble pour être très fort en total.

Summary of Arabesque La Fee

Arabesque was a fairy who was very small. Because she was very small, she didn't have many magical powers and the ones she did were very weak. This is because the magical powers of fairies are contained in their wings but her wings were very small and this was surprising to everyone, as her mother was the queen of the fairies. Arabesque needed help day by day, but her best friends, the animals of the forest, always helped her.

When she became old enough to become queen of the fairies, everyone in town doubted her ability to be a good queen because of her small wings and her lack of magic. Because of this, the town decided that she would have to complete a test to prove that she would be a good queen enough.

Arabesque was sad and worried about this test. She went to sit at the edge of the river to think about what she would do to surprise the village and prove herself. While there, her friends came to ask her if they could help her with her surprise. "Thanks, but I don't think you'll be able to help me," replied Arabesque. "Tell us what you are going to do as your surprise asked the squirrel. "I would love to capture a ray of sunlight before it touches the ground and put it in a water droplet so that it can be used as a lamp for our village. But I don't have enough magic to do that" Said Arabesque. "How about we help you to make a big rainbow for everyone to see at night and during the day?" Asked the frog. "That would be great, but I don't know how." Replied Arabesque.

As they sat and conversed, a wave of magic came over them all, and they could all feel it. The turtle jumped into the air and a trail of green light followed behind him. All of the other animals followed, and each had a different color following behind them. This created a beautiful rainbow in the sky. Arabesque and all her friends flew through the sky and grabbed onto droplets of water and rays of sunlight and put them together to make beautiful lanterns. This could be seen all day and all night by the whole village.

The event was so beautiful and amazing that the village announced that Arabesque would be the next queen of the fairies.

Arabesque was found to be the first fairy whose magic wasn't within her wings, it was within all her best friends.

The moral of this story is that we all have something different within us that makes us special. It can be easy to compare ourselves to others and begin to

feel sad about what they have and we don't . But the reality is that we are all different and the things that we each have made us special individuals. The second moral of this story is that friends are extremely important and precious. We must keep our friends close and appreciate them, for they are willing to help us at any cost. People like this are very necessary for life and they help us to do things we may not be able to do on our own. We are stronger in a group and we can all come together with our own unique talents to create beautiful things.

Words and Phrases from Arabesque La Fée:

- Fée: Fairy
- Petite: Small
- Reine des fees: Queen of the fairies
- Ailes: Wings
- Magique: Magic
- Pouvoirs magiques: Magic powers
- Besoin de l'aide: Needed help
- Creatures: Creatures
- Meilleures Amies: Best friends
- Assez Âgée: Old enough
- Gens: People
- doute = verb Douter: To doubt
- Assez bien: Good enough
- Teste: test, challenge
- Faibles: weak
- En pensant: While thinking/verb Penser: To think
- A du faire = verb devoir: to have to/Had to do
- Demander: verb to ask

- Aider: verb to help
- Merci beaucoup: Thank you very much
- Renard: Fox
- Voudrais = verb Vouloir: To want (to do something)
- Premier: First
- Rayon de soleil: Ray of the sun
- Touche = verb Toucher: To touch
- La terre: the earth
- Mettre: verb To put
- Goute d'eau: Drop of water
- Utilise = verb Utiliser: To use
- Un ton de tristesse: A tone of (voice) sadness
- Grenouille: Frog
- Ciel: The sky
- Magnifique: Magnificent, wonderful, amazing
- Cela: That (thing)
- Vague: Wave
- Animaux: Animals
- Tortue: Turtle

- Sauté = verb Sauter: To jump
- Dans l'air: into the air
- Un sillage: A trail (of light)
- Vert: Green
- Suivi = verb Suivre: To follow
- Plus tard: Later (in time)
- Chacun: each
- créé = verb créer: To create
- Arc en ciel: A Rainbow
- Remplis = verb Remplir: to fill
- annoncés = verb Annoncer: To announce
- Nommée: Named (past tense)/verb Nomer: to name

Comprehension Questions from Arabesque La Fée:

Q1: Why did Arabesque have less magic than most other fairies?

- a) She had small wings
- b) She had no wings
- c) She had no magic wand
- d) None of the above

Q2: What did Arabesque have to complete to prove herself a worthy queen of fairies?

- a) A dance
- b) A course
- c) A test
- d) A marriage

Q3: Where did Arabesque go to think about her future?

- a) Into a tree
- b) To a field of sunflowers
- c) Into her bedroom
- d) To the edge of the river

Q4: Who helped arabesque with her surprise?

- a) The fox
- b) The Squirrel
- c) The Frog
- d) The Turtle
- e) All of the above

Q5: What did Arabesque create for her surprise for the village?

- a) A Dance
- b) A Song
- c) A rainbow
- d) All of the above

Q6: Where was Arabesque's magic hidden all along?

- a) In her wings
- b) In her best friends
- c) In her mother
- d) In her backpack

Chapter 11: L'Arbre

This story is about a little boy whose family has always been too poor to afford toys and treats for him and the reward he can find if he could only figure out the magic words.

L'Arbre

Il y a une vingtaine d'années, un garçon qui était très pauvre. Sa famille n'avait pas assez d'argent pour lui acheter des jouets ou des choses pour lui permettre de s'amuser. Pendant la plupart de sa vie, il a dû s'amuser tout seul. Il avait une sœur, mais elle aimait jouer à la rivière et le garçon n'aimait pas devenir mouillé alors il ne voulait jamais la joindre. C'est pour ça qu'il passait la plupart de son temps au parc qui était proche de son appartement. Il jouait des jeux imaginaires dans le gazon où il grimpeait aux arbres pour voir tout ce qui se passait au-dessus.

Un jour au milieu de l'été, quand il marchait dans le parc comme d'habitude, il vit un arbre très grand qu'il n'avait pas reconnu comme un arbre déjà vu. Il savait qu'il aurait rappelé cet arbre car il avait essayé à grimper tous les arbres très grands. Il ne savait pas aussi parce que sur le devant de l'arbre il y avait un signe de papier sur qui était écrit *Je suis un arbre magique. Si vous dites le sort, vous allez voir la magie* .

Le garçon est devenu très excité, parce qu'il avait passé chaque jour au parc et il n'avait jamais vu un arbre comme ça. Cet arbre était beaucoup plus grand que tous les autres arbres en ville et il n'avait jamais vu un arbre magique. Il aimait beaucoup les arbres et un arbre magique était un rêve pour lui.

Il pensait à tous les trucs magiques dont il avait déjà entendu parler. Car il n'avait pas une télévision pour regarder les programmes avec des sorcières, il ne savait pas beaucoup de sorts magiques. Il a essayé à rappeler ce que ses amis disaient quand ils jouaient les jeux avec les sorcières ou les magiciens. Qu'est qu'ils disent quand ils jettent les sorts ? Pensait le garçon.

Le garçon a essayé tous les sorts qu'il a pu penser. Il a dit *abracadabra*, *sésame*, *ouvre-toi* et toutes les autres choses qu'il avait entendues dans sa vie, mais rien ne se marchait. Il a essayé pendant toute la journée ! Il est devenu très fatigué. Il s'assoit sur le gazon sous l'arbre et il crie, "S'il te plait ! Cher arbre !"

Tout à coup, une porte géante s'est ouverte dans le tronc de l'arbre. Le garçon était très confus, mais heureux que l'arbre s'était ouvert finalement. Le garçon est entré dans le tronc de l'arbre et tout était noir dedans. La porte d'où il était passé pour entrer dans le tronc de l'arbre était fermée maintenant et le garçon commençait à avoir peur dans le noir. Il cherchait une façon de quitter, mais il ne pouvait pas rien voir.

Il ne pouvait rien voir mais en cherchant, il vient de voir finalement un signe sur le papier blanc qui disait *continuer avec ta magie*.

Le garçon a lu le signe et il s'est demandé quoi faire maintenant. Il a essayé encore ses mots magiques comme *abracadabra*, et *sésame, ouvre-toi* et toutes les autres qu'il pouvait rappeler dans ce moment de peur. Car il ne savait pas comment ouvrir la porte la dernière fois, il ne savait pas exactement quoi dire et maintenant il ne savait pas quoi d'autre il pouvait faire. Il s'assit sur le plancher et il pensait. Il ne savait pas quoi faire, mais la seule chose qu'il savait c'était qu'il était très content parce que l'arbre s'était ouvert la première fois alors il a dit,

“Merci ! Cher arbre ! Merci d'ouvrir ta porte pour moi comme la première fois”

Tout à coup, l'intérieur du tronc s'est illuminé et le garçon a pu voir de nouveau ! Il a souri. Il regarda partout pour voir où il était et il vit un chemin rouge qui brillait devant lui. Le garçon était surpris et très excité.

Le garçon a suivi le chemin et à la fin du chemin il y avait un tas énorme formé de tous sorts de chocolats et de jouets !

Car le garçon n'avait jamais eu ses propres jouets dans toute sa vie et il n'avait pas eu assez d'argent pour les chocolats, il était très excité par cette récompense.

Au bout du tronc, en haut de tous les chocolats et les jouets il y avait un dernier signe qui disait *s'il vous plaît et merci sont les mots magiques*.

Le garçon était très heureux d'avoir trouvé les mots magiques.

Les jours qui ont suivi, il a porté tous ses amis et sa sœur à l'arbre et il les a instruits comment ouvrir l'arbre en disant les mots *s'il vous plaît et merci*. Il voulait que tous les enfants puissent jouer avec des jouets et manger du chocolat alors il a partagé tout avec eux. Ils ont fait une grosse fête pleine de chocolats et de jouets dans l'arbre.

Rappelle-toi, les mots magiques sont toujours *s'il vous plaît et merci* .

Fin

La leçon dans cette histoire, c'est que les mots magiques dans n'importe quelle situation sont *s'il vous plaît* et *merci*. Comme en anglais, il y a des mots magiques en français aussi.

L'autre leçon c'est que partager avec les amis est toujours plus amusant que garder tout pour soi. Même si le garçon n'avait pas beaucoup de choses, il a voulu partager avec ses amis et sa sœur pour qu'ils pouvaient s'amuser aussi.

La dernière leçon c'est la persévérance. Le garçon a eu peur quand il n'y avait pas de lumière et il a été très fatigué après essayer tous les mots magiques qu'il savait, mais il a persévéré pendant longtemps et les récompenses en valaient le coup définitivement !

Summary of Labra:

Twenties of years ago, there was a boy who was extremely poor. His family didn't have enough money for toys or candy or anything like that. He didn't have much to do at home, so he spent most of his days in the park near his house.

One day while he was walking in the park, he saw a huge tree with a sign on the front of it that read: *say the magic words and you will see the magic*. As he spent most of his time in the park, he would have noticed this tree before if it had been here, he thought. He decided to try to find out what the magic words were.

The boy tried all the magic words he could think of like *abracadabra* and *Open Sesame* and all others he could think of. He had been trying all day and nothing worked yet. By this point, he had become very tired.

He sat on the ground at the base of the tree and yelled, exasperated "Please! Dear tree!"

Suddenly a giant door opened in the trunk of the tree. The boy entered the tree trunk and it was completely dark inside except for another sign that read: *Continue with your magic*. The boy wasn't sure which magic word had worked in the end, so he tried them all again. Nothing worked, but he was feeling quite thankful that the tree had opened its trunk in the first place, so he said "Thank you! Dear tree."

Suddenly, the inside of the trunk illuminated, and a red pathway was shining before him. The boy was extremely excited!

The boy followed the pathway and at the end of it was a huge pile of chocolate and toys. At the very end of the trunk, there was one final sign that read *Please and Thank you are the magic words*.

The boy was so excited that he had figured out the magic words. He had never had toys or chocolate, so he was over the moon! He went back to the tree the next day but this time he brought his friends and his sister with him. He taught them all what the magic words were, and showed them that saying them in the right order opened the tree trunk. He and his friends had a big party in the tree trunk and everyone had so much fun.

Remember, the magic words are always *please* and *thank you* !

The moral of this story is that the magic words in any situation are always please and thank you. These can be said anytime, anywhere and you will

get positive reactions. These reactions may not be toys and chocolate but they will be people's happiness and kindness.

The second moral of this story is that everything is better when shared with friends and family. The boy didn't have much, but he still wanted to share the gifts he received with his friends and his sister. He wanted to share the reward because he wanted everyone else to be able to enjoy it too, and he thought it would be more fun to share this reward with them. Generosity with friends makes the experience that much better.

Words and Phrases from Labra:

- Arber: Tree
- In grains: Twenties of years ago (similar to tens)
- Le park: The park
- Signe: Sign
- Daisies = verb Dire: To say
- Si vous dites le sort, vous allez voir la magie: If you say the spell/(magic words), you will see the magic
- essayé = verb Essayer: to try
- Sorts: Spells, magic words, charms
- pensé=verb Penser: To think
- *sésame, ouvre-toi* : Open Sesame
- Entendu = verb Entendre: To hear
- Vie: Life
- Longtemps: A long time
- Devenu = verb Devenir: to become
- Fatigué: Tired
- Gazon: Grass
- Sous: Under

- Cri = verb Crier: To yell
- S'il te plait: Please
- Cher: dear, my dear
- Tout à coup: All of a sudden
- Porte géante: Giant door
- Tronc: Trunk (tree)
- Noir: Black
- Disait = verb Dire: To say
- Continuer avec ta magie: Continue with your magic
- Merci: Thank you
- Illuminée: Illuminate
- Chemin: Pathway, walkway
- Rouge: red
- Brillait = verb Briller: To glow, to twinkle, to light up
- Suivi = verb Suivre: To follow
- La fin: The end
- Tas: Pile, mound
- Jouets: Toys
- Heureux: Happy

- Trouvé = verb Trouver: to find
- Mots: Words
- porter = verb porter: to bring
- Amis: Friends
- Instruire: To instruct, to teach
- Fête: Party, celebration
- Rappelle-toi: Remember (you should remember)

Comprehension Questions from L'Arbre:

Q1: What did the sign on the tree say?

- a) Tell me a secret
- b) Open sesame
- c) Say the magic words
- d) Open me

Q2: What words did the boy try to say

- a) Abracadabra
- b) Open sesame
- c) Open up now!
- d) A and B
- e) B and C

Q3: What word finally worked to open the tree trunk?

- a) Please
- b) Alakazam
- c) Hello
- d) Open

Q4: What did the sign inside the trunk read?

- a) Try again
- b) Continue with your magic
- c) You're still not there
- d) Open sesame

Q5: What did the boy say once inside the trunk to brighten up the place and lead him to the reward?

- a) Open up again
- b) Show me the way
- c) Thank you
- d) You're the best

Q6: What was inside the trunk?

- a) Chocolate
- b) Candy
- c) Tree bark
- d) Friends

Chapter 12: Les Enfants Maléfiques

This story is about a boy named Hugo who was born with the gift of evil, and the inner conflict he faces about what to do and what not to do with this evil gift.

Les Enfants Maléfiques

Hugo est un garçon qui ne joue pas suivant les règles. Il n'écoute pas ses parents, ni son enseignante, ni ses amis. Ils lui réprimandent toujours, mais ça ne change pas ses actions. Quand il devient très fâché, tout le monde a peur car il a l'habileté de bouger les choses avec sa colère. Ses parents décident que ça peut faire mal à quelqu'un, et qu'ils en ont eu assez de la façon dont il se comporte. Après une année de l'école très mauvaise, les parents d'Hugo le portent à une école nouvelle. Hugo ne sait pas pourquoi, car il ne voit pas de problème avec son comportement. Il doit maintenant aller à une école où il doit rester toute la nuit pendant toute la semaine. Hugo devient fâché.

Le premier jour à la nouvelle école, Hugo arrive et il remarque que tous les enfants lui ressemblent dans leurs personnalités et leurs comportements ! Il se demande pourquoi. Est-ce que c'est une école pour les enfants comme lui ? Les enfants maléfiques ?

Quand il visite sa nouvelle chambre pour mettre ses bagages, il demande à son nouveau camarade de chambre

“C'est quoi cette école ici ? Pourquoi tout le monde est si fâché et si mauvais ?

-Ceci, c'est une école pour les enfants maléfiques. Ils essaient à nous changer en des enfants agréables et gentils. Nous avons été nés avec un talent spécial. Nous sommes des enfants avec le cadeau de malveillance.

-Huh ? Demande Hugo. Wow, je suis spécial. Il aime l'idée d'être spécialement méchant. Et quoi ? Je ne veux pas devenir un enfant gentil ! Je dois garder mon talent pour moi !

-Moi non-plus, mais mes parents m'ont envoyé ici et je n'ai pas quitté le campus pendant un an !”

Hugo pense des idées en tant qu'il marche autour du campus, pour voir comment lui et les autres enfants maléfiques peuvent échapper l'école et retourner dans le monde et la société encore une fois pour savourer leurs talents.

Le jour prochain, à la table du petit déjeuner, Hugo fait une annonce,

“Mes amis, les adultes essaient à nous changer, d’effacer nos talents et nos cadeaux de naissance. Qui veut me rejoindre pour échapper d’ici et prendre le contrôle de notre ville ? Nous avons des talents avec lesquels on peut dominer tous les gens de la ville !

-Oui ! Crie tout le monde Hugo ! Hugo ! Hugo !”

A chaque repas, Hugo et les enfants forment leur plan pour échapper et pour dominer. Ils vont échapper la fin de semaine prochaine.

Pendant les rendez-vous, Hugo apprend que les enfants plus âgés ont l’habileté de contrôler des choses avec leur colère. Il apprend qu’ils peuvent faire des choses spécifiques s’ils veulent. Ils peuvent contrôler des choses comme les lumières et les objets. Hugo décide qu’il veut devenir un des enfants comme ça quand il devient plus âgé. Pour faire ça, son plan pour échapper doit fonctionner parfaitement, autrement il va passer le reste de sa jeunesse ici et il va perdre ses talents au lieu de les renforcer.

La nuit vient quand ils vont quitter l’école pour la dernière fois. Les étudiants âgés utilisent leurs colères pour fermer toutes les lumières de l’école. Pendant que les professeurs cherchent une façon de les allumer encore, les enfants quittent l’école par le sous-sol. Ils courent par la forêt et ils marchent en groupe vers leur ville.

Ils arrivent à leur vieille école et ils entrent par l’utilisation de leur colère pour désarmer les portes. L’école va être leur repaire, ils décident. Tous les enfants âgés deviennent très fâchés, et ensemble ils peuvent contrôler toute la colère collective pour faire des grandes choses. Ils font cela à l’extérieur et ils bloquent les portes de chaque maison en ville.

Le matin prochain, Hugo va pour une promenade pour voir s’ils ont pris contrôle de la ville. Quand il marche, il voit une fille assise sur le gazon d’une maison, pleurer. Hugo remarque que cette fille est très belle. Il se demande pourquoi elle pleure et elle dit qu’un groupe d’étudiants qui sont venus de l’école des enfants maléfiques ont fermés toutes les maisons et elle ne peut pas trouver de l’abris. Hugo ne veut pas qu’elle sache qu’il vient de ce groupe-là. Elle lui demande pourquoi il n’a pas peur s’il est dehors sans abris aussi. Il lui répond qu’il a dormi dans un cabanon dans l’arrière-cour de sa maison.

Hugo veut maintenant aider cette fille parce qu’elle a très peur et elle est très belle. Hugo laisse la fille et il lui dit qu’il va retourner avec une

solution. Hugo court à l'école pour trouver un étudiant âgé pour lui aider. Il entre et il voit que quelqu'un d'autre est en train de faire un rendez-vous. Ça c'est mon travail, pense Hugo. Il essaie à prendre ma position ! Pense Hugo. Hugo saute sur l'estrade et il crie

“Tout le monde ! Ecoutez-moi ! Les enfants regardent Hugo. Ce plan peut faire mal à nos familles, nos amis, les enfants. On doit arrêter ici ! Nous avons échappé, et maintenant on doit s'arrêter.

-Quoi ! Crie tout le monde. Non ! On est en train de commencer ! On n'a pas fait rien encore, on n'est pas fini ! “

Car personne ne l'écoute pas, Hugo devient très fâché. Il descend de la rue et il marche dehors pour trouver sa nouvelle amie. Quand il est en train de marcher vers sa maison, il pense des événements des minutes passées. Il devient de plus en plus fâché. Il devient assez fâché qu'il commence à bouger des boîtes à ordures et les boîtes à lettres qui sont à côté de la rue. Le plus fâché qu'il devient, le plus loin qu'il lance les boîtes, avec sa colère seulement. Quand il voit son amie nouvelle, il devient beaucoup plus fâché parce qu'il veut l'aider mais tout le monde a dit non. Il devient assez fâché maintenant qu'il brise toutes les fenêtres devant qu'il marche. Les gens à l'intérieur de leurs maisons regardent Hugo dans la rue avec des visages de la peur. La fille regarde Hugo avec de la peur.

“Viens avec moi. Dit Hugo à la fille. Elle se lève lentement. Je ne veux pas te faire mal. Dit Hugo.

-Euh, d'accord. Hugo marche par le gazon vers la maison de la fille et il vient très proche à la fenêtre qui est maintenant brisée.

-Allo ! Crie Hugo. Viens ici s'il-vous-plait, je vais vous aider. La famille de la fille approche la fenêtre avec hésitation. Hugo les aide à sortir de la maison par la fenêtre. Hugo lui dit qu'ils doivent sortir de la ville assez vite que possible car le groupe des étudiants vont essayer à contrôler tout le monde. Hugo court dans la rue en criant à tout le monde de sortir de leurs maisons et de sortir de la ville en voiture. Les gens commencent à sortir par les fenêtres. La famille de la fille est maintenant dans sa voiture et ils arrêtent à côté d'Hugo.

“Au revoir, et merci beaucoup. Dit la fille.

-Non, merci à toi ma chérie. Répond Hugo

-à moi ? Pourquoi ? Hugo sourit et la voiture commence à bouger.

-Au revoir. Crie Hugo. Merci pour m'avoir changé. Il dit tranquillement. “

Les gens commencent à partir de la ville dans leurs voitures et Hugo court vers sa maison. Il crie à tout le monde de sortir pendant qu'il court à la maison. Quand il arrive, ses parents ont une expression surprenante.

“Allo, dit Hugo. Vous-devez partir maintenant !

-Qu'est ce qui se passe Hugo ? Demande son père.

-Je vais vous expliquer tout mais plus tard, montez-vous dans la voiture. Ses parents montent dans leur voiture et ils arrêtent pour qu'Hugo monte aussi. “

“Je ne viens pas, mais je vais vous rejoindre plus tard.

-Non, Hugo tu viens avec nous. Dit sa mère. Hugo commence à courir vers l'école.

-à plus-tard ! Partez-vous maintenant ! Crie Hugo. “

Hugo arrive à l'école et les étudiants sont dehors. Ils commencent à se fâcher pour utiliser leurs colères encore une fois.

“Arrêtez-vous ! Crie Hugo. Il faut que vous vous arrêtez ! Tout le monde tourne pour voir Hugo

-Non Hugo, tu es exactement comme les autres, tu dois partir d'ici.”

Hugo devient de plus en plus fâché et il commence à lancer les affaires des étudiants avec sa propre colère. Il est beaucoup plus fort qu'il savait. Il est beaucoup plus fort que personne ne savait. Il devient fâché d'une intensité plus forte que jamais. Les étudiants ont peur maintenant.

“Arrêtez-vous, maintenant !”

Crie Hugo d'un ton très fâché. Les enfants âgés ignorent Hugo. Tout à coup, il devient si fâché qu'il interdit la colère des étudiants âgés et ils sont étourdis.

“Je vous avais dit. Dit Hugo d'un ton calme maintenant.”

Tout le monde commence à courir vers l'école et ils entrent l'école pour trouver de la protection. Hugo utilise sa colère maintenant pour fermer l'école pour que personne ne quitte. Il peut entendre les gens à l'intérieur qui essaient à ouvrir les portes et les fenêtres avec leur colère, mais la force d'Hugo est trop puissante.

Hugo marche vers sa maison. Il prend quelques affaires et il retourne dans la rue. Il commence à marcher dans la direction où ses parents et tout le monde est allé.

Fin

La leçon de cette histoire c'est que les autres personnes sont plus importantes que le pouvoir ou la reconnaissance. Quelques fois, on pense que recevoir de la reconnaissance soit plus importante que les sentiments des autres, mais nos relations avec les autres et la façon dont nous nous comportons avec eux sont plus importantes. Dans la vie, les relations qu'on a avec les personnes qui nous aiment sont la chose la plus importante.

L'autre leçon c'est que les gens fassent des choses très hors de caractère quand ils tombent en amour. Les gens peuvent penser qu'ils veulent une certaine sorte de vie, mais tout peut changer quand ils tombent en amour. On dit que l'amour nous fait fou. Dans cette histoire, Hugo a pensé qu'il voulait une vie où il pouvait être si méchant et si maléfique qu'il voulait, mais à la fin, ses sentiments pour la fille qu'il a rencontrée ont été la chose qui l'a changé.

Summary of Les Enfants Maléfiques:

Hugo is a boy who becomes quite angry quite quickly and when he does, he makes objects move and break. After he is acting out at school for an entire school year, Hugo's parents become worried that he could hurt someone with his anger. They decide to send him to a new school where he will also live so that he can be watched over. When he gets there, he notices that everyone there is a lot like him. They are angry and mad all the time.

He asks his roommate what it is and his roommate explains to him that all of the children at this school, including him, were born with a special kind of evil within them and this school will help him to become a normal and nice boy.

Hugo says that he doesn't want to lose his natural born gift of being evil. He asks the other students how they feel about it and they all say their parents sent them there against their will. None of them want to lose their talent, so Hugo suggests to them that they should all rise and combine their evil powers to take over the town that they all came from.

They hold secret meetings and plan to escape later in the week. During these meetings, Hugo learns that the older students can make big things happen with their anger because it is stronger.

When the night comes that they plan to make their escape, they use their evil powers to make the entire school go dark and sneak out while the teachers are trying to find a way to turn the lights back on.

They enter the town and use their evil powers to break into their old school and all of the older students combine their powers in order to lock everyone's doors in the whole town so that everyone is locked inside their houses.

They create a lair at their old school and plan to control the town from there.

When he goes outside for a walk to examine the town the next day, Hugo sees a girl sitting outside, crying. He asks her why she is crying, and she says that she has been locked out of her house and separated from her parents because of an evil group of students from the evil school.

She does not know Hugo is part of this group and he wants to keep it this way. Hugo notices that she is incredibly beautiful. She asks Hugo where he stayed all night since he is locked out too and he tells her that he spent the night in a shed behind his house.

He tells her he will help get her back inside and leaves her in front of her house. He runs back to the lair at the school. When he gets there, he sees that another student is leading a meeting without him. *They took my job!* Thought Hugo.

Hugo jumps up on stage and yells for everyone to listen to him. He tells them that they need to stop. He says that they should be happy that they have escaped but that they should call off the plan of taking over the town.

Everyone boos him and disagrees, telling him to leave.

He leaves the school and begins walking towards the girl's house once again. On his way there, he is thinking about how someone took his job and he becomes quite angry. He then thinks about how they all disagreed with him and refused to call off the plan. He gets even angrier. As he gets angrier, garbage bins and mailboxes at the side of the road begin to lift off of the ground and go flying, landing far down the street. He thinks about the beautiful girl and how much he wants to help her and becomes even more angry at the kids from school. Suddenly, his anger becomes so strong that all the windows in the houses he is walking by begin smashing.

He comes up to the girl and she is staring at him with fear. All the families in their houses are staring out the broken windows in fear as well.

"I'm not going to hurt you." Says Hugo to the girl.

Hugo runs to the girl's house and tells her family that they need to get everyone out now.

He tells them to get in their car and drive as far as they can out of town. The girl gets into her parents' car and they get ready to leave. The girl thanks Hugo and he replies by saying "no, thank you." She wonders what for.

As her car drives off down the street Hugo quietly says to himself "For changing me."

He runs down the street yelling for everyone to escape as he is heading toward his parents' house.

All the townspeople run out of their houses and Hugo warns them that the students are trying to take over the town.

They get into their cars and speed off.

He gets to his parents' house and tells them they need to get in the car. They oblige and before they leave, they are waiting for him to get in. He says he is not coming and begins running off down the street, saying that he will catch up with them later.

Hugo runs back to the school and he is so angry that he begins to throw all the students' belongings around with his anger. He is much stronger than he knew. Much stronger than anyone knew. As things begin flying all around, the students become scared. They all begin running.

Hugo goes outside the school and using his extreme amount of anger, he puts a lock on the school like that which was put on all the houses of the neighborhood the night before.

He walks down the street away from the school, calmly now.

He walks to his house to grab a few things and then starts off down the road in the direction that his parents and his new love drove.

The moral of this story is that the relationships we have with people are the most important things in life. We may think that we want recognition or status in society, but these things are not as important as the people we care about. The people we love and care about are the most important and in the end, all that really matters is them.

The second lesson is that love changes people. We may think that we want certain things in life or that we have ways of being or reacting to situations that will never change, but as soon as we fall in love, this can all change. People say that love makes you crazy, and to an extent this is true. Or at least that it makes us do crazy things. In this story, Hugo thought that he wanted a life full of menace and to use his evil talents as much as he could, but as soon as he saw that beautiful girl his evil ways went right out the window and all he wanted to do was protect her and save her from evil.

Words and Phrases from Les Enfants Maléfiques:

- Enfants: Kids
- Maléfiques: Evil, maleficent
- Joue=verb Jouer: To play
- Il n'écoute pas=verb Ecouter + ne pas: He doesn't listen to
- Son enseignant: His teacher
- Réprimandent = verb Réprimander: to reprimand, to scold
- Toujours: Always, all the time
- Devient = verb Devenir: To become
- Fâché: Angry, mad
- Bouger = to move (something)
- Colère: anger (noun)
- Faire mal: To hurt (someone)
- école: school
- Il se comporte: he carries himself, he conducts himself, his demeanor
- Prennent = verb Prendre: to take (somewhere, something)
- Rester: To stay
- Nuit: Night

- Pendant: During, throughout
- Semaine: Week
- Nouvelle: New
- Pourquoi: Why, how come
- Bagages: bags, suitcases
- Camarade de chambre: Roommate
- Mauvais: Bad, negative
- Agréable: Agreeable, well-behaved
- Gentil: Nice
- Né: Born
- Cadeau: gift
- Malveillance: evil
- Demande = verb Demander: To ask
- Méchant: Mean
- Devenir: To become
- Envoyer: To send
- Quitté: verb Quitter: To leave
- Pendant: During, throughout, for an amount of time
- Un an: One year

- Idées: Ideas
- Autour: Around
- Échapper: To escape
- Le monde: The world
- Savourer: Enjoy
- Petit déjeuner: Breakfast
- Une annonce: An announcement
- Effacer: to erase, to get rid of
- Cadeaux de naissance: Birth gift, gift you were born with
- Joindre: To join
- Repas: Meal
- Dominer: to dominate
- Fin de semaine: Weekend
- Rendez-vous: Meeting
- plus âgés: Older
- L'habileté: the skill
- Les Choses: things
- Fonctionner: To function, to run, to work
- Parfaitement: Perfectly

- Autrement: Otherwise, alternatively
- Jeunesse: Childhood, youth
- Ici: here
- Perdre: to lose
- Au lieu de les renforcer: Instead of reinforcing/improving them
- Dernière: last, final
- Fermer les lumières: turn off the lights
- Etudiants: Students
- Professeurs: Teachers, professors
- Cherchent = verb chercher: To search, to look for (something), to try to find
- Comment: A way, a method
- Sous-sol: Basement
- Forêt: Forest
- Vieille: Old, former, previous
- Entrent = verb entrer: To enter
- Désarmer: To disarm
- Portes: doors
- Repaire: Lair, basecamp
- Collectif: collective

- Grandes choses: big things
- Bloquent = verb bloquer: To lock
- Maison: House
- Matin prochain: Next morning
- Promenade: A walk, stroll
- Pris contrôle = verb prendre: to take control of
- Assis: seated, sitting
- Belle: beautiful, pretty
- Pleurer: To cry (tears)
- Venu = verb venir: To come
- Cabanon: Cabin, shed, hut
- L'arrière-cour: Backyard
- Aider: to help
- Laisse = verb laisser: to leave
- En train de: In the process of, in the middle of, currently (doing something)
- Position: job, position
- Travail: Work, job
- La rue: the street

- Ecoutez-moi: Listen to me
- Regardent = verb regarder: to look
- Maintenant: now
- Arrêter: to stop
- Tout le monde: everyone, everybody
- Commencer: to begin, to start, to commence
- Rien: Nothing
- Fini = verb finir: finished, to finish
- Dehors: outside
- Pense = verb Penser: to think
- Boîtes à ordures : garbage bins, trash cans
- boîtes à lettres: mailboxes
- Loin: Far, far away
- Lance = lancer: to throw
- Seulement: Only
- Dit = verb dire: to say
- Brise = verb briser: to break
- Des visages de peur: scared faces
- Se lève: to stand up

- Hesitation: hesitantly, with hesitancy
- Tout le monde: the whole world, everyone
- Sortir: to leave, to exit
- Voiture: car, vehicle
- Tranquillement: quietly
- à plus-tard: See you later
- Les affaires: belongings, possessions
- Beaucoup plus fort qu'il savait: much stronger (much more forceful) than he knew
- Interdit: interrupt, prevent
- Etourdis: stunned, shocked, dizzy
- Quitte = verb quitter: to leave
- Puissant: powerful

Questions From Les Enfants Maléfiques:

Q1: Why did Hugo have to move to another school?

- a) He wasn't smart enough
- b) He wasn't behaving
- c) He had no friends
- d) He wanted to switch

Q2: What was different about his new school?

- a) It was harder academically
- b) It was for smarter children
- c) It was for kids with an evil gift
- d) It was for kids who were orphans

Q3: Why did Hugo and his other friends want to escape the school?

- a) The teachers were trying to erase the students' evil gifts
- b) They wanted to get pizza
- c) They missed their friends
- d) They just felt like it

Q4: What did the students do to keep the civilians inside their houses?

- a) They closed the windows
- b) They told them to stay
- c) They locked all the doors with their powers
- d) They asked everyone if they would mind staying inside

Q5: What did they use as their lair?

- a) The community centre
- b) The church
- c) Hugo's house
- d) Their old school

Q6: What made Hugo rethink his decision to take over the town with his evil powers?

- a) The girl he saw crying
- b) The garbage cans flying around
- c) The school needs to be used for classes
- d) He liked his town

Closing Notes

En français

Nous espérons qu'après avoir lu ces histoires, vous avez compris beaucoup de choses. Nous espérons que vous avez bien aimé ces histoires et qu'ils vous ont enseigné plusieurs sujets et pas uniquement des mots et des phrases. Nous espérons que vous avez appris des choses sur la vérité et mensonge, sur la famille et l'amour.

In English

We hope that after reading these stories, you learned many things. We hope that you thoroughly enjoyed the stories and that they taught you many different things other than words and sentences in French. We hope that you learned things about truth and lying, about family and about love.

Answers to Multiple Choice Quizzes

Quiz 1: Sylvie Et Le Livreur De Lait

Q1: c

Q2: c

Q3: b

Q4: a

Q5: d

Q6: b

Quiz 2: L'Histoire De Mélanie

Q1: d

Q2: d

Q3: a

Q4: b

Q5: a

Q6: d

Quiz 3: Le Bûcheron

Q1: d

Q2: c

Q3: a

Q4: b

Q5: c

Q6: d

Quiz 4: Le Petit Chat (Qui N'est Pas Très Petit Du Tout)

Q1: a

Q2: b

Q3: d

Q4: a

Q5: d

Q6: a

Quiz 5: Le Dragon au Sommet

Q1: d

Q2: a

Q3: b

Q4: c

Q5: a

Q6: c

Quiz 6: Les nouveaux voisins

Q1: a

Q2: c

Q3: d

Q4: a

Q5: b

Q6: d

Quiz 7: Le Monde Au-Dessus

Q1: d

Q2: d

Q3: a

Q4: c

Q5: b

Q6: b

Quiz 8: La Souris et Le Lapin:

Q1: a

Q2: d

Q3: c

Q4: c

Q5: a

Q6: d

Quiz 9: La Fontaine De Jeunesse

Q1: b

Q2: a

Q3: d

Q4: a

Q5: d

Q6: d

Quiz 10: Arabesque La Fée

Q1: a

Q2: b

Q3: d

Q4: e

Q5: c

Q6: b

Quiz 11: L'Arbre

Q1: c

Q2: d

Q3: a

Q4: b

Q5: c

Q6: a

Quiz 12: Les Enfants Maléfiques

Q1: b

Q2: c

Q3: a

Q4: c

Q5: d

Q6: a

Conclusion

Congratulations and thank you for reaching the end of *French Short Stories For Beginners*. We hope that through reading this book you gained a deeper knowledge of common expressions in the French language as well as how to use them. We hope also that you developed a greater wealth of knowledge of French terms and vocabulary, especially French verbs, and the different forms that they are used in. We hope that you enjoyed reading this book aloud and that you will continue to read it repeatedly as many times as you can. Every time you do so, you will discover and learn more about the French language. You will also notice and discover new things about the stories themselves each time you read through them. Don't be afraid to consult every resource you have in the beginning while you enrich yourself and your mind in the French language.

When learning a language, practice and repetition are key and this book is a great tool to help you to study in this way. You can read this book to your children or to your partner as there are a variety of themes and subjects in the stories in this book, some for children and some for adults. I hope you can enjoy the playful nature and light-heartedness of these fantasy stories and that you will continue to enjoy them as you share this book.

We hope that you will continue your journey of learning the French language. There are many more books that you can turn to for your next steps as you become more comfortable with the basics of the language. In no time, you will be speaking French sentences!

There are many places you can go to learn languages without ever going to school or entering a classroom. The great thing about technology is that it allows us to access so many different things quite easily. Listening to an audiobook can really help you to understand the pronunciation and intonation of the language, especially in French. If you have read this book aloud to yourself multiple times, we recommend listening to the audiobook version of this book as well. This way, you will be able to hear a person who is fluent in the language speak it with their perfected accent and their fluent tongue. We recommend waiting to do this until you have finished reading aloud to yourself at least once, that way you will be familiar with the words and the plot of the stories, and you will be able to focus on the individual words that you have trouble pronouncing or understanding.

Learning a language is an exciting journey and one that not everybody chooses to take. Congratulations on taking your first steps and completing this book!