

# ***Keys to French* FOLD-OUT & BOOKLET**

(a complement, not a substitute to any FSL programmes)

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***Keys to French*** Resources have been designed to assist English speaking Canadians to quickly and easily become familiar with French. These tools are based on the following statements concerning second language learning:

1. To reach the goal of being able to speak a language, we must begin by understanding what is said & heard (this also applies to native language).
2. Chronologically, understanding what is said should come before understanding what is written.
3. Initially, to understand the meaning of words & statements in another language, we use/refer to concepts known in our native language.
4. English speakers learning French, should be prepared to deal with 2 categories of French words:
  - i. New words & expressions that require real memory work and efforts as they have no connexion with English but are essential in everyday life.
  - ii. New words that require limited memory work and efforts as they resemble English (composed of more abstract –words related to ideas- or refine words going back centuries when the French language was influential in English courts, among royalties.)

The FOLD-OUT covers the first category, the BOOKLET *2000 words you already know* covers the second.

By following a **24 hour course**, with these 2 resources in hands, Anglophones (with minimal or extensive knowledge of French) will become confident and successful speaking French.

In a **3 hour workshop**, participants will study the 2 resources, receive directions on how to use them on their own, learn about 100 basic French words and expressions frequently used, and train their ears to recognize 18 phonetic sounds unique to French and 22 words ending patterns.

The following information is a summary of the content of a **30 minute overview presentation of *Keys to French Resources***

### Part I:

**A 10 minute illustrated story.** Although the story is narrated in French, it is easy to understand for English speakers because it uses words that are very similar to English. Presented several times to English-speaking audiences, it never fails to provoke surprise and delight!

<b>In the story, involving 2 ET children, when the followings words are heard, it's easy to guess ...</b>	<b>... that we are talking about...</b>
un univers, une galaxie, une comète, un astéroïde, un météorite, une planète du système solaire : Pluton, Mars, Venus, Jupiter, Saturne, Uranus,	<b>1. the universe</b>
une planète ronde comme une balle, une planète bleue à cause de l'atmosphère, des océans (Atlantique, Indien et Pacifique), des continents: Amérique du Sud, du Nord, Afrique, Europe, Asie, Australie	<b>2. earth</b>
adultes sérieux, grands-parents, parents, des oncles, des cousins...	<b>3. family</b>
les jeans, les t-shirts en coton ou polystyrène, les sweaters, les pulls, les pyjamas, les bottes, les sandales	<b>4. clothing</b>
un éléphant, un zèbre, une girafe... un safari pour voir lions, tigres, pumas, antilopes, rhinocéros, hippopotames (en liberté dans la nature/la jungle africaine/forêt tropicale) serpents, boas, cobras, insectes (malaria)... kangourous en Australie, pandas et de koalas en Chine, crocodiles ou alligators en Louisiane	<b>5. animals</b>
Des plantes gigantesques, des bambous (en Chine), des cactus (dans le désert du Sahara), des roses, des tulipes, des orchidées (ici au Canada) ...	<b>6. plants &amp; flowers</b>
des hôtels, hôpitaux, centres commerciaux, boutiques, restaurants	<b>7. buildings</b>
un corridor, des toilettes, un salon avec une table, un sofa, des lampes, des décorations, un album de photos, un atlas, un aquarium	<b>8. home</b>
des bus, des autos, des bicyclettes, des taxis, des trains (locomotive), un métro, des hélicoptères, des ambulances (pour transporter les personnes à l'hôpital), un aéroport...des avenues, des boulevards...	<b>9. Traffic &amp; transportation</b>
la pizza, les spaghettis, le hamburger avec du ketchup, la poutine avec de la mayonnaise, des sandwichs, du pâté ou des omelettes, la soupe, la salade, le cèleri, les carottes, les tomates, le brocoli, les sardines les desserts : les glaces au chocolat, à la vanille ou au caramel, les crêpes, les fruits comme les oranges, les mandarines, les bananes, des figues, des kiwis	<b>10. food</b>
baseball, basketball, football, handball, badminton, ping-pong, tennis, judo, gymnastique, canoë- kayak (si rivière ou un lac), le ski	<b>11. sports</b>
regarder la télévision, aller au cinéma voir des films, écouter la radio, aller sur Internet. La technologie et les médias sont partout	<b>12. media</b>
faire de la musique en solo, duo ou trio: guitare, piano, banjo, accordéon, flûte, trompette, clarinette, saxophone ...	<b>13. music</b>

## Part II:

### **The booklet *2000 French book Words You Already Know!***

Its originality comes from the fact that its content is based on the similarities between English and French (because, when Anglophones (learning French) seek to understand the meaning of what it said in French, they initially, refer to concepts they already know in English).

This tool is seducing and encourages Anglophones learning French, by making them realize that they already know a lot of vocabulary: if they know what the 2000 words mean in English, they will understand them when said in French (the 3 hour workshop is recommended for beginners).

The cover and the background of the booklet are green and red.

**Green** identifies words grouped according to their degree of phonetic similarity with their English equivalent. There are three groups:

- 1 - the group of words that are pronounced almost the same way in both languages,
- 2 - the group of words that have one difference of pronunciation,
- 3 - the group of words which have more than one difference of pronunciation.

**Red** identifies words grouped according to their termination. There are four groups:

1. group of words ending in "ation" & "er"
2. group of words ending in "ssion", "sion", "tion" & "ion"
3. group of words ending in "ance", "al", "age", "ade", "able", "ible", "ture" & "tude"
4. group of words ending in "ité", "isme", "eur", "el", "aire", "oire", "ain" & "ien"

We identified 18 differences when pronouncing the whole words. With the following sentences we can practice to identify them:

- Le bon vin blanc (3)
- Le juge hésite et questionne (3)
- Le mythe des personnes riches et heureuses existe (4)
- Les élèves chantent "Petit Papa Noél quand tu descendras du ciel ..." (7)
- Les accidents du president et le talent des parents (1)

We identified 22 differences when pronouncing the word endings. With the following sentences we can practice to identify them:

- Déclarer son admiration/admirer sa declaration (2)
- Attention! La télévision peut avoir comme mission de changer nos opinions (4)
- L'ambulance va à l'hôpital après le carnage de la grenade (4)
- Il y a dans la nature une solitude à la fois terrible et confortable / La certitude que la torture existe est horrible et intolérable (4)
- Le racisme contre les minorités sème la terreur (3)
- Il est necessaire de changer le cours de l'histoire pour qu'il soit naturel de considérer égaux Africains et Américains, Australiens et Asiatiques (5)

Ten "tricks" to write the words in French:

1. Take the English word and **add or remove e** (activiste, sénat\_)
2. Take the English word and replace **y** by **ie or é** (copie, activité)
3. Take the English word and replace **a** by **e, or ia** by **ie** (banane, anorexie)
4. Take the English word and replace **ic or ica** by **ique** (clinique, Afrique)
5. Take the English word and replace **or** by **eur** (acteur)
6. Take the English word and replace **al** by **el** (rituel)
7. Take the English word and replace **ary** by **aire** (ordinaire)
8. Take the English word and replace **ory** by **oire** (territoire)
9. Take the English word and replace **an** by **ain** (Mexicain)
10. Take the English word and replace **ian** by **ien** (Canadien)

Note:

- The words are written in black if spelled similarly to English (but with accents) and in blue if spelled differently
- Nouns and verbs are in plain style, adjectives in italics
- (f), (m) or \* (m and f) follow nouns and adjectives to indicate their gender

### Part III:

#### The brochure *Keys to French* Level 1 (that you must know!)

This resource has been distributed by CPF Ontario for 10 years. It contains the essential concepts of French (level A2 of Référentiel du Cadre Européen Commun). The brochure includes four pages of vocabulary (green background), 2 pages of conjugations (yellow background) and 1 page of grammar (red background). This resource is concise, logically organized, easily accessible and complete enough (for grade 6 to 8 FSL students).

Additional Resources:

- **101 worksheets** *Keys to French* Level 1 to accompany the Fold-out
- A second brochure: *Keys to French* **Level 2**, for high school FSL students (level B2 of Référentiel du Cadre Européen Commun)
- A third brochure: **Clés du français** for French Immersion students (level B2 of Référentiel du Cadre Européen Commun)

For more details visit <http://www.wayfarer-canada.org/LUMAS/LUMAS.htm>