



VERSAILLES

TREASURES FROM THE PALACE

FRENCH TEACHER'S NOTES

Year 5–6

and entry level Years 7–8

NGA

National Gallery of Australia

Introduction to middle years resource

The château de Versailles is one of the world's most renowned palaces, not least because of its creator King Louis XIV of France, the great Roi-Soleil (Sun King), his court and his successors Louis XV and Louis XVI. Spanning a period of more than 100 years the exhibition *Versailles: Treasures from the Palace* gives an intriguing insight into the life of the French royal family of the 17th and 18th centuries.

Three themes are explored in the Middle Years education resource:

People, power and portraiture

Leisure at Versailles

Daily life

These themes link with the Australian Curriculum for French language studies, Visual arts and Design and Technologies for years 5–6 and years 7–8 entry level.

Works from the exhibition are explored through activities that relate to the Australian Curriculum. Specific content descriptors addressed are identified with the activities in these Teacher Notes.

Learning and activities also connect to the following cross-curriculum priorities:

- Aboriginal and Torres Strait Islander Histories and Cultures
- Sustainability

General capabilities developed through the activities include:

- Literacy
- Numeracy
- Information and Communication Technology (ICT) Capability
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

In some cases these activities are also supported by connections made with the National Gallery of Australia's (NGA) permanent collection, namely Australian, Aboriginal and Torres Strait Islander, and International Art.

When visiting the exhibition *Versailles: Treasures from the palace* it is highly recommended that you also visit our permanent NGA collection, to further compare the themes found in the exhibition through the works and practices of other artists.

Useful links

[Château de Versailles](#)

[National Gallery of Australia](#)

[Alliance Française, French language and culture within Australia](#)

[Modern Language Teachers' Association of the ACT](#)



Acknowledgements

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French resources have been developed by the Modern Language Teachers Association ACT, French network in collaboration with the NGA.

Cover image: **Manufacture des Gobelins after Charles Le Brun** *The king's visit to the Gobelins factory, 15 October 1667* 1729–34 from the series *Life of the king*, wool, silk and gold thread 370 x 576 cm, National Furniture Depository © RMN-Grand Palais (Château de Versailles) / Christian Jean / Jean Schormans

Background

The Palace of Versailles grew from relatively humble beginnings as a hunting lodge belonging to King Louis XIII of France. His son, King Louis XIV ascended the throne at the age of 5, but officially took over the reign of government at 22 years of age. Louis XIV had an extraordinary vision to change the image of France, its leader, and its people, and Versailles was the pivotal expression of his vision. Versailles became a place where people from all around the world visited to marvel at French aesthetic knowledge and sophistication. The estate grew to include a vast amount of land with many beautiful gardens, statues, fountains and smaller buildings such as the Grand Trianon and the Petit Trianon, and also Queen-Marie Antoinette's Hamlet.

The many gardens at Versailles were considered an informal extension of the lavish built environment of the Palace, where anyone was permitted entry provided they wore appropriate clothing and accoutrements. In 1682 Versailles became the official residence of Louis XIV and it remained the political and official seat of France during the reigns of his successors, Louis XV and Louis XVI. Versailles was not only the residence of the king and his extended family, but also accommodated a large number of courtiers and their families. Versailles was the place to be for festivities and frivolities, but also for matters of politics, trade and diplomacy.

Today, Versailles remains as a legacy to a period of French history when Louis XIV, Louis XV and Louis XVI functioned as absolute monarchs, until the upheaval of the revolution that led to the creation of the republic as it exists in France today.

During the 17th and 18th centuries Versailles was established as the ultimate demonstration of French ingenuity and technical ability. The Palace, its interiors and gardens experienced many reimagining's during the reigns of the three kings. The changes in architecture and decor were due to the changing fashions of the times and royal requirements. Initial transformations took place under Louis XIV from what was previously early Renaissance, into magnificent Baroque, followed by a Rococo period under Louis XV's influence, and finally Neo-classicism during the reign of Louis XVI. A large number of French and European craftsmen worked on the great palace, its gardens and the associated buildings.

People, power, portraiture: kings and queens

Louis XIV



studio of **Hyacinthe Rigaud** *Louis XIV* 1701–12, oil on canvas 131 x 97.3 cm, Palace of Versailles © Château de Versailles, Dist. RMN-Grand Palais / Christophe Fouin

Tasks

Describe Louis XIV's appearance in French.

- Comment sont ses cheveux ? What does his hair look like?
- Qu'est-ce qu'il porte ? What is he wearing?
- Il a l'air comment ? What about his facial expression?
- Quels accessoires vois-tu ? What accessories can you see?
- Dans une bulle de pensée, imagine ce qu'il pense? Sois aussi créatif que tu veux ! In a thought bubble, write what he is thinking. Be as creative as you want!

In French, describe the room Louis XIV is in.

- What are the various things in the room? Que sont les différents objets dans la pièce ?
- What part of the palace do you think he is in? A ton avis, dans quelle pièce est-il ?
- What makes you think that? Qu'est-ce qui te fait penser ça ?

How well do you know roman numerals? Practise them with French numbers!

Australian Curriculum links: ([ACLFC041](#)) ([ACLFC042](#)) ([ACLFRF049](#)) ([ACLFC096](#)) ([ACLFRU103](#))

Relevant language

avoir	to have
être	to be
porter	to wear
sembler	to seem
l'air / un air	air, an air (of)
les cheveux	hair
bruns	brown (of hair)
noirs	black (of hair)
blonds	blonde
roux	red (of hair)
doré	golden
argenté	silvery
foncé	dark
clair	light
bouclé	curly
le pantalon	trousers
le manteau	coat
la veste	jacket
la chemise	shirt
la cape	cape
l'épée	epee, sword
les chaussures	shoes
à talons hauts	high-heeled
la main de justice	hand of justice
le sceptre	sceptre, rod
la couronne	crown
le collier	necklace
le trone	throne
les collants/les bas	tights
le collet	collar
le dais	drapes

<https://www.histoire-image.org/etudes/portrait-officiel-louis-xiv>

http://ressources.chateauversailles.fr/documents/edutheque/16-Louis_XIV_Rigaud/index.html#collapse0

Roman numerals

http://www.mathematiquesfaciles.com/chiffres-romains-de-1-a-100_2_78540.htm

Relevant language

C'est la reine	It's the queen
Elle est...	She is ...
Elle semble/elle a l'air...	She seems ...
élégante	elegant
hautaine	arrogant
triste	sad
rêveuse	dreamy
des plumes	feathers
une rose	a rose
doré	golden
argenté	silvery
foncé	dark
clair	light
le salon	the lounge room
la cuisine	the kitchen
le jardin	the garden
la chambre	the bedroom
la salle de bain	the bathroom
la buanderie	the laundry
les escaliers	the stairs
je peins	I am painting
manger	to eat
Je me maquille	I am putting makeup on
Super !	Super!
Chouette !	Great!

Examples

Elle a les cheveux ...

Elle porte ... une robe, des plumes, des rubans, des noeuds, une traine avec la fleur de lys ...

A droite, il y a une couronne, un vase avec des fleurs et une table.

Je mange une pomme.

Je me maquille.

A+, MDR, etc

<https://www.histoire-image.org/etudes/marie-antoinette-mal-aimee>
<https://www.histoire-image.org/etudes/marie-antoinette-mal-aimee>

People, power, portraiture: groups and relationships

The royal family



French school 18th century *The royal family in 1782* 1782, oil on canvas, 97 x 129.4 cm, Palace of Versailles © Château de Versailles, Dist. RMN-Grand Palais / Christophe Fouin

Tasks

Discuss this artwork.

- Qui est sur cette peinture ? Who is in this picture?
- Combien de personne y-a-t-il ? How many people?
- Quelles sont leur relations ? What is their relationship with each other?
- Qui sont les personnes qui portent les écharpes bleues ? Who are the people with the blue sash?
- Qu'est-ce qu'ils font ? What are they doing?
- Quel âge ont-ils, à ton avis ? How old do you think they are?

Using the text below (adapted from NGA *Versailles: Treasures from Palace* catalogue), collect all the adverbs of location from the text. Then using a photo or drawing of your own family, describe the position of each person in the picture, using similar structures.

Australian Curriculum links: (ACLFC037) (ACLFC040) (ACLF049) (ACLFC091) (ACLFC095) (ACLFU103)

Text

Voici une photo de famille de Louis XVI. Louis XVI est au milieu, avec Marie-Antoinette, sa femme, et le bébé, Louis-Joseph. On appelle le fils du roi, le Dauphin.

Devant, il y a la grande sœur de Louis-Joseph, Marie-Thérèse-Charlotte.

A droite, il y a la Comtesse d'Artois, avec une robe violette. Elle est mariée au Comte d'Artois, le frère de Louis XVI. Le Comte d'Artois est derrière la Comtesse d'Artois, à côté de Madame Elisabeth, la sœur de Louis XVI. Madame Elisabeth porte une robe verte.

A gauche, on voit une dame avec une robe jaune. C'est la Comtesse de Provence. Elle est la femme du Comte de Provence, le deuxième frère de Louis XVI. Le Comte de Provence est derrière le canapé.

Les trois petits enfants, à gauche, sont les enfants du Comte et de la Comtesse d'Artois.

NOTE for teachers from Versailles: Treasures from the Palace catalogue: Louis-Joseph

The baby, Louis-Joseph, was the son of Louis XVI and Marie-Antoinette but died aged seven and never ascended the throne. During the French Revolution the king and queen's second son, Louis-Charles, as an eight-year old, unofficially became Louis XVII upon the execution of his father in 1793. Imprisoned and in poor health Louis-Charles died in 1795.

NOTE for teachers: Le Dauphin

The first French prince to be called le Dauphin was Charles V.

Le Dauphin originated when Guy VIII, Count of Vienne, had a dolphin on his coat of arms and had been nicknamed le Dauphin (French for dolphin). The title of Dauphin de Viennois descended in his family, the LeVieux Princes of Ivetot, until 1349, when Humbert II sold his seigneurie (in the French alps north of Provence), called the Dauphiné, to King Philippe VI on the condition that the heir of France assumed the title of le Dauphin.

http://www.dauphinislandhistory.com/whats_a_dauphin22.htm

<http://www.etymonline.com/index.php?term=dauphin>

Relevant language

la famille	the family	le pantalon	trousers
le roi	the king	la chemise	shirt
la reine	the queen	les collants	tights
le Dauphin	the Dauphin (heir to the throne, see note below)	les chaussettes	socks
le frère	brother	les chaussures	shoes
la sœur	sister	la cape	cape
le père	father	la ceinture	sash, belt
la mère	mother	penser	to think
l'oncle	uncle	heureux(se)	happy
la tante	aunt	triste	sad
le/la cousin(e)	cousin (m/f)	ennuyé(e)	bored
à droite	to the right	Je pense que il/elle est	I think that he/she is ...
à gauche	to the left		
en haut	up		
en bas	low, down		
au milieu	between		
voir	to see		
une chaise	a chair		
un livre	a book		
un chien	a dog		
les cheveux	hair		
courts	short (of the hair)		
bouclés	curly		
longs	long		
bruns	brown (of the hair)		
noirs	black		
blonds	blonde		
roux	red (of the hair)		
Il/elle est ...	he/she is ...		
grand(e)	tall, big		
petit(e)	short, small		
porter	to wear		
la robe	dress		

People, power, portraiture: groups and relationships

La Pérouse



Nicholas-André Monsiau *Louis XVI giving instructions to La Pérouse*, 29 June 1785 1817, oil on canvas 178 x 231 cm, Palace of Versailles, © Château de Versailles, Dist. RMN-Grand Palais / Christophe Fouin

Relevant language

Nom	Last name/surname
Prénom	First name
Date de naissance	Date of birth
Lieu de naissance	Place of birth
Nationalité	Nationality
Profession	Profession
Date de décès	Date of death

Explorer text and images (opposite page) from: Mouchet, F & Bloomfield, M *L'Australie des explorateurs français – The Australia of the French Explorers* Somogy editions d'arts, Paris, 2015.

Tasks

Who was La Pérouse?

- Why is he important to Australia?
- Looking at a map of Red Hill ACT, can you find connections to France and La Pérouse? Where else in Australia can you find place names that have French connections?

Using the texts from the teacher notes, create Identity (ID) cards for the following explorers:

- Jean Francois de la Pérouse
- Antoine Bruny d'Entrecasteaux
- Jean Michel Huon de Kermadec

Australian Curriculum links: ([ACLFRC041](#)) ([ACLFRC094](#)) ([ACLFRC095](#))

<https://www.histoire-image.org/etudes/expedition-perouse>

LES EXPLORATEURS | THE EXPLORERS



Jean François de La Pérouse

Jean François de La Pérouse est né le 23 août 1741 près d'Albi. Il se rend célèbre pendant la guerre d'Indépendance des États-Unis. En 1785, avec la bénédiction de Louis XVI, La Pérouse prend la tête d'une expédition autour du monde composée de deux frégates, *La Boussole* et *L'Astrolabe*. Il explore de nombreuses terres du Pacifique et fait notamment escale à Botany Bay, près de la colonie naissante de Sydney. Ses deux navires sombrent tragiquement au milieu de l'année 1788, lors d'une tempête au large de Vanikoro, petite île de l'archipel des Salomon.

Jean François de la Pérouse was born on 23 August 1741 near Albi and became famous during the American War of Independence. In 1785, with the blessing of King Louis XVI, La Pérouse led an expedition around the world consisting of two frigates, the *Boussole* and the *Astrolabe*. He explored numerous areas in the Pacific and dropped anchor in Botany Bay near the fledgling colony of Sydney. Tragically, his two vessels were lost in mid 1788 during a storm off Vanikoro, a small island of the Solomon archipelago.



Antoine Bruny d'Entrecasteaux

Joseph Antoine Raymond Bruny d'Entrecasteaux est né à Aix-en-Provence le 8 novembre 1737. En septembre 1791, il prend la tête d'une expédition composée de deux frégates, *La Recherche* et *L'Espérance*, dans le but initial de retrouver Jean François de La Pérouse disparu dans le Pacifique en 1788. Son voyage le conduit à explorer les côtes sud-ouest de l'Australie et sud-est de la Tasmanie. Il meurt du scorbut le 20 juillet 1793 au nord des côtes australiennes.

Joseph Antoine Raymond Bruny d'Entrecasteaux was born in Aix-en-Provence on 8 November 1737. In September 1791 he took command of an expedition with two frigates, the *Recherche* and the *Espérance*, initially sent to search for Jean François de La Pérouse, who had disappeared in the Pacific in 1788. His voyage led him to explore the southwest coast of Australia and the southeast of Tasmania. He died of scurvy on 20 July 1793 off Australia's northern coast.



Jean Michel Huon de Kermadec

Jean Michel Huon de Kermadec, né près de Brest le 12 septembre 1748, est entré dans la Marine à l'âge de 17 ans. En 1791, il prend le commandement de *L'Espérance*, le second navire de l'expédition d'Entrecasteaux partie à la recherche de Monsieur de La Pérouse. Il est à l'origine de nombreuses découvertes géographiques sur la côte sud-est de la Tasmanie comme l'estuaire de la rivière Derwent occupé aujourd'hui par la ville d'Hobart. Il meurt de la tuberculose à Balade (Nouvelle-Calédonie) le 6 mai 1793 et est enterré sur l'île de Poudié.

Jean Michel Huon de Kermadec, born near Brest on 12 September 1748, joined the navy at the age of 17. In 1791 he assumed command of the *Espérance*, the second vessel of the D'Entrecasteaux Expedition sent in search of La Pérouse. Kermadec was responsible for many geographic discoveries in Tasmania's southeastern coast, including the estuary of the Derwent River, the present site of the city of Hobart. He died of tuberculosis in Balade (New Caledonia) on 6 May 1793 and was buried on the island of Poudié.

Leisure at Versailles: garden festivities



Jean Lepautre *Meal in the Petit Parc at Versailles* from *Divertissements of Versailles, 18 July 1668 1678*, engraving 31 x 42 cm, Palace of Versailles © RMN-Grand Palais (Château de Versailles) / Gérard Blot

Jean Lepautre *Ball in the Petit Parc at Versailles* Plate IV from *Divertissements of Versailles, 18 July 1668 1678*, engraving 31.5 x 41.5 cm, Palace of Versailles © RMN-Grand Palais (Château de Versailles) / Gérard Blot

Jean Lepautre *Fifth day: fireworks on the canal at Versailles* from *Divertissements of 1674 1676*, engraving 31.5 x 41.5 cm, Palace of Versailles © RMN-Grand Palais (Château de Versailles) / Gérard Blot

Tasks

Regardez ces trois gravures d'activités de loisir à Versailles. Look at these three engravings of leisure activities at Versailles.

Faites une liste de ces activités. List the activities that they are doing.

Read an entry from Louis' diary and identify the verbs. Translate it into English for your parents. Then write your own diary entry about activities you did on the weekend, using passé-composé.

Australian Curriculum links: [\(ACLFC041\)](#) [\(ACLFC044\)](#) [\(ACLFRF048\)](#) [\(ACLFC091\)](#) [\(ACLFC098\)](#) [\(ACLFRU102\)](#) [\(ACLFRU104\)](#)

Relevant language

faire un banquet	make a banquet/feast
assister à un bal	attend a ball
danser	to dance
manger	to eat
faire un repas	to make a meal
Des feux d'artifice	fireworks

Autres loisirs de l'époque Other hobbies of the era/time

chasser	to hunt
faire de l'équitation	to go horseback riding
jouer au tennis	to play tennis
discuter	to discuss
écouter de la musique	to listen to music
un concert de musique	a musical concert
classique	classical
regarder un spectacle	watch a show

Loisirs modernes Modern hobbies

regarder la télévision	to watch television
faire du sport	to do sport
jouer aux jeux vidéo	to play video games
faire de la musique	to play music

Now, using this text as a model, write a diary entry about activities you did on the weekend, using passé-composé.

How do you pronounce the letter 'é'? What sound does the accent on top of the 'e' make? Can you find examples of the difference in pronunciation (E.g. je mange - j'ai mangé).

From Louis XIV's diary

Lundi 12 janvier 1662

Cher journal,

Ce matin, après mon petit-déjeuner, j'ai marché dans les jardins du château avec toute la cour et j'ai admiré les fontaines et les jets d'eau. Quel spectacle ! C'était magnifique !

Ensuite, j'ai mangé un banquet dans un coin du jardin et j'ai discuté avec mes conseillers. Ça, c'était assez ennuyeux !

L'après-midi, j'ai fait de l'équitation et j'ai chassé le cerf dans les forêts de Versailles. C'était très excitant, mais fatiguant aussi ! Et il faisait très chaud !

Le soir, j'ai mangé devant la cour et j'ai assisté à un bal. J'ai dansé aussi ! Quelle journée !

Je suis très fatigué maintenant ! Je suis un roi très occupé. Maintenant, je vais dormir. A demain cher journal !

Question

Most of the verbs from this text are in the past tense. There are two common past tenses in French: passé-composé (It has two words) and imparfait.

In this text, passé-composé describes all the actions that Louis was doing and they are all finished. Imparfait is used when Louis wants to say how something was.

Collect the different forms of the verbs and place them in a table with two lists one for passé-composé (8) and the other for imparfait (2) (if the table does not fit it does not have to be included/reproduced here).

Describe the pattern for most of the verbs in passé-composé.

Describe the pattern for imparfait.

Leisure at Versailles: music and flowers



Tasks

Describe this artefact by considering these questions:

- Qu'est-ce que c'est ? What is it?
- De quoi est-il fabriqué ? What is it made from?
- Qui joue de cet instrument ? Who plays this instrument?

Look at this portrait of a family of musicians from Versailles Palace, [The Sourches](#).

- Describe what they are doing.
- Est-ce que tu joues d'un instrument de musique ? Do you play an instrument?
- Survey your classmates and display your findings in a table or a graph.

Australian Curriculum links: [\(ACLFRC040\)](#) [\(ACLFRC041\)](#) [\(ACLFRC094\)](#) [\(ACLFRC096\)](#)



Jean-Henri Nadermann *Marie-Antoinette's harp* 1775, gilded and painted wood, metal, bronze, pearl and glass beads 160 x 60 x 76 cm, Palace of Versailles © Château de Versailles, Dist. RMN-Grand Palais / Christophe Fouin

François-Hubert Drouais *The Sourches family* 1756, oil on canvas 324 x 284 cm, Palace of Versailles © Château de Versailles, Dist. RMN-Grand Palais / Christophe Fouin

Relevant language

la famille	the family
le roi	the king
la reine	the queen
le dauphin	the Dauphin (heir to the throne, see note below)
le frère	the brother
la sœur	the sister
le père	the father
la mère	the mother
L'oncle	the uncle
la tante	the aunt
le/la cousin(e)	the cousin (m/f)
les instruments de musique	musical instruments
la harpe	the harp
le violon	the violin
la flûte	the flute
la petite cornemuse (la musette de cour)	the little bagpipe
le piano	the piano
la batterie	the drums
le hautbois	the oboe
la clarinette	the clarinet
la guitare	the guitar
le tuba	the tuba
la trompette	the trumpet
le saxophone	the saxophone
l'accordéon	the accordion
le violoncelle	the cello

Daily life: living in luxury



Tasks

Quelle sorte d'objet est-ce ? What sort of artefact is this?

- Décrivez ce que vous voyez. Describe what you can see (je vois, on voit). Qu'est-ce qu'il y a dans cette pièce ? What is in the room (Il y a)
- Qu'est-ce que font ces gens ? What are these people doing? Décrivez leurs activités avec des verbes simples. Describe their actions by using simple verbs (Ils ...)

The Gobelins factory wants to modernise its activities and plans to create a tapestry about a school yard. Imagine and describe what you would see on the tapestry.

Australian Curriculum links: ([ACLFR037](#)) ([ACLFR040](#)) ([ACLFR042](#)) ([ACLFR043](#)) ([ACLFR048](#)) ([ACLFR049](#)) ([ACLFR095](#)) ([ACLFR096](#)) ([ACLFRU103](#))

Manufacture des Gobelins after Charles Le Brun *The king's visit to the Gobelins factory, 15 October 1667* 1729–34 from the series *Life of the king*, wool, silk and gold thread 370 x 576 cm, National Furniture Depository © RMN-Grand Palais (Château de Versailles) / Christian Jean / Jean Schormans

Relevant language

je vois	I see
on voit	One sees
il y a	There is
ils ...	They ...
à droite	to the right
à gauche	to the left
en haut	up
en bas	low, down
au milieu	between
tisser	to weave
faire	to make
décrire	to describe
teindre	to dye
exposer, montrer	to show
fondre / extraire par fusion	to smelt
exhiber, montrer	to display
donner	to give
jouer	to play
courir	to run
parler	to speak
discuter	to discuss
manger	to eat
lire	to read
le fil	thread, yarn
la tapisserie	tapestry
l'argent	silver
le métal	metal
le travailleur	worker
le roi	the king
des filles	girls
des garçons	boys
des élèves	students/pupils
la cantine	canteen, cafeteria
la cour	the court
l'arbre	tree

Daily life: the seat of power



Tasks

Qu'est-ce que c'est ?

- A qui appartient cet objet ? Who does it belong to?
- Dans quelle pièce de Versailles peut-on trouver cet objet ? In which room of Versailles would you find this object?

Look at [Gordon Andrew's Rondo chair \(1956\)](#).

- Using a Venn diagram, compare the two chairs and write sentences of similarities and differences in French.

This chair is very old but has been restored by professionals whose job is to make sure objects and works of art are kept to their best for everyone to admire. In Versailles, there are many different jobs needed to maintain the palace. You have decided to apply for work experience at Versailles.

Look at the jobs (les métiers) and determine what they are in English.

- Fontainier
- Jardinier
- Conservateur
- Architecte
- Restaurateur
- Archéologue

In pairs, discuss what sort of qualities you think you will need to do these jobs. List some adjectives.

Pretend you are applying for a summer work experience (un stage) at Versailles. Prepare your application. Write a small introduction about yourself and tell them why you think you would be a good choice.

Australian Curriculum links: [\(ACLFRC041\)](#) [\(ACLFRF049\)](#) [\(ACLFRF050\)](#) [\(ACLFRC091\)](#) [\(ACLFRT103\)](#) [\(ACLFRT104\)](#)



Georges Jacob | 'Ears of wheat' armchair for Marie-Antoinette's rooms in the Petit Trianon 1787-88, painted wood and embroidered silk, 94.8 x 62.2 x 64.3 cm, Palace of Versailles © RMN-Grand Palais (Château de Versailles) / Gérard Blot

Gordon Andrews Rondo chair 1956, aluminium, marine plywood, fibreglass, cotton and linen, 78 x 78 x 70 cm, National Gallery of Australia, Canberra. Purchased 1986

Relevant language

moderne	modern
luxe	luxurious
vieille	old
minimaliste	minimalist
en bois	in/of wood, wooden
en métal	in/of metal, metallic
gravée	engraved
est peint(e) en	painted (in ...)
décoré	decorated
plaine	plain
simple	simple
beau/belle	beautiful
bleu	blue
marron	brown
le tissu	fabric
la chaise	chair
le bois	wood
le métal	metal



Examples of sentences

J'aime la chaise moderne parce que ... c'est très intéressant.

La chaise de Versailles est plus colorée que la chaise moderne.

La chaise moderne est moins jolie que la chaise de Versailles.

Je voudrais être jardinier parce que j'aime la nature, je suis organisé et travailleur.

Je voudrais être restaurateur parce que je suis créatif et j'aime les travaux manuels.

Les métiers de Versailles

<http://ressources.chateauversailles.fr/spip.php?article349>

Daily life: the Dauphin's desk



Bernard van Risenburgh II or Van Reisen Burgh II *Desk of the Dauphin*, son of Louis XV 1745, oak and amaranth, gilded bronze, leather, 80 x 178 x 87 cm, National Furniture Depository, Paris © Château de Versailles, Dist. RMN-Grand Palais / Christophe Fouin

Tasks

Qu'est-ce que c'est ? What is it?

- A ton avis, où est cette pièce dans le château ? In your opinion, in which room of the palace could you find this piece of furniture?

We have found Louis' timetable as a child (see page 22).

- What subjects is he learning?
- Read the timetable and imagine you are sitting at the desk of the Dauphin. Write a letter as if you were the Dauphin, talking about what you are going to do on one of these days. Use the near future and "avant, après". (ex: Avant l'italien, je vais étudier le français- Mardi, après les mathématiques, je vais apprendre les leçons de bonne tenue...Je déteste ça!)

Exemples de phrases (utilisant le présent et le futur proche)

- Mardi, avant l'italien, je vais étudier le français.
- Vendredi, après le droit, je vais apprendre les leçons de bonne tenue...Je déteste ça!

In the short text below, Louis XIV is talking to his future son and gives him advice on how to become a king. Read the text carefully. Notice what forms of the verbs he is using to talk to his son. Do you think it is the usual way a father talks to his son? Why do you think he is using the Vous form of the verbs? What sort of information does it give you on the personality of the king?

Lettre de Louis XIV à son fils dans ses mémoires: (librement adapté de Histoire Junior- Octobre 2011- Numéro 1- p.26)

**"A mon fils ,
Pour être un bon roi :
Travaillez régulièrement tous les jours
Apprenez à parler en public
Apprenez à bien écouter
Élevez votre esprit
Vous êtes né pour être roi ! "**

NOTE for teachers: Le Dauphin

The first French prince to be called le Dauphin was Charles V.

Le Dauphin originated when Guy VIII, Count of Vienne, had a dolphin on his coat of arms and had been nicknamed le Dauphin (French for dolphin). The title of Dauphin de Viennois descended in his family, the LeVieux Princes of Ivetot, until 1349, when Humbert II sold his seigneurie (in the French alps north of Provence), called the Dauphiné, to King Philippe VI on the condition that the heir of France assumed the title of le Dauphin.

http://www.dauphinislandhistory.com/whats_a_dauphin22.htm

<http://www.etymonline.com/index.php?term=dauphin>

Australian Curriculum links: (ACLFRC042) (ACLFRC046) (ACLFRF049) (ACLFRF051) (ACLFRU095) (ACLFRC100) (ACLFRC101) (ACLFRU103) (ACLFRU105)

L'emploi du temps de Louis XIV

	lundi	mardi	mercredi	jeudi	vendredi	samedi	dimanche
Le matin	Français - lecture	Français - écriture	histoire	Français - écriture	droit	architecture	catéchisme
	maths	italien	latin	maths	Leçons de bonne tenue	Français lecture	art
L'après-midi	catéchisme	équitation	sabre	musique	italien	équitation	sabre
	Jeu de paume	droit	maths	Leçons de bonne tenue	danse	histoire	danse

Relevant language

avant	before
après	after
les jours	the days
Lundi	Monday
Mardi	Tuesday
Mercredi	Wednesday
Jeudi	Thursday
Vendredi	Friday
Samedi	Saturday
Dimanche	Sunday
l'italien	Italian
le français -lecture	French reading
le français- écriture	French writing
les mathématiques	mathematics
les leçons de bonne tenue	lessons of good behaviour
le catéchisme	catechism
l'histoire	history
le droit	law
le latin	latin
l'équitation	horse riding
le sabre	sabre
la musique	music
le luth	lute
la guitare	guitar

la danse	dance
le sport	sport
le jeu de paume (l'ancêtre du tennis)	predecessor to tennis
l'art	art
l'architecture	architecture
aimer (je n'aime pas)	to like (negation of to like)
détester	to hate

Daily life: dining in style



François-Pierre Brain de Sainte-Marie (chef) *The king's travels to château de Choisy with the lodgings of the court and the menus of his majesty, for the year 1751* 1751, ink and watercolour on paper 26.3 x 19.3 cm, Palace of Versailles © RMN-Grand Palais (Château de Versailles) / Gérard Blot

Comment faites-vous cette soupe ? How do you make this soup?

- Faites une liste des verbes dont vous avez besoin et traduisez-les avec un dictionnaire ou en ligne. Créez une banque de mots que tout le monde peut utiliser. (Vous pouvez par exemple, utiliser Padlet.) Look for the words in a dictionary or using an online tool and create a word bank for everyone to use. (You can use padlet for example.)
- Expliquez comment faire votre recette en utilisant l'impératif. Explain using the imperative form.
- Présentez votre recette à la cour du Roi. Present your recipe orally to the king's court.

Australian Curriculum links: [\(ACLFRC037\)](#) [\(ACLFRC038\)](#) [\(ACLFRC045\)](#) [\(ACLFRC049\)](#) [\(ACLFRC050\)](#) [\(ACLFRC092\)](#) [\(ACLFRC099\)](#) [\(ACLFRC104\)](#)

Tasks

Qu'est ce que c'est ?

- A quoi ça sert ? What is it used for?
- A ton avis, qu'est-ce qu'on peut manger à la cour du roi ? According to you, what could be eaten at the king's court?
- A deux, imaginez la recette d'une soupe pour le roi. In pairs, imagine a soup recipe for the king.

Quels sont les ingrédients ? What are the ingredients?

Relevant language

l'oignon	onion
la carotte	carrot
la pomme de terre	potato
la tomate	tomato
les herbes fines	fine herbs
la courgette	zucchini
l'aubergine	eggplant
les lentilles	lentil
la viande	meat
l'eau	water
le sel	salt
le poivre	pepper
l'étape	step
le jardin	garden
le potager	vegetable and herb garden
l'orangerie	orange grove
alors	then
couper	to cut
faire chauffer	to heat
ajouter	to add
mélanger	to mix
laisser	to let
reposer	to rest
servir	to serve
manger	to eat
ramasser	to pick
récolter	to harvest