

Chapter 1

Bonjour! Ça va?

Objectives for chapter 1

Communication (what students will be able to do):

By the end of this chapter, students will be able to:

1. Greet other people and introduce themselves.
2. Understand basic commands given in French class and respond appropriately.
3. Count and spell in French.
4. Identify and describe themselves, other people, and objects.

Culture (what students will know about the French-speaking world):

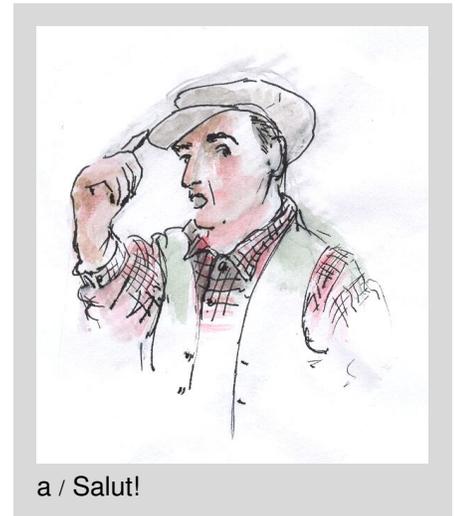
By the end of this chapter, students will know something about:

1. Where French is spoken and by how many people; the definition of “Francophone.”
2. How to address another person formally or informally, as appropriate.
3. Customs of greeting in France and other Francophone countries.

Grammar/ Tools (what students need to know):

In order to perform these communicative tasks, students will have to understand and be able to use correctly the following structures:

1. The French alphabet, numbers, and some basics of French pronunciation.
2. The subject pronouns and the difference between *tu* and *vous* in French.
3. The conjugation of the present tense of the verb *être*.
4. The concept of gender for nouns and of gender and number agreement of adjectives.



A Activités

A.1 Bonjour!

Dans cette section, nous allons observer les dialogues et les pratiques culturelles quand on **fait la connaissance** de **quelqu'un**.

A.1.1 Présentations

Quand on **fait la connaissance** de **quelqu'un**, on **se présente**.

Exemple: **A:** Bonjour! **B:** Bonjour!
A: Je m'appelle Marie. **B:** Je m'appelle Marc.
Comment t'appelles-tu?
A: Enchantée! **B:** Enchanté.

Présentez-vous à deux (2) personnes **à côté de vous**. **Serrez la main**.

Mini-Vocabulaire:

faire la connaissance	[fɛr la kɔ nɛ sãs]	to meet
quelqu'un	[kɛl kœ]	someone
se présenter	[sə pre zã te]	to introduce oneself
se serrer la main	[sə sɛ re la mɛ]	to shake hands
Bonjour	[bɔ̃ ʒur]	Hello
Comment ...	[kɔ mã] ...	What is your name?
... t'appelles-tu?	... [ta pɛl ty]	(informal)
... vous appelez-vous?	... [vu za ple vu]	(formal)
Je m'appelle...	[ʒə ma pɛl]	My name is...
Enchanté(e)	[ã ʃã te]	Pleased to meet you.
Présentez-vous	[pre zã te vu]	Introduce yourself
à côté de vous	[a ko te də vu]	next to you

A.1.2 Observation culturelle



LA BISE

In many French-speaking countries, people kiss each other on the cheek or shake hands when they meet. In everyday situations, female friends kiss, while men and mixed couples will kiss or shake hands depending on their level of acquaintance. The kiss (*le bisou* or *la bise*) usually begins on the right cheek, which means you should first move your head to your left; the number of kisses varies from one to four depending on the region or country and on the level of emotion. A kiss or handshake is also given upon leaving, even if the two parties have been together only a few minutes.

Another aspect of French-speaking cultures you should be aware of is the space between people. In many countries, people stand much closer together when talking than Americans do, so do not feel intimidated or crowded if the person you are speaking with stands quite close.



b / Ils se serrent la main.

Note, A.1.1 : In the model dialogues and exercise examples, the speakers are labeled (A) and (B), and their parts should be read in turn. Elements you will need to replace to personalize the dialogues are shaded in grey. Words in bold are vocabulary words whose English translation is given in a "mini-vocabulary" list in the margin or in the exercise.

Note, A.1.2 : The world symbol is used to designate cultural information contained in the text. Very shortly, these sections will be in French. In the PDF, click on the hyperlinks for videos and websites.



c / La bise

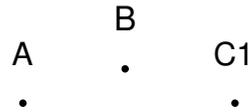
Clip 1 (la bise en France)

Clip 2 (la bise en Suisse romande)

A.1.3 Le cercle d'amis

Présentons-nous! Dans cet exercice, toute la classe se présente. Formez un grand cercle dans la classe.

1. Dans des groupes de 3 (A-B-C), présentez-vous. A se présente à B; B se présente à C; la personne au centre (B) présente A à C.



A à B : Bonjour, je m'appelle Sylvie.

B à A : Je m'appelle Joe.

A et B : Enchanté(e). [A et B se serrent la main.]

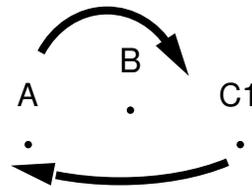
B à C : Comment t'appelles-tu ?

C à B : Je m'appelle Oscar.

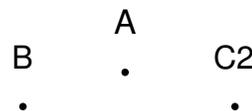
B à A et à C : Sylvie, je te présente Oscar.

A et C : Bonjour / Enchanté(e). [A et C se serrent la main.]

2. A et B changent de position (A passe au centre), et C change de groupe (C passe au groupe à côté).



3. La personne au centre (A) se présente au nouveau C, et présente C à B.



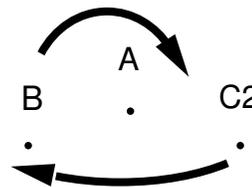
A à C : Bonjour, je m'appelle Sylvie. Comment t'appelles-tu ?

C : Je m'appelle Veronica.

A à C et à B : Veronica, je te présente Joe.

B et C : Bonjour, Joe/Veronica. /Enchanté(e). [B et C se serrent la main.]

4. B et A changent de position (B passe au centre), et C change de groupe. Continuez.



To students : The directions in all section A exercises are in French so that the entire class may be conducted in French. This will be a shock at first but is the best way to accustom your ear to the French language. Pay attention to your teacher's gestures, the modeling of each exercise, and to key words such as cognates (words that look alike in French and English), and you should have an idea of what to do. Do not hesitate to say "Madame/ Monsieur, Répétez, s'il vous plaît" if you need your teacher to repeat an instruction.



LES PRÉNOMS

Many French names can be used for both men and women, sometimes with different spelling but the same pronunciation (e.g. René, Renée), other times exactly the same for men and women (e.g. Dominique). For centuries, French names were predominantly saints' names, and recognizably "French" - but nowadays, many Arabic and English names are also popular, sometimes adapted into more French forms. You can see here if your first name is common in France. (See "fréquence" and use the "statistiques" box.)

Note, A.1.5 : The microphone symbol is used to designate exercises where you must interview several people, asking the same question(s) of each.

A.1.4 L'alphabet des prénoms

Grammaire: Voir B.1, "L'alphabet," page 34.

Répétez et **Epelez** les prénoms français suivants. Est-ce qu'ils sont masculins ou féminins ?

A Aimée	H Henri	O Olivier	V Vanessa
B Béatrice	I Isabelle	P Pascale	W William
C Claude	J Jean	Q Quentin	
D Dominique	K Kevin	R René	X Xavier
E Émile	L Laurence	S Serge	Y Yves
F Francis	M Manon	T Thérèse	
G Gilles	N Nicolas	U Ulysse	Z Zélie

A.1.5 Comment t'appelles-tu ?

Mini-Vocabulaire:

Ça s'écrit comment ?	[sa se kri kə mɑ̃]	How is that spelled?
Ecrivez !	[e kri ve]	Write!
Epelez !	[e ple] ([e pə le])	Spell!
le nom	[lə nɔ̃]	last name
le prénom	[lə pre nɔ̃]	first name
le/la camarade	[ka ma rad]	friend, classmate



Circulez dans la classe. Demandez les noms de vos camarades de classe. **Ecrivez** les noms de 3 personnes.

A: Comment t'appelles-tu ?
B: Je m'appelle Shahira.
A: Ça s'écrit comment ?
B: S-H-A-H-I-R-A.
A: Shahira est ton prénom ?
B: Oui.
A: Et ton nom ?
B: Mon nom, c'est Jones.
A: Ça s'écrit comment ?
B: J-O-N-E-S. Et toi, comment t'appelles-tu ?
 ... **Continuez le dialogue.**

Ecrivez :

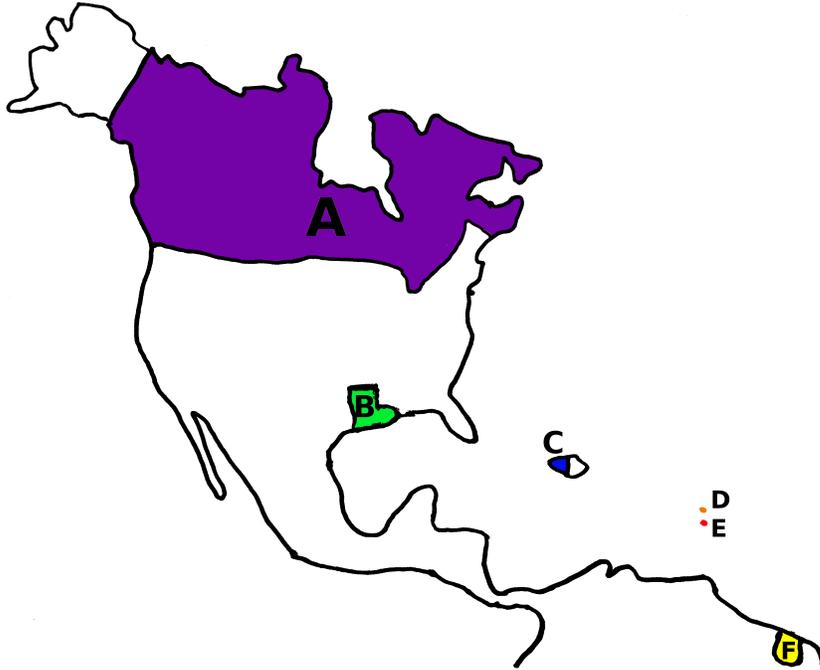
Mes camarades de classe s'appellent
 _____, _____, et
 _____.

A.1.6 Dictée : Le français en Amérique



LA FRANCOPHONIE - L'AMÉRIQUE

Où sont les francophones en Amérique du Nord, Amérique du Sud, et Amérique centrale? Ecrivez le mot que le professeur épelle. Ensuite, essayez d'identifier la région nommée.



Note : **francophone** = une personne qui parle français. **Un pays francophone** = une nation où on parle français. **La Francophonie** = toutes les nations où on parle français. En français, on considère que l'Amérique du Nord, l'Amérique centrale, et l'Amérique du Sud = un continent, l'Amérique.

Mini-Vocabulaire:

accent aigu	(é)
accent grave	(è)
accent circonflexe	(ê)
cédille	(ç)
tréma	(ë)
un pays	country
un état	state
une ville	a city

1. La _____ C'est quelle lettre? ____
2. La _____ C'est quelle lettre? ____
3. Le _____ C'est quelle lettre? ____
4. _____ C'est quelle lettre? ____
5. La _____ C'est quelle lettre? ____
6. La _____ C'est quelle lettre? ____

⇒ Continuons!

Où sont les **villes** suivantes?

1. Montréal
2. Port-au-Prince
3. La Nouvelle-Orléans
4. Québec

A.1.7 Dialogue : Bonjour !

Grammaire: Voir B.2, "Pronoms sujets," page 38.

Mini-Vocabulaire:

Madame	[ma dam]	Mrs., Ma'am
Monsieur	[mø sjø]	Mr., Sir
Mademoiselle	[mad mwa zɛl]	Miss
Salut !	[sa ly]	Hi! or Bye! (informal)
Ça va ?	[sa va ↗]	How are you?
Comment ça va ?	[kɔ mɑ sa va ↘]	How are you?
Comment allez-vous ?	[kɔ mɑ ta le vu]	How are you? (formal)
Comment vas-tu ?	[kɔ mɑ va ty]	How are you? (informal)
Ça va.	[sa va ↘]	O.K.
Ça va bien/mal.	[sa va bjɛ̃] [sa va mal]	Good/ Bad.
Comme ci, comme ça.	[kɔm si kɔm sa]	So-so.
Merci.	[mɛr si]	Thank you.
Et vous ? / Et toi ?	[e vu] [e twa]	And you?
Au revoir !	[o vwar]	Goodbye!
A demain !	[a dɛ mɛ̃]	See you tomorrow!
une rencontre	[rɑ kɔ̃tr]	a meeting

Note : the partner symbol is used to designate conversations or exercises done in pairs.



Imitez le dialogue modèle avec un(e) partenaire. Changez les éléments gris pour personnaliser le dialogue.

Modèle :



A: Salut, Christophe!
B: Ah, bonjour, Marc! Ça va ?
A: Comme ci, comme ça. Et toi, Christophe? Comment ça va ?
B: Ça va bien, merci.
A: Au revoir.
B: Salut.

A.1.8 Rencontres



Imaginez un petit dialogue pour les paires ou groupes suivants. C'est formel, ou informel? Pratiquez le dialogue avec votre partenaire, et présentez votre dialogue devant la classe.

<p>1.</p>	<p>2.</p>
<p>A: _____ B: _____ C: _____ : _____ : _____ : _____</p>	<p>A: _____ B: _____ A: _____ B: _____ A: _____ B: _____</p>
<p>3.</p>	<p>4.</p>
<p>A: _____ B: _____ C: _____ : _____ : _____ : _____</p>	<p>A: _____ B: _____ C: _____ : _____ : _____ : _____</p>

A.2 Identifications

A.2.1 Dans la classe de français

Grammaire: Voir B.3, "Le verbe être," page 42.



Par deux, décrivez la classe de français. Complétez les phrases suivantes avec la forme correcte du verbe *être*.

1. Je _____ dans la classe de français.
2. Nous _____ étudiants.
3. Le professeur _____ intelligent.
4. Les étudiants _____ sociables.
5. Tu _____ enthousiaste ?
6. Le livre _____ facile.
7. Vous _____ français ?
8. Nous _____ contents d'étudier le français.

A.2.2 Nous sommes tous ...

Changez la phrase en substituant le nouvel élément.

Exemple: Je suis sociable.

[elle]

Elle est sociable.

[raisonnable]

Elle est raisonnable.

- | | | |
|-------------------|------------------|----------------|
| 1. Je suis calme. | 5. tu | 9. je |
| 2. nous | 6. organisé | 10. vous |
| 3. Paul | 7. mes parents | 11. athlétique |
| 4. optimiste | 8. le professeur | 12. ils |

⇒ Continuons!

Complétez la phrase avec le verbe *être* + un adjectif.

athlétique	chic	calme	raisonnable
difficile	dynamique	optimiste	solitaire
émotionnel	cruel	obstiné	stupide

- | | |
|----------------------------|--|
| 1. Je ... | 4. Les Français ... |
| 2. Le président ... | 5. Madame/Monsieur le professeur, vous ... |
| 3. Nous les Américains ... | |

Mini-Vocabulaire:

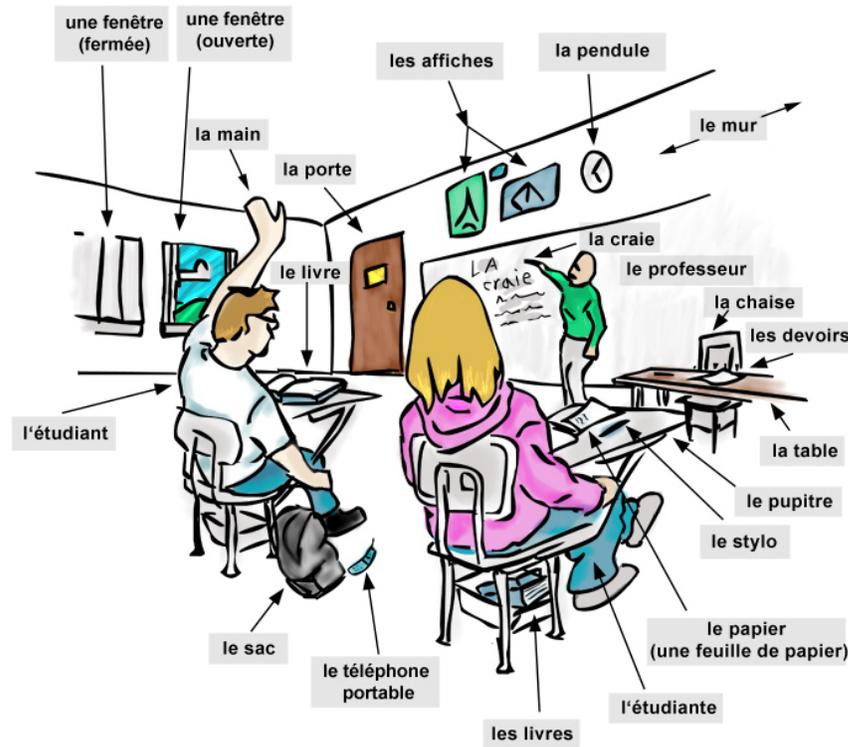
nouveau	[nu vo]	new
mot	[mo]	word
tous	[tus]	all



d / Tous Américains

Après l'attaque du 11 septembre, le journal français *Le Monde* déclare, "Nous sommes **tous** Américains."

A.3 Le cours de français



A.3.1 Aux ordres du professeur !

Grammaire: Voir B.4, "Impératifs," page 44, et B.5, "Articles définis", page 45.

Suivez les instructions de votre professeur.

Mini-Vocabulaire:

Tout le monde	[tu lə mɔ̃d]	Everyone
Allez	[a le]	Go
Dites	[dit]	Say
Donnez	[dɔ̃ ne]	Give
Écoutez	[e ku te]	Listen
Écrivez	[e kri ve]	Write
Fermez	[fɛr me]	Close
Levez	[lə ve]	Raise
Lisez	[li ze]	Read
Mettez	[mɛ te]	Put
Montrez	[mɔ̃ tre]	Show
Ouvrez	[u vre]	Open
Prenez	[prɛ ne]	Take/ Pick up
Répétez	[re pe te]	Repeat
Suivez	[sɥi ve]	Follow
	...	
à	[a]	to, at
de	[də]	from, of

Mini-Vocabulaire:

à gauche	[a ɡoʃ]
à droite	[a drwat]
les affiches	[le za fiʃ]
le bureau	[lə by ro]
la chaise	[la ʃɛz]
la craie	[la krɛ]
les devoirs	[le də vwar]
l'étudiant	[le ty djã]
l'étudiante	[le ty djãt]
la fenêtre	[la fənɛtr]
fermé(e)	[fɛr me]
la feuille	[la fœj]
le livre	[lə livr]
la main	[la mɛ̃]
le mur	[lə myr]
ouvert(e)	[u vɛr/vɛrt]
le papier	[lə pa pjɛ]
la pendule	[la pã dyl]
le plafond	[lə pla fɔ̃]
la porte	[la pɔrt]
le professeur	[lə prɔ̃ fɛ soɛr]
le pupitre	[lə py pitr]
le sac à dos	[lə sa ka do]
le sol	[lə sɔl]
le stylo	[lə sti lo]
le tableau	[lə ta blo]
le téléphone portable	[lə te le fɔ̃n pɔrtabl]
Que veut dire	[kə vø dir]

A.3.2 Vocabulaire : La salle de classe

Selectionnez la réponse correcte et lisez la phrase entière.

1. Le professeur écrit au tableau avec la craie / la chaise.
2. Pour donner la réponse, l'étudiant lève le sac à dos / la main.
3. On n'utilise pas le téléphone portable / le livre en classe.
4. Pour écrire, l'étudiante utilise le stylo / la fenêtre.
5. L'étudiante / l'étudiant écrit sur la feuille de papier.
6. Le livre de l'étudiant est ouvert / fermé.
7. Le devoir / le livre sur le bureau a une note de A+.
8. Le stylo du professeur est sur le pupitre / le bureau.
9. L'étudiant est attentif – il regarde la pendule / le professeur.
10. La porte est à gauche / à droite.

Note : Do not expect to understand every word in these sentences. There should be enough words you recognize to allow you to guess the right answer. Part of learning a language is accepting that there will be words you do not understand, and you need to work around that. If you feel that there is a word whose meaning you truly need to know, use the question, *Que veut dire 'X'?* = *What does 'X' mean?*

A.3.3 Dictée : La salle de classe

Ecrivez les mots que le professeur épelle. Puis, mettez le mot correct dans la phrase à droite.

1. _____ a. Le _____ parle français très bien.
2. _____ b. Les _____ ne sont pas très confortables.
3. _____ c. Le professeur écrit au _____.
4. _____ d. On écrit sur le papier avec un _____.
5. _____ e. On écrit au tableau avec une _____.
6. _____ f. Le professeur corrige les _____ avec un stylo rouge.
7. _____ g. Préférez-vous les fenêtres ouvertes ou _____ ?
8. _____ h. Les étudiants entrent par la _____.
9. _____ i. Le _____ du professeur est grand.
10. _____ j. La classe est finie. Mettez les livres dans votre _____.

A.3.4 Parlez français en classe !

Mini-Vocabulaire:

Comment ?	[kɔ̃ mɑ̃]	What? (Huh?)
Je ne comprends pas.	[ʒə nɔ̃ kɔ̃ prɑ̃ pa]	I don't understand.
Comment dit-on ... ?	[kɔ̃ mɑ̃ di tɔ̃]	How do you say... ?
Excusez-moi.	[ɛk sky ze mwa]	Excuse me.
S'il vous plaît	[sil vu plɛ]	Please (formal)



Dans des groupes de 3, imaginez un petit dialogue entre un professeur de français et deux étudiants. Pratiquez le dialogue. Répétez le dialogue devant la classe.

A.4 Les chiffres

A.4.1 Maths !

Grammaire: Voir B.6, "Les chiffres," page 49.



Faisons des maths! Lisez le problème mathématique à votre partenaire; il/elle calcule la solution. Un(e) étudiant(e) donne le problème, l'autre donne la réponse; puis, les deux personnes changent de rôle.

Modèle : $2+2=$ ____ Deux plus deux égale quatre.

$7-4=$ ____ Sept moins quatre égale trois.

- | | | |
|----------------|-------------------|-------------------|
| 1. $2+4=$ ____ | 7. $12+57=$ ____ | 13. $10-7=$ ____ |
| 2. $3+6=$ ____ | 8. $26+14=$ ____ | 14. $11-6=$ ____ |
| 3. $5+5=$ ____ | 9. $33+41=$ ____ | 15. $23-9=$ ____ |
| 4. $1+7=$ ____ | 10. $8-4=$ ____ | 16. $63-13=$ ____ |
| 5. $8+3=$ ____ | 11. $15-10=$ ____ | 17. $77-36=$ ____ |
| 6. $9+4=$ ____ | 12. $3-2=$ ____ | 18. $82-41=$ ____ |

A.4.2 Voilà !

Préparez une carte pour jouer. Mettez vos chiffres préférés :
 V=1-19; O=20-39; I=40-59; L=60-79; A=80-99

Exemple :

V	O	I	L	A
2	29	47	62	83
19	38	57	74	84
7	35	*	76	96
12	24	44	65	99
18	34	51	69	94

V	O	I	L	A
		*		

V	O	I	L	A
		*		

(Note : This is a game like "Bingo." 5 numbers in any direction = "Voilà!" The star in the middle is a free square.)

Note : In French, the decimal places are separated from the integers by a comma rather than a period. When saying the number aloud, you say “virgule.” 10,2 (*dix-virgule-deux*) = 10.2 in English. Conver-



QUI PARLE FRANÇAIS?

French is spoken as a native language by about 80 million people. Far more people speak French as a second language than as a first language; the majority of French-speakers live in Africa. Although about one billion people live in the 29 countries where French is an official language, in many of these, only a small percentage actually speak French. Especially in Francophone Africa, French is the language of an elite, used in education and government. Not all the Francophone nations of Europe and Africa are labeled on this map, but even among those that are named, French plays many different roles : a native language; a *lingua franca* (common language) that speakers of different native languages use to communicate; a language of commerce and of diplomacy. Worldwide, French is the second most commonly taught second language, behind only English. One estimate is that approximately 130 million people speak French as a part of their daily life, and 180 million use it occasionally. See 1. About.com: What is French; 2. Complete Map of la Francophonie; 3. Table of number of French speakers

A.4.3 Qui parle français ?

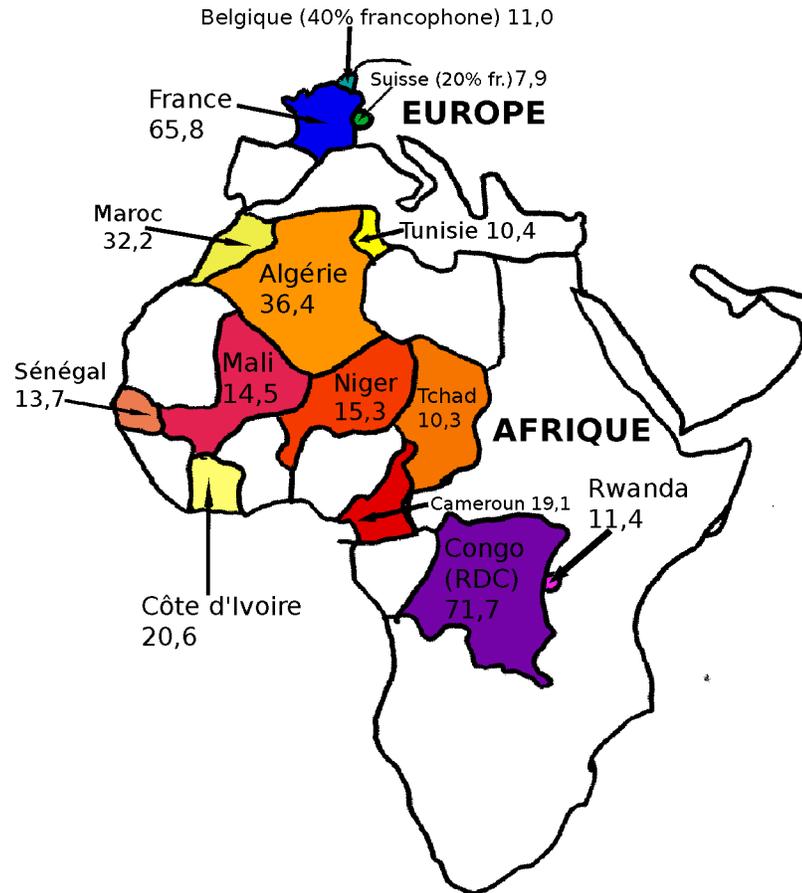


LA FRANCOFONIE - L'EUROPE ET L'AFRIQUE

Mini-Vocabulaire:

combien	[kɔ̃ bjɛ̃]	how many, how much
cent	[sɑ̃]	hundred
mille	[mil]	thousand
million	[mi ljɔ̃]	million
virgule	[vir gyl]	comma

La population (en millions) de quelques pays francophones



Regardez la carte et dites combien de personnes habitent dans chaque pays francophone.

- | | | |
|--------------|----------------|----------------|
| 1. la France | 5. le Tchad | 9. la Belgique |
| 2. le Mali | 6. le Sénégal | 10. l'Algérie |
| 3. le Niger | 7. le Cameroun | 11. la Suisse |
| 4. le Maroc | 8. le Rwanda | 12. le Congo |

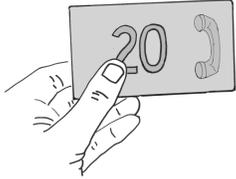
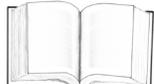
A.4.4 Préparons la rentrée !

Mini-Vocabulaire:

la rentrée	[rã tre]	first day of school
vous avez	[vu za ve]	you have
achetez	[aʃ te]	buy
dépenses	[de pãs]	expenditures
je voudrais	[jə vu drɛ]	I would like



Vous avez 100 Euros. Achetez le nécessaire pour la rentrée. Calculez vos dépenses.

 <p>la carte téléphonique [la kart te le fɔ nik] 20 Euros 40 Euros</p>	 <p>le stylo [lə sti lo] en plastique : 2,40 Euros en métal : 8,50 Euros</p>	 <p>le sac à dos [lə sa ka do] bleu, rouge, ou jaune : 44,90 Euros noir ou brun : 63,20 Euros</p>
 <p>le livre [lə livr] 36,20 Euros</p>	 <p>le crayon [lə krɛ jɔ̃] 0,90 Euros</p>	 <p>le cahier [lə ka je] 2,50 Euros</p>

Modèle :

A: Bonjour, Madame! Le sac à dos, c'est combien, s'il vous plaît ?

B: Le sac à dos bleu coûte 44 Euros 90, le sac à dos brun coûte 63 Euros 20.

A: Je voudrais un sac à dos bleu, s'il vous plaît.

B: Très bien, Mademoiselle. Ça fait 44,90. Vous désirez quelque chose d'autre ?

A: Le stylo coûte combien ? ...

[Continuez la conversation ...]

B: Merci, Madame. Au revoir!



LA RENTRÉE

The first day of school in Francophone countries is called *la rentrée* (the return). Since most countries have standard national curricula, the whole country often has *la rentrée* on the same day.



L'EURO

Since 2002, the Euro has been the common currency of most European countries, replacing national currencies like the French franc and the German Deutschmark. The exchange rate of the Euro to the dollar has varied from about \$.80 to \$1.60; in September 2014 the exchange rate was \$1.30. Unlike American greenbacks, Euro bills in different denominations vary in color and size. The fronts feature windows and the backs feature bridges from different eras and countries.

See images of Euros.



A.5 Descriptions

A.5.1 Faisons connaissance !

Grammaire: Voir B.7, "L'accord de l'adjectif," page 51.

Mini-Vocabulaire:

Faisons connaissance !	[fə zɔ̃ kɔ̃ nɛ sɑ̃s]	Let's get acquainted!
Qui	[ki]	Who
Levez la main	[lə ve la mɛ̃]	Raise your hand
travailleur(se)	[tra va jœr (jœz)]	hard-working
 paresseux(se)	[pa rɛ sɔ̃ (sɔz)]	lazy

Si la description s'applique à vous, **levez la main** et dites "je suis...". Dans la classe, **qui** est...?

- | | | |
|-------------|---------------------|------------------------|
| 1. grand | 6. paresseux | 11. sportif |
| 2. petit | 7. anxieux | 12. sédentaire |
| 3. brun | 8. calme | 13. travailleur |
| 4. blond | 9. timide | 14. sérieux |
| 5. studieux | 10. courageux | 15. frivole |

A.5.2 Changeons d'identité !

Répétez la phrase **donnée**, et puis remplacez le sujet ou l'adjectif par le **nouveau mot**. Changez le verbe si c'est nécessaire !

Exemple:	Je suis blond.
[Marie]	Marie est blonde.
[américain]	Marie est américaine.
[tu]	Tu es américain.

Le français est amusant.

- | | | |
|------------------|-------------------|--------------|
| 1. La classe | 7. Nous | 13. Tu |
| 2. Le livre | 8. sérieux | 14. attentif |
| 3. intéressant | 9. Je | 15. Hamid |
| 4. Le professeur | 10. Sylvie | 16. petit |
| 5. américain | 11. sociable | 17. Vous |
| 6. Les étudiants | 12. Marc et Marie | 18. Miriam |

Note : Dans la question, l'adjectif est au masculin. Dans la réponse, changez l'adjectif si le sujet est féminin.

Mini-Vocabulaire:

donné	given
le mot	word
nouveau	new

A.5.3 Qui est-ce ?

Grammaire: Voir B.7, "L'accord des adjectifs," page 51.

Qui est-ce ? Associez la personne sur la photo avec sa profession.



- | | |
|----------------------|---------------------|
| 1. Barack Obama | a. un président |
| 2. Marie Curie | b. une chanteuse |
| 3. Gérard Depardieu | c. un président |
| 4. Céline Dion | d. un acteur |
| 5. François Hollande | e. une scientifique |

Regardez les photos et répondez aux questions. Utilisez la bonne forme de l'adjectif!

- | | |
|------------------------|--------------------------|
| 1. Qui est blond ? | 5. Qui est français ? |
| 2. Qui est sérieux ? | 6. Qui est mort ? |
| 3. Qui est américain ? | 7. Qui est chic ? |
| 4. Qui est canadien ? | 8. Qui est riche ? |

Rappel : dans la question, l'adjectif est au masculin. Dans la réponse, changez l'adjectif si le sujet est féminin.

A.5.4 Comment sont-ils ?

Utilisez les adjectifs à droite pour décrire les personnes ou les choses à gauche. Changez la forme de l'adjectif si c'est nécessaire !

- | | |
|---------------------------------|----------------|
| 1. le professeur | a. stupide |
| 2. la France | b. difficile |
| 3. la prononciation du français | c. compétent |
| 4. Barack Obama | d. important |
| 5. ma mère | e. travailleur |
| 6. moi | f. sérieux |
| 7. le livre | g. élégant |
| 8. la guerre d'Iraq | h. cher |
| 9. les étudiants de français | i. grand |
| 10. l'université | j. gentil |
| 11. mes classes | k. sale |
| 12. la salle de classe | l. intelligent |
| 13. les devoirs | m. intéressant |

Mini-Vocabulaire:

ma mère	my mother
cher (chère)	expensive
gentil(le)	nice
mort	dead
sale	dirty
très	very
vraiment	really
pas vraiment	not really

A.5.5 L'image des stars

Par groupes de 4, nommez une personne célèbre. Ecrivez le nom sur une feuille de papier. Quels adjectifs décrivent cette personne? Passez la feuille. Chaque étudiant écrit un adjectif (au masculin ou au féminin) qui caractérise la personne célèbre.

Quelques adjectifs opposés sont :

grand-petit	gentil(le)-méchant
blond-brun	compétent-incompétent
sérieux-frivole	timide-courageux
riche-pauvre	sédentaire-sportif
travailleur-paresseux	enthousiaste-indifférent
intelligent-stupide	sale-propre
patient-impatient	sociable-solitaire
intéressant-ennuyeux	calme-anxieux

A.5.6 Sondage de la classe

Grammaire: Voir B.8, "Questions," page 55.



Interviewez vos camarades de classe. Posez des questions par **intonation**. Ecrivez les noms des personnes qui répondent "oui." Chaque étudiant pose deux questions à ses camarades. Changez la forme de l'adjectif au féminin si la personne en face de vous est une femme.

Exemple: **A:** Bonjour! Comment t'appelles- tu? **B:** Je m'appelle Marie. Et toi?

A: Je m'appelle Paula. **A:** et **B:** Enchantée!

A: [sociable-travailleur]

A: Marie, tu es sociable?

A: Tu es travailleuse?

B: Non, **pas vraiment**.

B: Oui, je suis **très** travailleuse.

B: [enthousiaste- impoli]

B: Et toi, Paula, tu es enthousiaste?

B: Tu es impolie?

A: Oui, je suis enthousiaste.

A: Non!

1. honnête - impatient

2. content - sportif

3. anxieux - riche

4. timide - intelligent

5. travailleur - américain

6. sérieux - poli

7. sédentaire - studieux

8. généreux - gentil

9. tolérant - calme

10. chic - paresseux

Mini-Vocabulaire:

vraiment really

pas vraiment not really

A.6 Résumé

Les activités dans cette section vous permettent de pratiquer tout le matériel du chapitre. Regardez les “objectifs” du chapitre, p. 11.

A.6.1 Résumé : Descriptions



Dans votre groupe, trouvez le maximum d'adjectifs pour décrire les personnes, institutions, et objets suivants. Mettez l'adjectif à la forme correcte (masculin, féminin, singulier, pluriel).

- | | |
|--------------------|-------------------------------------|
| 1. l'université | 5. le cours de français |
| 2. les professeurs | 6. les étudiants à votre université |
| 3. ma mère | 7. les devoirs |
| 4. la porte | 8. mes amis |

⇒ **Continuons!**

Maintenant, en utilisant les adjectifs et le verbe *être*, faites des phrases complètes.

A.6.2 Résumé : Instructions en classe (Jacques a dit !)

Ecoutez les instructions du professeur. Quand le professeur dit, “Jacques a dit” + l'instruction, exécutez-la. Mais s'il dit “Jacques a dit a dit” + l'instruction, ne l'exécutez pas.

1. Levez-vous.
2. Prenez le stylo.
3. Ecrivez votre nom.
4. Ecrivez votre prénom.
5. Allez à la fenêtre.
6. Ouvrez la fenêtre.
7. Allez au tableau.
8. Prenez la craie.
9. Ecrivez la phrase, “Comment allez-vous?” au tableau.
10. Allez à votre chaise.
11. (Ecoutez l'instruction du professeur)
12. (Ecoutez l'instruction du professeur)

A.6.3 Résumé : Votre identité



LE PALAIS DE L'ELYSÉE François Hollande est le président français. La résidence officielle du président est le Palais de l'Élysée, qui se trouve à l'adresse indiquée.



e / Le Palais de l'Élysée



D'abord, répétez le dialogue modèle avec le professeur.

A: Bonjour, Monsieur.
B: Bonjour.
A: **Votre** nom, s'il vous plaît ?
B: Hollande.
A: Ça s'écrit comment ?
B: H-O-deux L-A-N-D-E.
A: **Votre** prénom ?
B: François ; F-R-A-N-C cédille-O-I-S.
A: Quelle est votre adresse ?
B: 55, rue du Faubourg Saint-Honoré.
A: Le nom de la **rue** s'écrit comment ?
B: F-a-u-b-o-u-r-g S-a-i-n-t-H-o-n-o-r-e accent aigu.
A: Dans quelle ville ?
B: Paris.
A: Et quel est votre **lieu de naissance** ?
B: Rouen (R-O-U-E-N).
A: Merci, Monsieur. J'ai toutes les informations nécessaires.

Maintenant, préparez la première fiche d'identification avec **vos** informations personnelles. Inventez une adresse fictive si vous désirez.

Mes informations :

Nom _____ Prénom(s) _____
Adresse _____

Lieu de naissance _____

Puis, avec un(e) partenaire, répétez le dialogue modèle, avec **vos** informations. Ecrivez les informations de **votre** partenaire sur la deuxième fiche.

Les informations de mon partenaire :

Nom _____ Prénom(s) _____
Adresse _____

Lieu de naissance _____

Mini-Vocabulaire:

la rue	street
lieu de naissance	place of birth
votre	your
vos	your
mon	my
mes	my

Ecrivez vos informations personnelles ici :

Interviewez votre partenaire, écrivez ses infos ici :

A.6.4 Résumé : Dialogue



Avec un(e) partenaire ou dans un groupe de 3 personnes, préparez un petit dialogue pour illustrer une de ces situations. Exercez-vous à ce dialogue et présentez-le devant la classe.

1. (2 ou 3 personnes) La rentrée - Vous êtes dans une nouvelle classe. Imaginez la conversation entre les étudiants ou entre le professeur et les étudiants.
2. (2 personnes) Interviewez votre partenaire. Comment est-il/elle ? Faites une description de votre partenaire à la classe. (Chaque personne décrit son partenaire).
3. (3 personnes) Vous avez un nouveau copain / une nouvelle copine. Présentez cette personne à un de vos parents.

nouveau, nouvelle = new
un nouveau copain = a new
boyfriend
une nouvelle copine = a new
girlfriend

A.7 Vocabulaire français-anglais

LES PRÉSENTATIONS, L'IDENTITÉ ET LA SANTÉ		
Bonjour	[bɔ̃ ʒur]	Hello
Salut !	[sa ly]	Hi! or Bye! (informal)
Au revoir !	[o vwar]	Goodbye!
A demain !	[a də mɛ̃]	See you tomorrow!
Madame	[ma dam]	Mrs., Ma'am
Monsieur	[mø sjø]	Mr., Sir
Mademoiselle	[mad mwa zɛl]	Miss
Comment ...	[kɔ̃ mɑ̃] ...	What's your name?
... t'appelles-tu ?	[ta pɛl ty]	(informal)
... vous appelez-vous ?	[vu za ple vu]	(formal)
Je m'appelle ...	[ʒə ma pɛl]	My name is...
le nom	[lə nɔ̃]	last name
le prénom	[lə pre nɔ̃]	first name
la rue	[la ry]	street
le lieu de naissance	[lə ljø də nɛ sɑ̃s]	place of birth
Enchanté(e)	[ɑ̃ ʃɑ̃ te]	Pleased to meet you.
Ça va ?	[sa va ↗]	How are you?
Comment ça va ?	[kɔ̃ mɑ̃ sa va ↘]	How are you?
Comment allez-vous ?	[kɔ̃ mɑ̃ ta le vu]	How are you? (formal)
Comment vas-tu ?	[kɔ̃ mɑ̃ va ty]	How are you? (informal)
Ça va.	[sa va]	O.K.
Ça va bien/mal.	[sa va bjɛ̃] [sa va mal]	Good/ Bad.
Comme ci, comme ça.	[kɔ̃m si kɔ̃m sa]	So-so.
Merci.	[mɛr si]	Thank you.
Et vous ? / Et toi ?	[e vu] [e twa]	And you? (formal/inf.)
PARLER EN CLASSE - INSTRUCTIONS		
tout le monde	[tu lə mɔ̃d]	Everyone
allez	[a le]	go
arrêtez	[a rɛ te]	stop
dites	[dit]	say
donnez	[dɔ̃ ne]	give
écoutez	[e ku te]	listen
écrivez	[e kri vɛ]	write
épelez	[e ple], [e pɛ le]	spell
fermez	[fɛr mɛ]	close
levez	[lə vɛ]	raise, lift
mettez	[mɛ te]	put
montrez	[mɔ̃ tre]	show
ouvrez	[u vre]	open
prenez	[prɛ nɛ]	take/ pick up
regardez	[rə gar de]	look, look at
répétez	[re pe te]	repeat
NUMBERS - SEE PAGES 49 and 50		

EN CLASSE

à gauche	[a goʃ]	(to the) left
à droite	[a drwat]	(to the) right
l'affiche (f.)	[la fif]	poster
le bureau	[lə by ro]	desk
le cahier	[lə ka jɛ]	notebook
la chaise	[la ʃɛz]	chair
la craie	[la krɛ]	chalk
le crayon	[lə krɛ jɔ̃]	pencil
le devoir	[lə də vwar]	homework
l'étudiant	[le ty djɑ̃]	(male) student
l'étudiante	[le ty djɑ̃t]	(female) student
la fenêtre	[la fənɛ trə]	window
fermé(e)	[fɛr me]	closed
la feuille de papier	[la fœj də pa pjɛ]	sheet (of paper)
le livre	[lə livr]	book
la main	[la mɛ̃]	hand
le mur	[lə myr]	wall
ouvert(e)	[u vɛr] [u vɛrt]	open
le papier	[lə pa pjɛ]	paper
la pendule	[la pɑ̃ dyl]	clock
le plafond	[lə pla fɔ̃]	ceiling
la porte	[la pɔrt]	door
le professeur	[lə prɔ fɛ soɛr]	teacher
le pupitre	[lə py pitr]	(student's) desk
le sac à dos	[lə sa ka do]	backpack
le sol	[lə sɔl]	floor
le stylo	[lə sti lo]	pen
le tableau	[lə ta blo]	chalkboard
le téléphone	[lə te le fɔn]	telephone
portable	[pɔr tabl]	portable

PARLER EN CLASSE - EXPRESSIONS UTILES

Comment ?	[kɔ mā]	What? (Huh?)
Je ne comprends pas.	[ʒə nə kɔ̃ prɑ̃ pa]	I don't understand.
Comment dit-on ... ?	[kɔ mā di tɔ̃]	How do you say... ?
Que veut dire ... ?	[kə vødir]	What does ... mean?
Excusez-moi.	[ɛk sky ze mwa]	Excuse me.
S'il vous plaît	[sil vu plɛ]	Please (formal)
S'il te plaît	[sil tə plɛ]	Please (informal)
Comment sont-ils ?	[kɔ mā sɔ̃ til]	What are they like?
oui	[wi]	yes
non	[nɔ̃]	non
dans	[dɑ̃]	in
à	[a]	at, to
de	[də]	of, from
le, la, les	[lə], [la], [le]	the
un, une, des	[œ̃], [yn], [de]	a, one, some
ce, cette, ces	[sə], [sɛt], [se]	this, these, that, those
mon, ma	[mɔ̃], [ma]	my (singular forms)
mes	[mɛ]	my (plural form)
votre	[vɔtr]	your (singular form)
vos	[vo]	your (plural form)

PRONONCIATION ET ORTHOGRAPHE

Ça s'écrit comment ?	[sa se kri kɔ mā]	How is that spelled?
accent aigu	[ak sɑ̃ te gy]	acute accent (like this: é)
accent grave	[ak sɑ̃ grav]	grave accent (like this: è)
accent circonflexe	[ak sɑ̃ sir kɔ̃ flɛks]	circumflex accent (like this: ê)
tréma	[tre ma]	diacritical mark (like this: î)
cédille	[se dij]	cedilla (like this: ç)
majuscule	[ma ʒy skyl]	capital letter
minuscule	[mi ny skyl]	small letter

LES ADJECTIFS

américain(e)	[a me ri kɛ̃] [kɛ̃n]	American
anxieux(se)	[ɑ̃k sjø(sjøz)]	anxious
blond(e)	[blɔ̃] [blɔ̃d]	blond
brun(e)	[brœ̃] [bryn]	brown-haired
calme	[kalm]	calm
canadien(ne)	[ka na djɛ̃] [djɛ̃n]	Canadian
cher (chère)	[ʃɛr]	expensive
chic	[ʃik]	chic
compétent(e)	[kɔ̃ pe tɑ̃] [tɑ̃t]	competent
content(e)	[kɔ̃ tɑ̃] [tɑ̃t]	happy
courageux(se)	[ku ra ʒø] [ʒøz]	brave
difficile	[di fi sil]	hard, difficult
élégant(e)	[e le gɑ̃] [gɑ̃t]	elegant

LES ADJECTIFS

français(e)	[frã sɛ] [sɛz]	French
frivole	[fri vɔl]	frivolous
généreux(se)	[ʒe ne rø] [røz]	generous
gentil(le)	[ʒã tij]	nice
grand(e)	[grã] [grãd]	big (things), tall (people)
honnête	[ɔ nɛt]	honest
impatient(e)	[ẽ pa sjã] [sjãt]	impatient
impoli(e)	[ẽ pɔ li]	impolite, rude
important(e)	[ẽ pɔr tã] [tãt]	important
intelligent(e)	[ẽ tɛ li ʒã] [ʒãt]	intelligent
intéressant(e)	[ẽ te rɛ sã] [sãt]	interesting
intolérant(e)	[ẽ tɔ le rã] [rãt]	intolerant
méchant(e)	[me fã] [fãt]	mean
 paresseux(se)	[pa rɛ sø] [søz]	lazy
patient(e)	[pa sjã] [sjãt]	patient
petit(e)	[pɛ ti] [tit]	small (things), short (people)
poli(e)	[pɔ li]	polite
riche	[riʃ]	rich
sale	[sal]	dirty
sportif(ve)	[spɔr tif] [tiv]	athletic
sédentaire	[se dã tɛr]	sedentary
sérieux(se)	[se rjø] [rjøz]	serious
studieux(se)	[sty djø] [djøz]	studious
stupide	[sty pid]	stupid
timide	[ti mid]	timid, shy
tolérant(e)	[tɔ le rã] [rãt]	tolerant
travailleur(se)	[tra va jøer] [jøz]	hard-working

“Standard French” – The pronunciation and vocabulary taught in this book is that of “standard French,” the name given to the variety of French spoken in France, especially around Paris and in the center of the country. Just as English demonstrates great variation (e.g. in the U.S., the U.K., Australia, India), there are many varieties of French spoken around the world today, particularly in Canada, Europe, and Africa. If you learn standard French pronunciation, you will be understood anywhere French is spoken. However, you may have some difficulty understanding other national or regional accents.

Note: both English and Spanish speakers sometimes pronounce the French letters “ch” as [tʃ]. This is a mistake in French; the initial [t] sound must be eliminated.

B Grammar

B.1 The French alphabet and French pronunciation

Here is the French alphabet, accompanied by the IPA pronunciation for each letter.

L’alphabet français

a	[a]	h	[ɑ̃]	o	[o]	v	[ve]
b	[be]	i	[i]	p	[pe]	w	[du blø ve]
c	[se]	j	[ʒi]	q	[ky]	x	[iks]
d	[de]	k	[ka]	r	[ɛr]	y	[i grɛk]
e	[ø]	l	[ɛl]	s	[ɛs]	z	[zed]
f	[ɛf]	m	[ɛm]	t	[te]		
g	[ʒe]	n	[ɛn]	u	[y]		

In this book, as in French dictionaries, each vocabulary word will be given along with its phonetic transcription according to the International Phonetic Alphabet (IPA). American dictionaries each have their own pronunciation guides, but the IPA is universal and used in most other countries. Although it may seem strange at first, the IPA notation will make it easier for you to remember how a word is pronounced. If you wish to start using the IPA right now, you should consult section B.9 at the end of this chapter (page 57).

Most French sounds are similar to sounds in English. However, here are some major differences related to spelling:

Spelling/sounds different than English

spelling	IPA	description
u	[y]	To pronounce the single letter “u,” round your lips tightly as if to say [o] but say [i]. This sound does not exist in English.
ou	[u]	The letters “ou” are always pronounced [u], similar to the English word <i>food</i> .
au	[o]	The letters “au” (or “eau”) are always pronounced [o], similar to the English words <i>soap</i> or <i>taupe</i> .
r	[r]	The French r is pronounced in the throat, as if you are gargling.
h		The letter “h” is always silent in French.
g	[g], [ʒ]	The French letter “g” is hard ([g], like the first g in <i>garage</i>) before a, o, u, but soft ([ʒ], as in <i>rouge</i>) before e or i.
j	[ʒ]	The French letter “j” is always pronounced like a soft g ([ʒ]). Note that the phonetic symbol [j] does not represent the sound of the letter “j,” but that of the letter “y.”
ch	[ʃ]	The French letters “ch” are pronounced [ʃ], (“shh”), as in <i>champagne</i> or <i>shoe</i> .

Nasal sounds

In French, a syllable or word ending in one or more vowels plus -n or -m produces a sound called a *nasal*. The -n or -m is not pronounced in this position, but its presence changes the vowel in front of it. The back of the tongue is raised towards the roof of the mouth, and the vowel sounds more “nasal,” as if your nose is stuffed up. There are three commonly used nasal sounds in French today, with several different spellings. Listen to your professor model these three sounds and practice distinguishing them.

spelling	IPA	description
-an, -am, -en, -em	[ɑ̃]	The nasal combinations written with the vowel “a” or “e” before n or m are pronounced the same, e.g. sang [sɑ̃] = sent [sɑ̃]; temps [tɑ̃] = tant [tɑ̃]
-in, -im, -ain, -aim, -ein	[ɛ̃]	These nasal combinations written “in,” “im,” “ain,” or “ein” are all pronounced the same, e.g. cinq [sɛ̃] = saint [sɛ̃] = sein [sɛ̃]
-on, -om	[ɔ̃]	The nasal combination written “on,” e.g. son [sɔ̃]
-un, -um	[œ̃], [ɛ̃]	The nasal combination written “un,” found in only a few words, can be pronounced as a fourth nasal sound ([œ̃]), but nowadays most speakers in France pronounce it exactly like [ɛ̃].

General French pronunciation tips

Students beginning to study French are invariably shocked by French pronunciation. As the French language evolved through time, spelling did not always keep up with pronunciation. French spelling often reflects the sounds of about the thirteenth century, and most words today contain one or more silent letters.

Students sometimes think that learning French is simply “learning grammar,” but this book aims to make you both orally proficient and literate — it will do you no good to have impeccable grammar if you go to Montreal for a vacation and no one can understand a word you say. Although French pronunciation is challenging, learning a few basic rules and practicing diligently will lead to the unutterable satisfaction that comes from a native speaker complimenting you on your pronunciation.

- Most final consonants in French are not pronounced. In particular, watch out for final -s; English speakers almost always try to pronounce this, and it is generally not pronounced. However, the letters C,R,F,L are usually pronounced at the end of a word, so this is used as a mnemonic - remember to be “CaReFuL” to pronounce these letters!

A *mnemonic* is a device used to help remember something. Some students learned the mnemonic “My Very Educated Mother Just Served Us Nine Pizzas” to remember the order of the planets (back when Pluto was a planet!) . . . the first letter of each word matches a planet (Mercury, Venus, Earth, Mars, etc.).

- If a French word ends in an -e (with no accent), that -e is silent, but the consonant before it is pronounced. Masculine and feminine nouns and adjectives are often distinguished in this way. For example: *petit* ([pə ti], *small* (masc.)) has a silent final -t, whereas *petite* ([pə tit], *small* (fem.)) has a pronounced -t but a silent final -e.
- In many cases, a final consonant that is normally silent is pronounced when the following word begins with a vowel. This is called *liaison*. For example, *petit* ([pə ti]), has a silent final -t, but in the phrase *petit ami* (boyfriend), you pronounce the t in *liaison*: [pə ti ta mi]. You will learn gradually the rules for when to do this; begin by following the example of your teacher and by practicing with the audio recordings.

B.1.1 French pronunciation self-test

Answer the following questions to see if you understood the preceding section. Check your answers in the margin and go back and reread the previous section if you missed any. True or False?

1. All French letters are pronounced.
2. The letters “u” and “ou” are pronounced the same in French.
3. The nasals spelled “en” and “am” are pronounced the same in French.
4. A final -s is usually pronounced in French.
5. A final -l is usually pronounced in French.
6. A final -t is usually silent in French.
7. The French -r- is pronounced just like the English -r-.
8. In some French words, the letter h is pronounced like the English h.

Answers to self-test: 1. False; 2. False; 3. True; 4. False; 5. True; 6. True; 7. False; 8. False

Spelling in French

Mini-Vocabulaire:

accent aigu	[ak sã te gy]	acute accent (like this: é)
accent grave	[ak sã grav]	grave accent (like this: è)
accent circonflexe	[ak sã sir kō fleks]	circumflex accent (like this: ê)
tréma	[tre ma]	diacritical mark (like this: ë)
cédille	[se dij]	cedilla (like this: ç)
majuscule	[ma ʒy skyl]	capital letter
minuscule	[mi ny skyl]	small letter

When you spell in French, you need to name both the letters and any accents. There are four accents that can be placed on vowels

and one accent for the letter c. For example, the word *français* is spelled aloud “F-R-A-N-C *cé*dille-A-I-S.” The word *étudiant* is spelled out “E accent aigu -T-U-D-I-A-N-T.”

Accent marks are required; a word is misspelled if the accent is incorrect. Accents are normally left off capital letters. French accents are for spelling and pronunciation, and do not indicate which syllable is emphasized. In French, words do not have fixed stress on a particular syllable. The spoken emphasis always goes on the **last** syllable of the word or phrase. (This is unlike English, where every word has a fixed stress, and where changing the position of the stress can alter the meaning of the word. For example, the **con**-tent of a book can be interesting, whereas a person is con-**tent**.)

- The **accent aigu** is used only on a letter e, and changes its pronunciation. An *é* is always pronounced [e]. Remember the word *étudiant*.
- The **accent grave** is used mostly on the letter e, but also appears in a few cases on the letter a and the letter u, to distinguish some short words from other words with the same spelling. An *è* is always pronounced [ɛ].
- The **accent circonflexe** is purely a spelling mark. It occurs on words that contained an “s” after the vowel in Old French. Many words with circumflexes resemble similar English words that kept the s: e.g., *île* = *isle* (island); *hôte* = *host*. The circumflex can appear on any vowel.
- The **tréma** is used in cases where two vowels next to each other are pronounced separately. For example, the letters “ai” in French are usually pronounced as one sound, [e] or [ɛ], but in the word *Haïti*, the **tréma** tells you that the vowels are pronounced separately, i.e., [a i ti].
- The **cé**dille is used only on the letter c, to give it the soft [s] sound. C before a, o, or u is pronounced as [k]; to pronounce it as [s], the *cé*dille must be added. The easiest example to remember is the word *français* [frã sɛ].
- To say “capital A,” say “A majuscule.” To spell the country *France*, say “F majuscule-R-A-N-C-E.”
- If a letter is doubled, you may say “deux” [two] before the name of the letter instead of saying the letter twice. For example, *lettre* = “L-E-deux T-R-E.”

B.1.2 Pronunciation practice and IPA

Repeat the following words after your teacher. Then spell the words.

Please learn to spell correctly the name of the language you are learning! Languages are not capitalized in French, so you are learning to speak *français*. Remember that the *cé*dille is an accent mark that tells you to pronounce the “ç” as [s].

Grammar note: A *pronoun* is a word that replaces a noun in a sentence. In English, pronouns include I, you, it, them, etc. There are *subject pronouns*, used for the subject of a sentence, and *object pronouns*, used for the object. For example, “he” is a *subject pronoun*: you use it as the subject of a sentence, e.g. “He went to the store.” “He” is a *pronoun* because it replaces a noun, either a proper noun (a name like “George”) or a common noun (“that man,” “my brother,” “the teacher”). It is the *subject* because “he” did the action of going to the store. “Him” is an *object pronoun*: you use it after a verb or preposition: “I love him” or “I went to the store with him.” We will discuss objects later in this book. For now, you should concentrate on being able to identify the subject (noun or pronoun) of a sentence in both French and English.

Grammar note: In grammar, *gender* means whether a word is designated as masculine or feminine. *Number* means whether a word is singular or plural. We will often refer to a word’s “gender and number.” These two qualities are very important to French grammar.

- | | |
|----------------------|------------------------------|
| 1. France [frãs] | 6. comment [kɔ mã] |
| 2. français [frã se] | 7. beaucoup [bo ku] |
| 3. Ça va? [sa va] | 8. les hommes [le zɔm] |
| 4. vous [vu] | 9. étudiante [e ty djãt] |
| 5. vingt [vẽ] | 10. je m’appelle [ʒə ma pɛl] |

B.2 Subject pronouns, with special attention to *vous* and *tu*

To form a sentence, we need at a minimum a **subject** and a **verb**. The **subject** is the person or thing that is doing the action, and the **verb** is the action. You **must** be able to identify correctly the subject of a French sentence, because you must change the form of the verb to match its subject.

Let us begin with the subject pronouns. Subjects can be singular (one person), or plural (more than one person), and are referred to as “first,” “second,” and “third” person.

Subject pronouns in English and French

	<i>singular</i>	<i>plural</i>
<i>first person</i>	I= <i>je</i>	we= <i>nous</i>
<i>second person</i>	you= <i>tu</i>	you= <i>vous</i>
<i>third person</i>	he/she/it= <i>il/elle</i> one= <i>on</i>	they= <i>ils/elles</i>

We can remember the “persons” by simple logic: in the singular, the first person is *I* because *I* am the most important; the second person is *you* because when I interact with another person, I address that person as *you*; if *you* and *I* start talking about someone or something else, then that will be the third person. The third person can be named by a proper noun (*Mark, Fido*), a common noun (*the doctor, the dog*), or a pronoun (*he, she, it*).

In the plural, we have more people, but their role in relation to the speaker is the same. First person plural is *we* = I plus more people; second person plural is *you* = more than one of you; third person plural is *they* = more than one of those people or things we’re talking about.

- In French, *je* (*I*) is not capitalized, except at the beginning of a sentence.
- The difference between *tu* and *vous* will be discussed shortly.
- In French, not only people but also things have gender – that is to say, things are either masculine or feminine. There is no separate pronoun for *it*. *Il* is masculine, used for *he* or masculine *it*. *Elle* is feminine, used for *she* or feminine *it*.

- *On* means *one* and is used in contexts where English speakers might use *you* informally. In American English, the subject pronoun *one* (e.g., "Where does one sit at a baseball game?") sounds stuffy, but its use is extremely common in French. *On* is also used in spoken French to mean *we*. Regardless of its meaning, *on* is followed by the third-person singular form of the verb, i.e. the verb form used with *il* and *elle*.
- If there is a mix of masculine and feminine people or objects, French always uses the masculine plural. A group of ten women and one man would use the subject pronoun *ils*.

B.2.1 French Subject Pronouns

Write the French subject pronoun you see in each of the following sentences. Then give the English equivalent.

Exemple: Elle est américaine.
elle; she or it

1. Vous parlez français?
2. Ils sont professeurs.
3. On mange beaucoup à Noël.
4. Nous sommes étudiants.
5. Elles dansent bien.
6. Il aime Chantal.
7. Tu lèves la main.

B.2.2 Subject Pronouns

Indicate which French **subject pronoun** you would use to correspond to the subject of each of the following sentences.

Exemple: My sister is tall.
elle

(In this example, "my sister" = she = *elle*. You give the French subject pronoun, *elle*, as your answer.)

1. I like apples.
2. Teachers are often helpful.
3. Are you coming to class today?
4. George and I are going to the movies tonight.
5. My mother is not strict.
6. He eats a lot of protein.

7. Maria, Caroline, Christina, and John are in my study group.
8. We speak French in class.
9. The American and French presidents can both speak English.



TU AND VOUS

Linguistic differences can teach us a great deal about cultural differences. Do you think it is significant that French-speaking cultures have two different words for “you,” while English-speaking cultures do not, or do you think it is just a coincidental result of linguistic evolution? What ways does English use to distinguish formal from informal relationships since there is not a difference in the word “you”? Are there dialects of English in which different ways to indicate “you” do exist? Did this difference exist in the past?

Tu and vous

In the previous table of subject pronouns, you saw that in French, there are two words for the English “you.” Although we placed *tu* in the singular column and *vous* in the plural column, choosing which of these words to use depends on two different criteria. Not only can the second person, *you*, be singular or plural; in French, it also can be either informal or formal.

If you have a formal relationship with someone, you must address them with the formal form, which is *vous*. If you have an informal relationship, you will address a single person as *tu*, but more than one person as *vous*. So, we have:

singular informal= <i>tu</i>	plural informal= <i>vous</i>
singular formal= <i>vous</i>	plural formal= <i>vous</i>

To summarize, *tu* is used only when talking to one person with whom you have an informal relationship; *vous* is used when talking to one person with whom you have a formal relationship, or anytime you are speaking to more than one person, whether formal or informal.

But what do “formal” and “informal” mean? The social context is very important here. An interaction that is acceptably informal in one instance might need to be formal in a different country, social class, or setting. If you watch French movies from the 40s, most husbands and wives address each other formally, as *vous*. Nowadays, it would strike most people as extremely strange to hear a young couple address each other with *vous*. Young people, especially students, commonly use *tu* with each other even if they do not know each other, but many adults will use *vous* until they become good friends. Sometimes, people who have lived near or worked with each other for years will still use the *vous* form. As a student of French, you are safe using *tu* with children and with your classmates, but in other situations, you should use *vous* until invited to use *tu* by the French speaker. In our classroom, students should use *tu* with each other. Many professors still use *vous* with their students, but some younger professors will use *tu*. Again, we advise you to use *vous* unless your professor indicates you can do otherwise. You should try very hard to maintain the distinction between *tu* and *vous* in all the exercises you do in the classroom, as it is a very important point in both French grammar and Francophone cultures. Calling someone *tu* instead of *vous* may be insulting, and calling someone *vous* instead of *tu* may be confusing or seem stand-offish to your listener.

One last thing to note is that “formal” does not equal “superior.” In the vast majority of cases, if an adult relationship is formal, both sides will use *vous*. For example, at the dentist’s office, both the dentist and the patient will call each other *vous*. An adult, however, would address an unknown child by *tu*, but the child would respond with *vous*. French has verbs to describe “calling someone *tu*” (*tutoyer*) and “calling someone *vous*” (*vousvoyer*), and will use these verbs to invite another person to switch from *vous* to *tu*.

B.2.3 Vous and tu self-test

Indicate whether the person speaking in each of the following situations would use *tu* or *vous*. Remember that this depends both on number (singular/plural) and formality. Check your answers as you go. In the key, a = *tu*, and b-d = *vous*, to show you the variety of cases that use *vous*: a = *tu* (informal singular); b = *vous* (formal singular); c = *vous* (informal plural); d = *vous* (formal plural).

1. A client in a bakery, speaking to the baker.
2. A doctor speaking to a patient.
3. An elementary school student speaking to three of her friends.
4. A college student speaking to a professor.
5. A telemarketer speaking to the person they call.
6. A politician making a public speech.
7. A mother speaking to her daughter.
8. A father speaking to his two sons.
9. A college student speaking to another college student in class.
10. A professor speaking to her entire class.

Answers: 1. b. 2. b. 3. c. 4. b. 5. b. 6. d. 7. a. 8. c. 9. a. 10. d.

B.2.4 Vous and tu

Now try these; again, indicate whether the person speaking in each of the following situations would use *tu* or *vous* and say what type of address it is (a. informal singular (= *tu*); b. formal singular (= *vous*); c. informal plural (= *vous*); d. formal plural (= *vous*)).

1. A man stopping a woman in the street to ask the time.
2. A sales rep talking to a colleague with whom he has worked for ten years.
3. A doctor giving a lecture at a medical conference.
4. A high school student asking 2 girls to throw him a ball.

5. A person in line at City Hall to the employee.
6. A husband asking his wife to pick up some milk on the way home.
7. An employee speaking to his supervisor.
8. A college student speaking to her professor.
9. A supervisor speaking to an employee.
10. An ice-cream man speaking to a group of children buying ice cream.

B.3 Verb conjugation and the verb *être*

As we noted above, when forming a sentence in French, you must use the proper form of the verb with each subject. Since there are six different grammatical subjects, there are six forms of each verb in the present tense. The basic form of the verb is the **infinitive**, and changing the verb to the proper form is called **conjugating** the verb. You must memorize the correct forms (the conjugation) of the verb, or people will have great difficulty understanding you.

The verb *être*, to be

<i>être</i> (to be)	
je suis [ʒə sɥi]	I am
tu es [ty e]	you are
il/elle/on est [i lɛ], [ɛ lɛ], [ɔ̃ nɛ]	he/she/it/one is
nous sommes [nu sɔm]	we are
vous êtes [vu zɛt]	you are
ils/elles sont [il sɔ̃], [ɛl sɔ̃]	they are

- Note that none of the final consonants of the verb forms are pronounced.
- The “s” in the form *il est* is also never pronounced.
- Because of **liaison**, *vous êtes* is pronounced [vu zɛt]. (You pronounce the “s” on *vous* because it is followed by a word beginning with a vowel.) Remember that *vous* can have a singular or a plural meaning; however, there is only one form of the verb that goes with the pronoun *vous*. Whether *vous* means one person or more than one person, the form is always *vous êtes*.
- If you use a noun instead of a pronoun as your subject, you use the verb form that matches the grammatical person. For example, *ma mère = elle* (third person singular), so it uses the third person singular form of the verb: *Ma mère est américaine = Elle est américaine*.

Grammar note: The *infinitive* of a verb is the form you will find in a dictionary, before it is conjugated. It corresponds to the English form “to [verb].” The infinitive *être = to be*; the infinitive *parler = to speak*.

Reminder: **Liaison** means “linking” and it refers to the French pronunciation rule of pronouncing a normally-silent consonant if the following word begins with a vowel. The rules of liaison are complicated: some liaisons are required, some are forbidden, some are optional. If we note liaison when giving you the pronunciation of a pair of words, it is because that liaison is required. Subject pronouns ending in a consonant always make liaison if the following verb begins with a vowel.

Infinitives in French fall into three groups according to their endings (-er, -ir, or -re) and are classified as **regular** or **irregular**. The forms of *être* are very irregular – that is, they do not look like each other or even like the infinitive. Unlike the regular verb *parler* shown in the margin, the six forms of the verb *être* do not share the same **stem** but are completely different from each other. Although you do have a number of irregular verbs to learn, it should reassure you to know that over 95% of the verbs in the language fall into the regular -er group, which means that once you learn the six forms in that pattern, you can conjugate any verb in that group.

Grammar Note: When conjugating **regular** verbs, the **stem** remains the same, and one must simply memorize the **endings**. We will learn regular verbs in chapter 3, but here is an example. You see that the stem, *parl-*, is the same for both the infinitive and all six conjugated forms.

B.3.1 Practice conjugation, *être*

It is very important to learn the forms of a new verb. Boring as it may seem, one good way to do it is simply to write them out and recite them many times. After a while, they will start to look and sound “right.” Write out the conjugation of *être* four times; if your teacher has already modeled the correct pronunciation, say the forms out loud as well. Refer to the IPA to refresh your memory of your teacher’s model pronunciation.

<i>parler (to speak)</i>	
je parle	I speak
tu parles	you speak
il parle	he speaks
nous parlons	we speak
vous parlez	you speak
ils parlent	they speak

<i>être</i>	<i>être</i>
je _____	je _____
tu _____	tu _____
il/elle _____	il/elle _____
nous _____	nous _____
vous _____	vous _____
ils/elles _____	ils/elles _____

<i>être</i>	<i>être</i>
je _____	je _____
tu _____	tu _____
il/elle _____	il/elle _____
nous _____	nous _____
vous _____	vous _____
ils/elles _____	ils/elles _____

B.3.2 Verb endings, *être*

The verb *être*, although very irregular, does share some commonalities with most French verbs: the last letters of the *je*, *tu*, *il*, and *ils* forms are typical, although the forms themselves are very unusual. However, the *nous* and *vous* forms of *être* are extremely irregular. You can begin to recognize the typical endings for these forms by filling in the missing letters below.

je sui_____	nous sommes	je sui_____	nous sommes
tu e_____	vous êtes	tu e_____	vous êtes
il/elle es_____	ils/elles so_____	il/elle es_____	ils/elles so_____

There may be words you do not know in the exercises. This is done deliberately to give you exposure to new words. Try to guess what they mean based on the context or on their similarity to English. (Words that are similar in two languages are called “cognates.”) Unless you absolutely need to understand them in order to complete the exercise, do not look them up. In any real-life situation where you are speaking another language, there will be words you do not know, so you will just have to make your best guess and continue on.

**Grammar note:* Although *je* is the subject pronoun for *I*, in French, after the conjunction *et* (*and*), you must use *moi* (*me*) even if it is the subject.

B.3.3 Conjugating *être*

Write the proper form of the verb *être* in each blank. Then write an English translation for each sentence. If you do not know what a word means, make your best guess.

1. Je _____ intelligent.
2. Marie _____ mexicaine.
3. Nous _____ contents.
4. Philippe _____ petit.
5. Elles _____ intelligentes.
6. Hélène _____ blonde.
7. Vous _____ français?
8. Je _____ français.
9. Georges et Marie _____ petits.
10. Le président _____ sérieux.
11. Tu _____ content?
12. Paul et moi* _____ américains.

B.4 Giving Commands - the imperative form

Sad to say, you will spend a fair amount of time in French class being bossed around by your teacher. To give instructions, orders or suggestions, we use the **imperative** form of the verb. An **imperative** is a special verb form used to give commands, directions, or advice to another person or to a group of a people, in both French and English. The imperative is simply the verb form; no subject is used because it is clear from context. The imperative exists only in the second person (*tu* and *vous* forms), to give commands to others (as in English, “Do that!”), and in the first person plural (*nous* form), to make suggestions to a group (as in English, “Let’s do that”).

The imperatives you will hear most often in your French class will be in the *vous* form, which almost always ends in the letters *-ez* (pronounced [e]). We will learn more about imperatives in chapter 8; for now, you need only to recognize and understand common imperatives used in class. Examples:

Ouvrez le livre.	Open the book.
Regardez le tableau.	Look at the board.
Ecoutez-moi.	Listen to me.
Répétez.	Repeat.
Excusez-moi, Madame.	Excuse me, Madame.

B.4.1 Identifying Imperatives

In each of the following sentences, the verb is in the *vous* form of the imperative, which almost always ends in the letters *-ez*. Circle or write each verb. Also write the English equivalent for each of the sentences. You may need to use your vocabulary list (page 30) to translate some of the verbs. (Note: *S'il vous plaît* means *please*).

1. Fermez le livre.
2. Excusez-moi, Madame.
3. Ecoutez le vocabulaire.
4. Répétez la phrase.
5. Jean, ouvrez la porte, s'il vous plaît.
6. Marie et José, écrivez au tableau.
7. Pierre, regardez le tableau, s'il vous plaît.
8. S'il vous plaît, épelez votre nom, Monsieur.
9. Tout le monde, prenez un stylo.
10. Allez au tableau.
11. Mettez vos devoirs sur le bureau.
12. Dites bonjour!

B.5 Articles and Gender of Nouns

As we saw in the section on subject pronouns (B.2, page 38), both people and things have gender in French. This means that all nouns in French are either masculine or feminine. In English, people have gender, but things do not. So we refer to a man as *he*, a woman as *she*, but a book as *it*. In French, however, a book (*un livre*) is masculine, so the appropriate pronoun for both a man and a book is *il* (*he* = (masculine) *it*).

To English speakers, using *he* and *she* for people is so natural that we don't think about it, and if someone refers to a man as *she*, it is very confusing to us. In the same way, if you refer to an object in French with the wrong gender, a French speaker will become confused, so you must try to use the correct gender at all times.

Sometimes, the gender for a noun is logical; for example, it makes sense that the French word for *woman* is feminine, and it may even make sense to you that the word for *car* is feminine, because English speakers sometimes refer to their cars as *she*. In the case of most objects, however, gender is not obvious. Furthermore, whereas in

some Romance languages, the form of the noun tells you what gender it is, this is not always the case in French. (In Spanish, for example, a word ending in “o” is almost always masculine, and a word ending in “a” is almost always feminine.) Therefore, you need to learn each French noun’s gender along with the word itself.

The easiest way to learn a noun’s gender is to always practice saying or writing the noun together with the correct article. There are three types of articles in French. In this chapter, we will learn the first of these: the definite article, which is the equivalent of *the* in English. Each type of article has separate forms for masculine, feminine, and plural. This means that there are different words for *the* in French, depending on whether it is a masculine, a feminine, or a plural *the*.

Definite Articles

The definite article corresponds to the English word *the*. It has four forms in French.

	<i>singulier</i>	<i>pluriel</i>
<i>masculin</i>	le or l’ [lə] or [l]	les [le]
<i>féminin</i>	la or l’ [la] or [l]	les [le]

Before a consonant:

	<i>singulier</i>	<i>pluriel</i>
<i>masculin</i>	le livre [lə livr] (<i>the book</i>)	les livres [le livr] (<i>the books</i>)
<i>féminin</i>	la chaise [la ʃɛz] (<i>the chair</i>)	les chaises [le ʃɛz] (<i>the chairs</i>)

Before a vowel or a silent h:

	<i>singulier</i>	<i>pluriel</i>
<i>masculin</i>	l’homme [lɔm] (<i>the man</i>)	les hommes [le zɔm] (<i>the men</i>)
<i>féminin</i>	l’amie [la mi] (<i>the friend</i>)	les amies [le za mi] (<i>the friends</i>)

- The **gender** (masculine or feminine) and **number** (singular or plural) of the noun determine which form of the article must be used.
- For instance, you say *le livre* (*the book*) because *livre* (*book*) is masculine, and *le* is the masculine singular form of *the*.
- You say *la chaise* (*the chair*) because *chaise* (*chair*) is feminine, and *la* is the feminine singular form of *the*.
- Since there is only one form for the plural, you say *les livres* (*the books*) and *les chaises* (*the chairs*), with no difference between the masculine and feminine plural articles.
- In the singular, both *le* and *la* must change to *l’* before a noun beginning with a vowel or an h* (remember that h is silent in French). This loss of a final vowel is called *élision*. It is mandatory for certain short words, and the lost vowel is always replaced with an apostrophe. When the *le* or *la* becomes *l’*,

*Note: There are a small number of words in French (usually of Germanic origin) where, although the “h” is still silent, *élision* is not made. For example, *le hockey* has no *élision* (*le* does not change to *l’*) and is pronounced [lə ɔ kɛ]. This is called an *h aspiré* and you do not need to worry about it yet, but you may notice one or two words like this in your first year of French.

the contraction is pronounced as one word. In English, you pronounce “it’s” as one syllable, just like “its.” In French, you pronounce “l’eau” as one syllable ([lo]). Students often pause where the apostrophe is – this is incorrect.

- In the plural, *les* makes liaison with a plural noun beginning with a vowel or silent h, e.g. *les hommes* ([le zɔ̃m]), *les amis* ([le za mi]). Remember that *liaison* means that you pronounce a final consonant that is normally silent because the next word begins with a vowel.

It is important to learn the articles for two reasons. First, they tell you whether a noun is masculine or feminine, and that will stop you from confusing people by using the wrong pronoun to refer to an object. Secondly, since the final -s is silent in French, you usually cannot tell from hearing a noun whether it is singular or plural. However, the pronunciation of the **article** is different and will tell you whether the word is singular or plural. For example, *la chaise* [la ʒɛz] is singular; *les chaises* [le ʒɛz] is plural. You can see that *chaise* and *chaises* are pronounced the same ([ʒɛz]), but the articles are pronounced differently ([la] vs. [le]). Students often mispronounce *le* ([lə]) – it rhymes with *je* ([ʒə]), and is not the same as *les* ([le]).

As you practice the vocabulary words for this chapter, always say or write the appropriate article with a noun. If the word begins with a vowel or silent h, the article will not divulge the gender of the noun. In those cases, for example, *l’homme (m.)*, a small “m.” or “f.” after the word in the vocabulary list tells you whether the word is masculine or feminine.

B.5.1 Self-check: Gender and definite articles

Answer the following questions “True” or “False.” All the information necessary to answer the questions is contained in section B.5. If you miss any question, reread the section to find the correct answer. If the answer is false, explain (in writing) why it is false.

1. Only people have gender in French.
2. The definite article in English is *the*.
3. The definite article in French has two forms.
4. It is easy to hear the difference between singular and plural nouns in French because you can hear the final -s on a plural noun.
5. The masculine plural definite article is *les*.
6. Before a vowel or an h, the plural definite article becomes *l’*.
7. The masculine and feminine plural definite articles are identical.

Clarification: **Elision** refers to the loss of a final vowel of a short word and its combination with the following word beginning with a vowel, e.g. *l’ami*. In written French, *élision* always requires the use of an apostrophe. **Liaison** refers to the pronunciation of a final consonant (normally silent) before the following word beginning with a vowel, e.g. *les amis*, pronounced [le za mi]. Liaison is a purely oral phenomenon and does not affect spelling in any way.

8. It is easy to tell a masculine from a feminine noun in French simply by looking at the spelling of the noun.
9. The feminine singular definite article may be *la* or *l'*.
10. If a word begins with a vowel, you cannot tell from the definite article whether it is masculine or feminine.
11. Different words are used in French for *he* and *it* when *it* represents a masculine thing.
12. One can hear the difference between a singular and plural noun if one listens carefully to the pronunciation of the article.
13. When speaking French, it is important to use the proper gender for people, but not very important to use the proper gender for things.
14. The best way to learn the gender of a noun is to practice the noun together with its correct article.

Answers, Self-Check B.5.1: 1. F; 2. T; 3. F; 4. F; 5. T; 6. F; 7. T; 8. F; 9. T; 10. T; 11. F; 12. T; 13. F; 14. T. Explanations of the false answers can be found in the answer key. Do not refer to them until you have attempted to find the answer yourself.

B.5.2 Form of definite articles

Based only on the form of the article, indicate whether the article is masculine (m.) or feminine (f.), or whether it is impossible to tell (??). (Important note: you may already know whether the noun itself is masculine or feminine, but in this exercise, **you may only consider the form of the article**. The goal of this exercise is to get you used to looking at the gender of the article to help you remember the gender of the noun it modifies.)

- | | | | | | | | |
|------------------|----|----|----|----------------|----|----|----|
| 1. la chaise | m. | f. | ?? | 6. les amies | m. | f. | ?? |
| 2. le professeur | m. | f. | ?? | 7. les devoirs | m. | f. | ?? |
| 3. l'étudiant | m. | f. | ?? | 8. l'affiche | m. | f. | ?? |
| 4. le sac à dos | m. | f. | ?? | 9. la craie | m. | f. | ?? |
| 5. les bureaux | m. | f. | ?? | 10. le stylo | m. | f. | ?? |

B.5.3 Definite articles and nouns

Refer to the previous activity and, if necessary, to the vocabulary picture on page 19 and supply the proper definite article for each noun based on its gender and number.

**Note*: if a noun referring to people has two forms, one ending in a consonant and the other ending in an -e, the first is the masculine form and the second the feminine form. E.g. *étudiant / étudiante*.

- | | |
|---------------------|--------------------|
| 1. ____ affiche | 6. ____ devoirs |
| 2. ____ bureau | 7. ____ craie |
| 3. ____ étudiante* | 8. ____ chaise |
| 4. ____ stylo | 9. ____ sacs à dos |
| 5. ____ professeurs | 10. ____ étudiants |

B.6 Numbers

Numbers in French are simple - until you get to 60! In most French-speaking countries, including France, Canada, and former French colonies in Africa and the Caribbean, numbers from 60 to 100 are counted by 20s instead of by 10s. This is generally considered to be a remnant of the Celtic language spoken in France before the Romans invaded. French speakers in Belgium, Switzerland, and the former Belgian colonies in Africa have adopted somewhat easier systems. However, it is unfortunately best for you to learn the harder system, because that is what is used by the vast majority of French speakers. First, here are the numbers from 0-59. Practice their pronunciation.

0	zéro	[ze ro]	20	vingt	[vɛ̃]	40	quarante	[ka rɑ̃t]
1	un	[œ̃] or [ɛ̃]	21	vingt et un		41	quarante et un	
2	deux	[dø]	22	vingt-deux		42	quarante-deux	
3	trois	[trwa]	23	vingt-trois		43	quarante-trois	
4	quatre	[katr]	24	vingt-quatre		44	quarante-quatre	
5	cinq	[sɛ̃k]	25	vingt-cinq		45	quarante-cinq	
6	six	[sis]	26	vingt-six		46	quarante-six	
7	sept	[set]	27	vingt-sept		47	quarante-sept	
8	huit	[ɥit]	28	vingt-huit		48	quarante-huit	
9	neuf	[nœf]	29	vingt-neuf		49	quarante-neuf	
10	dix	[dis]	30	trente	[trɑ̃t]	50	cinquante	[sɛ̃ kɑ̃t]
11	onze	[ɔ̃z]	31	trente et un		51	cinquante et un	
12	douze	[duz]	32	trente-deux		52	cinquante-deux	
13	treize	[trɛz]	33	trente-trois		53	cinquante-trois	
14	quatorze	[ka tɔrz]	34	trente-quatre		54	cinquante-quatre	
15	quinze	[kɛ̃z]	35	trente-cinq		55	cinquante-cinq	
16	seize	[sez]	36	trente-six		56	cinquante-six	
17	dix-sept	[dis set]	37	trente-sept		57	cinquante-sept	
18	dix-huit	[di zɥit]	38	trente-huit		58	cinquante-huit	
19	dix-neuf	[diz nœf]	39	trente-neuf		59	cinquante-neuf	

B.6.1 Chiffres 0-50

Write the numbers that correspond to the words.

1. quarante-deux _____
2. trente-six _____
3. onze _____
4. seize _____
5. vingt et un _____
6. douze _____
7. dix-huit _____
8. trente-quatre _____
9. treize _____
10. cinquante-sept _____
11. vingt-neuf _____
12. quarante-cinq _____



ROMANCE LANGUAGES The Romans invaded France (and many other countries) in the first century, gradually imposing their own language, Latin, over the languages previously spoken there. Over time, words and pronunciation changed and French evolved from Latin. Languages that evolved from Latin are called Romance languages.

B.6.2 Chiffres 0-50 en mots

Write out the following numbers in words.

- | | |
|-------------|--------------|
| 1. 9 _____ | 7. 2 _____ |
| 2. 14 _____ | 8. 49 _____ |
| 3. 23 _____ | 9. 58 _____ |
| 4. 37 _____ | 10. 31 _____ |
| 5. 44 _____ | 11. 26 _____ |
| 6. 15 _____ | 12. 57 _____ |



In the Belgian system, *soixante-dix* = *septante* and *quatre-vingt-dix* = *nonante*. In the Swiss system, in addition to *septante* and *nonante*, *huitante* is used instead of *quatre-vingts*. When using one of these systems, you continue to count by 10s instead of 20s; for example, 75 = *septante-cinq*, not *soixante-quinze*. Some of the former Belgian colonies in Africa also use the Belgian system.

Numbers 60-100

From 60-99, numbers in standard French are counted by 20s instead of by 10s. This means that to say “77,” you say “60-17.” When a French number starts with *soixante* or *quatre-vingt*, you cannot assume that it is a “60” or an “80”; it may be a “70” or a “90.”

Here are the numbers from 60-100. Practice their pronunciation.

60	soixante [swa sãt]	80	quatre-vingts [ka trã vẽ]
61	soixante et un	81	quatre-vingt-un*
62	soixante-deux	82	quatre-vingt-deux
63	soixante-trois	83	quatre-vingt-trois
64	soixante-quatre	84	quatre-vingt-quatre
65	soixante-cinq	85	quatre-vingt-cinq
66	soixante-six	86	quatre-vingt-six
67	soixante-sept	87	quatre-vingt-sept
68	soixante-huit	88	quatre-vingt-huit
69	soixante-neuf	89	quatre-vingt-neuf
70	soixante-dix	90	quatre-vingt-dix
71	soixante et onze	91	quatre-vingt-onze*
72	soixante-douze	92	quatre-vingt-douze
73	soixante-treize	93	quatre-vingt-treize
74	soixante-quatorze	94	quatre-vingt-quatorze
75	soixante-quinze	95	quatre-vingt-quinze
76	soixante-seize	96	quatre-vingt-seize
77	soixante-dix-sept	97	quatre-vingt-dix-sept
78	soixante-dix-huit	98	quatre-vingt-dix-huit
79	soixante-dix-neuf	99	quatre-vingt-dix-neuf
		100	cent [sã]

Numbers over 100

Numbers from 100-999 simply combine the different numbers:

532 = cinq cent trente-deux

397 = trois cent quatre-vingt-dix-sept

*Note that in the standard French system, 81 and 91 eliminate the *et* (*and*) which is used by the numbers with *un* (21, 31, etc.) up to 71. Also notice that *quatre-vingts* is written with an -s, but the numbers after it have no -s. *Quatre-vingts* is equivalent to Lincoln’s use of “four score and seven years ago” in the Gettysburg Address.

B.6.3 Chiffres 60-100

Write the Arabic numerals that correspond to the following words.

1. soixante-trois _____
2. quatre-vingt-six _____
3. quatre-vingt-quinze _____
4. soixante-dix-neuf _____
5. soixante-et-onze _____
6. quatre-vingt-quatre _____
7. quatre-vingt-seize _____
8. soixante-deux _____
9. soixante-douze _____
10. quatre-vingt-dix _____
11. cent trois _____
12. soixante-sept _____

B.6.4 Chiffres 60-100 en mots

Write out the following numbers in words.

1. 98
2. 61
3. 83
4. 75
5. 69
6. 92
7. 80
8. 64
9. 73
10. 97

B.7 Gender of adjectives

You may have noticed in some of the earlier exercises that adjectives following the verb *être* do not all have the same form. In fact, an adjective needs to match the **number** (singular or plural) and **gender** (masculine or feminine) of the person or object it is describing. This is a very important concept in French called **agreement**. **Agreement** means that two words that go together grammatically have matching forms – a masculine noun goes with a masculine adjective, the pronoun *je* goes with the *je* form of the verb, etc.

We can contrast:

Marie est petite with Georges et Marie sont petits.
Il est intelligent with Elles sont intelligentes.
Tu es content? with Nous sommes contents.

Can you see a pattern? Most adjectives in French have four forms:

masculine singular	masculine plural
feminine singular	feminine plural

You always start from the masculine singular form to get the other forms. Starting from the masculine singular, you usually add **-e** for the feminine singular, **-s** for the masculine plural, and **-es** for the feminine plural. There are some variations on this basic rule depending on the type of the base (masculine singular) form. Learn the following patterns.

**1. If the masculine singular ends in a consonant:
add an -e for feminine and an -s for plural**

	<i>singulier</i>	<i>pluriel</i>
<i>masculin</i>	petit [pə ti]	petits [pə ti]
<i>féminin</i>	petite [pə tit]	petites [pə tit]

**2. If the masculine singular ends in an unaccented -e:
do not change feminine, add an -s for plural**

	<i>singulier</i>	<i>pluriel</i>
<i>masculin</i>	timide [ti mid]	timides [ti mid]
<i>féminin</i>	timide [ti mid]	timides [ti mid]

**3. If the masculine singular ends in any other vowel, including
-é, -i, or -u:
add an -e for feminine and an -s for plural**

	<i>singulier</i>	<i>pluriel</i>
<i>masculin</i>	poli [pɔ li]	polis [pɔ li]
<i>féminin</i>	polie [pɔ li]	polies [pɔ li]

**4. If the masculine singular ends in an -s:
add an -e for feminine and -s for feminine plural, but do not
add an -s for masculine plural**

	<i>singulier</i>	<i>pluriel</i>
<i>masculin</i>	français [frã sɛ]	français [frã sɛ]
<i>féminin</i>	française [frã sɛz]	françaises [frã sɛz]

Two other common adjective patterns you need to know right now are that a masculine -f ending changes to -ve in the feminine, and that a masculine -x ending changes to -se in the feminine (but remains -x in the masculine plural).

-f and -x patterns:

	<i>singulier</i>	<i>pluriel</i>
<i>masculin</i>	actif [ak tif]	actifs [ak tif]
<i>féminin</i>	active [ak tiv]	actives [ak tiv]

	<i>singulier</i>	<i>pluriel</i>
<i>masculin</i>	sérieux [se rjø]	sérieux [se rjø]
<i>féminin</i>	sérieuse [se rjøz]	sérieuses [se rjøz]

To summarize,

- Unless the masculine singular already ends in an -e, you will add an -e to get the feminine singular.
- A final consonant is not pronounced (e.g. petit [pə ti]), but a consonant before a final -e is pronounced (e.g. petite [pə tit]). Therefore, when the masculine form ends in a consonant (patterns #1 and #4), you can hear the difference between the masculine and feminine forms.

poli = *polite* (or *polished*)

- Unless the singular form already ends in -s or -x, add an -s to the singular to get the corresponding plural form.
- A final -s is not pronounced,¹ so there is no difference in pronunciation between the singular and plural forms.

There are also many irregular adjectives, most of which fall into patterns. When the feminine form of an adjective is not formed by following the above rules, it will be given in parentheses after the masculine form, e.g. **beau (belle)**.

beau/belle = handsome, beautiful

B.7.1 Adjective endings

Give the other forms for each of the following adjectives, starting from the masculine singular form. Consult the previous section if necessary.

masc. sing.	fem. sing.	masc. pl.	fem. pl.
1. grand	_____	_____	_____
2. rouge	_____	_____	_____
3. vif	_____	_____	_____
4. strict	_____	_____	_____
5. japonais	_____	_____	_____
6. nerveux	_____	_____	_____
7. content	_____	_____	_____
8. calme	_____	_____	_____

B.7.2 Adjective agreement

Each of the following pairs or groups of friends have much in common. Use the adjective given in one column to complete the other sentence; make the adjective agree in gender and number with the person or people it is describing. Note that although you can always predict the feminine form from the masculine form, the reverse is not necessarily true, so you should begin memorizing the spelling of the base form of each adjective.

<i>masculin</i>	<i>féminin</i>
1. Georges est grand.	Marie est _____.
2. Paul est américain.	Suzanne est _____.
3. Jean est français.	Claire est _____.
4. Serge est blond.	Hélène est _____.
5. Marc est _____.	Marthe est petite.
6. L'acteur est _____.	L'actrice est contente.
7. Le président est brun.	Sa femme est _____.
8. Philippe est _____.	Caroline est intelligente.
9. Pierre et Michel sont sérieux.	Marie et Lise sont _____.
10. Colin et Julien sont _____.	Sylvie et Nathalie sont polies.
11. Ils sont timides.	Elles sont _____.

¹unless the word is making liaison with the following word, which happens rarely in the case of adjectives

B.7.3 Singular to plural

We now know that subjects, verbs, articles, nouns, and adjectives all have to agree. The subject determines the verb form; the gender and number of the noun determine the form of the article and adjective that modify it. Make each of the following sentences plural. Begin by changing the subject to its plural equivalent (consult B.2, page 38, if you are unsure which are the plural equivalents of the pronouns *je, tu, il*), and then change the other elements as necessary to maintain agreement.

1. Je suis intelligent. _____.
2. Il est mexicain. _____.
3. Le professeur est strict. _____.
4. L'étudiante est sérieuse. _____.
5. Le stylo est rouge. _____.
6. Tu es enthousiaste. _____.
7. Elle est française. _____.
8. La chaise est confortable. _____.
9. La fenêtre est ouverte. _____.
10. Je suis contente. _____.

B.7.4 Plural to singular

Now, make the following plural sentences singular. You may need to consult your notes or the vocabulary list to see if a noun is masculine or feminine. Begin by changing the subject to singular, and then change whatever you must in order to maintain agreement.

Note:
lourd = heavy
blanc (blanche) = white

1. Les sacs à dos sont **lourds**. _____.
2. Les devoirs sont difficiles. _____.
3. Nous sommes enthousiastes. _____.
4. Vous êtes sociables? _____.
5. Les murs sont **blancs**. _____.
6. Les étudiants sont présents. _____.
7. Les téléphones portables sont chers. _____.
8. Les pupitres sont petits. _____.
9. Les hommes dans la classe sont grands. _____.
10. Elles sont honnêtes. _____.

B.8 Questions in French

There are several ways to form questions in French. In this chapter, we give you an overview, and you will learn to use **intonation** to ask your own yes/no questions. Yes/no questions do not require you to supply any information in the answer that is not in the question, apart from *oui* (*yes*) or *non* (*no*).

A second type of question is an informational question, which asks for information using an interrogative adjective or pronoun such as “what,” “when,” “why,” etc. These will be covered in a later chapter.

Forming questions with intonation

The easiest way to ask a yes/no question, and the one most commonly heard in spoken French, is just to make the INTONATION of your voice rise at the end of the question.

So, for example, *Ça va?* ↗ is a question, while *Ça va.* ↘ is an answer. *Gilles est là?* ↗ is a question, while *Gilles est là.* ↘ is a sentence.

B.8.1 Questions and statements

Listen and repeat the following questions and statements with your teacher.

- | | |
|-----------------------------|---|
| 1. Paul est blond. | 6. Tu es français? |
| 2. Paul est blond? | 7. François Hollande est le président français. |
| 3. Hélène aime le football. | 8. François Hollande est le président français? |
| 4. Hélène aime le football? | |
| 5. Je suis américain. | |

B.8.2 Questions or statements?

Now, listen to your teacher again, and punctuate the sentence with “.” or “?” to indicate whether s/he made a statement or asked a question.

- | | |
|-------------------------|--------------------------|
| 1. Ça va | 5. C'est un bon film |
| 2. Je suis petite | 6. Nous parlons français |
| 3. Tu es content | 7. Vous parlez français |
| 4. Le professeur arrive | 8. Vous êtes américaine |

You can practice these again with a partner; read the words with a rising or falling intonation, and have your partner indicate whether s/he thinks you are asking a question or making a statement.

B.8.3 Forming questions



Imagine that you have all of the following characteristics, and you wish to find out if your partner shares them with you. Using intonation, ask questions using the *tu* form of the verb plus the adjective. First, imagine you are masculine and your partner is feminine. Change the adjective as appropriate. As you do this exercise, read your questions aloud, practicing the rising intonation. Also write them, punctuating with a question mark to indicate the rising intonation.

1. Je suis créatif.
2. Je suis sportif.
3. Je suis travailleur.
4. Je suis poli.
5. Je suis intéressant.
6. Je suis timide.

Now, imagine that you are feminine and your partner is masculine. Change the adjective as appropriate.

1. Je suis américaine.
2. Je suis forte.
3. Je suis studieuse.
4. Je suis énergique.
5. Je suis imaginative.
6. Je suis calme.

Forming questions with *n'est-ce pas*

French speakers often turn a statement into a question by adding *n'est-ce pas?* (literally, “isn’t it?”) or *non?* to the end of a sentence. This is similar to when Americans say “right?” or Canadians say “eh?” This type of question assumes that you know the answer and you are just asking for confirmation.

<i>French</i>	<i>English</i>
Tu es américaine, n'est-ce pas?	You're American, right?
Vous êtes dans ma classe de français, n'est-ce pas?	You're all in my French class, aren't you?
Barack Obama est le président, n'est-ce pas?	Barack Obama is the president, isn't he?

Forming questions with inversion

Intonation is by far the most common way to ask questions in informal spoken French. Since there is no way to indicate intonation in writing, however, this type of question is not correct in written French. Another common way to ask questions in both spoken and written French involves inversion – this means inverting (switching) the subject (S) and the verb (V), or, in other words, placing the verb in front of the subject. We do this in English as well, for example:

<i>sentence</i>	<i>question</i>
He is tall.	Is he tall?
S - V	V - S

In French, when inversion is used with a subject pronoun, the verb and pronoun are connected with a hyphen. A question using inversion we would like you to recognize in this chapter is,

<i>question</i>	<i>answer</i>
Qui est-ce?	C'est Paul.
Who is it?	It's Paul.

Forming questions with *est-ce que*

Finally, one can ask a question by putting the words *est-ce que* in front of an affirmative sentence. Students often ask what *est-ce que* means. French speakers do not think of it as having a specific meaning; it is just a sign that a question is coming. Similarly, in English, we say, “Do you like meatballs?” The “do” tells you the sentence is a question, but doesn’t have any real meaning in this context. Therefore, you should not try to translate *est-ce que* word-for-word; it is just a marker that what follows is a question. *Est-ce que tu es français?* means “Are you French?” A question using *est-ce que* we would like you to recognize in this chapter is,

<i>question</i>	<i>answer</i>
Qu'est-ce que c'est?	C'est une lampe.
What is it?	It's a lamp.

B.9 Optional: IPA Help

If you are interested in using the IPA to help you remember how to pronounce French better, you will want to read this section. If you spend a little time becoming familiar with the IPA symbols, your French pronunciation will benefit greatly.

First, you need to remember that phonetic transcription only includes sounds that are pronounced. This is extremely helpful in French, because so many letters are silent.

Second, phonetic transcription can separate syllables with a space. In French, words run together so that the end of a syllable may not be the same as the end of a word. For example, *vous êtes* in French is pronounced [vu zɛt]. Most English speakers will try to pause **between** the words, but that is not correct French pronunciation.

Third, you need to figure out what the weird symbols mean. We have already presented the nasal sounds; here are more IPA symbols that do not look like normal letters.

IPA symbol	Sample French word	IPA
Consonants:		
[ʃ]	ch ute	[ʃyt]
[ʒ]	gar age	[ga raʒ]
[j]	cray on	[krɛ jɔ̃]
Vowels:		
[ɛ]	appel e	[a pɛl]
[ə]	je	[ʒə]
[ɔ]	port e	[pɔrt]
[ø]	pare ss eux	[pa rɛ sø]
[œ]	prof ess eur	[prɔ fɛ sœr]

Notes:

- Two tricky IPA symbols are [j] and [y]. [j] is the sound that corresponds to the English semiconsonant “y,” whereas [y] is a sound that does not exist in English, but corresponds to the letter “u” in French (see section B.1).
- You have perhaps already noticed two pronunciations of the letter “o” and three pronunciations of the letter “e.” The rules for pronunciation of these letters are more complicated than you need to know right now, but we hope that the IPA will help you to notice that there are differences in the pronunciation and to pronounce your vocabulary words correctly.
- “o” can be pronounced [o] as in “dos” ([do]) or [ɔ] as in “porte” ([pɔrt]).
- “e” can be pronounced [ə] as in “je” ([ʒə]), [e] as in répétez ([re pe te]), or [ɛ] as in “appelle” ([a pɛl]). In chapter 2, we will discuss the differences between these sounds.
- The letters “eu” are pronounced [ø] or [œ]. These two sounds sound fairly alike to an English speaker, so do not worry if you cannot distinguish them yet. As with all the sounds of French, practice in class and while doing your homework will help you with these over time.

To summarize, in first-year French, you do not need to learn the rules governing the choice of these sounds. However, if you learn the IPA system, it will help you to say French words correctly and to form good pronunciation habits from the very beginning of your study of French. The IPA transcription will be useless to you unless you use it in conjunction with a good model, either recorded or in class, of how these symbols correspond to the sounds of French, so practice your pronunciation often.

C Lab Worksheet and Review

Introduction to lab recordings

Each chapter of *Liberté* has accompanying laboratory recordings. Some of the lab exercises are purely oral – that is, you listen and repeat as directed. Others include a written component. For the latter, complete the lab worksheet as directed while you listen to the recordings. If an exercise is completely oral, you do not need to write anything down.

For your convenience, the approximate time index for each exercise is given next to its title. For example, if you want to go directly to exercise 2.1, you would advance your player to the time index 8 :17. Consult the lab staff if you do not know how to do this.

The audio portion of a language course is generally the hardest part for beginning students. You will probably feel that the speakers are talking very quickly, and you have no visual cues (gestures, facial expressions, etc.) to help you interpret their meaning. It can be frustrating to listen to the recordings and be unable to “get” what is being said. Please remember :

–The recordings should be used to review material after you have practiced it at home and in class. You need to be familiar with the vocabulary and grammatical structures so that you can recognize the words and practice them. It is better to go to the lab for two half-hour sessions rather than for one hour at a time.

–You can pause the recording to consider your answer if you feel it is going too quickly. However, it is important for you to become used to hearing French spoken at a normal speed, which is why the speakers do not speak unnaturally slowly.

–You will not recognize every word spoken on the recordings, no matter how often you listen. The goal of the laboratory work is to give you more practice in hearing and speaking French. If you have kept up with your work, you should be able to do what the instructions tell you to, but that does not mean that you are expected to understand 100% of what is said.

–If there is an exercise that you are having a great deal of trouble with, postpone it to a later day. You should try each exercise twice, but if you still cannot understand it, you may need to review the material more before doing the lab work. You may also ask your teacher to go over any difficult oral exercise.

–Students sometimes say that they feel embarrassed speaking aloud in the lab. Remember that the students around you are concentrating on their own speaking, and are extremely unlikely to be listening to you. It is very important that you take advantage of the lab to practice your vocabulary and pronunciation, so be sure to repeat aloud when instructed to do so.

C.1 Bonjour !

C.1.1 Greetings and responses. (0 :00)

You will hear a phrase or question in French, read twice. After the second repetition, give an appropriate response. You will then hear the phrase and a possible response read again. Repeat the response given. In some cases, there is more than one possible response, so your answer might have been different.

C.1.2 Formal or informal ? (2 :55)

You will hear a series of sentences or questions. Indicate whether each is formal or informal. Each will be read twice, and you should repeat after the second reading. Check “formal” or “informal” on your answer sheet.

	Formal	Informal	Formal	Informal
1.	_____	_____	6.	_____
2.	_____	_____	7.	_____
3.	_____	_____	8.	_____
4.	_____	_____	9.	_____
5.	_____	_____	10.	_____

C.1.3 Spelling – Countries

(This exercise did not record properly and has been erased.)

C.1.4 Présentations ou amis ? (5 :23)

Listen to each of the following exchanges and indicate whether the people are meeting for the first time, or are already friends. Each dialogue will be read twice.

	Présentation	Amis
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

C.1.5 Comment ça va ? (6 :42)

Listen to each conversation, and check the category which indicates how the second speaker feels.

	Ça va bien.	Ça va mal.
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

C.2 En classe

C.2.1 Grand ou petit ? (8 :17)

You will hear two items named. For each pair, state which one is bigger (*plus grand* or *plus grande*). Each pair of items will be read twice. Listen to the examples before beginning. Try to distinguish masculine and feminine in the answer.

Exemple: le bureau - le pupitre. Le bureau est plus grand.
 le stylo - la main. La main est plus grande.

C.2.2 Spelling - Classroom Vocabulary. (11 :00)

Spell each of the following words aloud. Each word will be read twice, then there will be a pause for you to spell it aloud. After the pause, the word will be spelled out, and you should repeat the correct spelling.

- | | | |
|--------------|--------------|-------------|
| 1. main | 5. horloge | 9. fermé |
| 2. à gauche | 6. papier | 10. livre |
| 3. téléphone | 7. étudiante | 11. stylo |
| 4. fenêtre | 8. ouvert | 12. feuille |

C.2.3 Imperatives - Classroom Instructions. (16 :55)

You will hear a verb given in the imperative form. Refer to your answer sheet and complete the command with the appropriate noun. Then repeat the full command after the speaker.

Exemple : le crayon You say : Prenez le crayon.

- | | |
|------------------|--------------|
| 1. au tableau | 5. la phrase |
| 2. les devoirs | 6. le livre |
| 3. le professeur | 7. le stylo |
| 4. votre nom | 8. la porte |

C.3 Les chiffres

C.3.1 Numbers - Recognition. (18 :55)

Write down the number that you hear. Each number will be read twice. After you have written down the number, it will be read again, and you should repeat the number aloud.

C.4 Identifications

C.4.1 To be or not to be. (28 :37)

The speaker will read a sentence containing the verb "être." The sentence will be read two times. Write the correct verb form on your answer sheet. Then, the speaker will read the sentence again. Repeat the complete sentence aloud.

1. Je _____ étudiante.
2. Mme Remy _____ le professeur.
3. Nous _____ enthousiastes.
4. Marco _____ sociable.
5. Tu _____ intelligente !
6. Vous _____ française ?
7. Les étudiants _____ bons.
8. Le professeur _____ petit.
9. Je _____ patiente.
10. Les exercices _____ faciles.
11. Nous _____ au labo de langues.
12. Vous _____ calme ou anxieux ?

C.4.2 Comment sont-ils ? (32 :09)

For each of the individuals listed below, the speaker will give you a choice of two adjectives. Form a complete sentence using the correct adjective, and say it aloud. The speaker will then give the correct answer ; you should repeat the entire sentence. Also write the appropriate adjective on your answer sheet. Listen to the example before you begin.

Exemple: Tarzan

courageux - timide

You say : Tarzan est courageux. You write : courageux

1. Michelle Kwan _____
2. George Bush _____
3. Jennifer Lopez _____
4. Kobe Bryant _____

5. Arnold Schwarzenegger _____
6. Albert Einstein _____
7. le français _____
8. Céline Dion _____
9. Vicente Fox _____

C.5 Descriptions

C.5.1 Comme ils se ressemblent! (34 :56)

Guillaume and his girlfriend Nicole are very much alike. For each sentence describing Guillaume, give a similar sentence describing Nicole. Remember to use the feminine form of the adjective. Listen to the example before you begin.

Exemple: Guillaume est sérieux. [You say : Et Nicole est sérieuse.]

C.5.2 Ma mère et moi, nous sommes différents. (37 :25)

The speaker is the exact opposite of his mother. To each of his sentences describing his mother, give a sentence using an adjective with the opposite meaning. Remember to use the masculine form of the adjective. After a pause for your answer, the correct answer will be given. Repeat the correct answer. Look at the example as you do number one.

Exemple: petite - grand
Ma mère est petite. You say : Mais toi, tu es grand.

1. petite – grand
2. travailleuse – paresseux
3. anxieuse – calme
4. solitaire – sociable
5. frivole – sérieux
6. brune – blond
7. impolie – poli
8. impatiente – patient

C.5.3 Les questions. (39 :53)

Listen to the speaker and indicate whether each phrase is a sentence

or a question. Remember that in a question, the intonation goes up, whereas in a sentence, the intonation goes down. Mark the correct answer on your answer sheet.

	Question	Phrase affirmative
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____

C.5.4 Les portraits. (41 :35)

Listen to the self-portraits of each of the following people. Under each name, write whatever adjectives you recognize that they use to describe themselves.

Emmanuelle	Christophe	Valérie
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

End of Lab Exercises

C.6 Exercices de révision écrits

The nature of communication is that it is open-ended. Therefore, these written review exercises are unable to cover all the objectives of the chapter, since some of those objectives do not lend themselves to fill-in-the-blank exercises. These exercises focus more on the grammar and vocabulary of the chapter, because these can be practiced more easily in writing, and mastering them will enable you to perform the communicative objectives of the chapter.

C.6.1 Dialogues

Ecrivez un dialogue de 3-6 lignes pour les situations suivantes :

1. Marc présente Pauline à Sébastien.
2. Deux étudiants se présentent dans la classe.
3. Deux étudiants sont au café. Un ami arrive.

C.6.2 Formel ou informel ?

Indiquez si les personnes suivantes ont une relation informelle (*tu*) ou formelle (*vous*).

1. Véronique (âge : 8 ans) et Marc (âge : 9 ans).
2. Le professeur et l'étudiant.
3. Le docteur et la patiente.
4. Marie et Sylvie, étudiantes à l'université.
5. Ma mère et moi.
6. Le président Obama et moi.
7. Le président américain Obama et le président français Sarkozy.
8. L'employé et le client.

C.6.3 Que dit-on ?

Mettez la question ou la phrase à gauche avec la réponse correcte à droite.

- | | |
|---|------------------------------|
| 1. Bonjour! Ça va ? | a. "Everyone." |
| 2. Salut, Isabelle! Comment vas-tu ? | b. Je suis calme et patient. |
| 3. Jacqueline, je te présente Sandrine. | c. Bien, merci. Et toi ? |
| 4. Ça s'écrit comment ? | d. Enchanté. |
| 5. Comment dit-on "clock" en français ? | e. la pendule |
| 6. Marc, je te présente Marie. | f. Oui, ça va. Et vous ? |
| 7. Au revoir! | g. B-E-R-T-H-E-L-O-T |
| 8. Que veut dire "tout le monde" ? | h. Enchantée. |
| 9. Comment es-tu ? | i. C'est Jérôme. |
| 10. Qui est-ce ? | j. A demain! |

C.6.4 Les instructions du professeur.

Complétez l'instruction du professeur.

1. Allez a. les devoirs.
2. Donnez-moi b. -moi.
3. Ecoutez c. au tableau.
4. Ecrivez d. le livre ; la classe est finie.
5. Fermez e. la fenêtre, s'il vous plaît.
6. Regardez f. le vocabulaire au labo.
7. Ouvrez g. le stylo et écrivez.
8. Pratiquez h. la phrase.
9. Prenez i. votre nom.
10. Répétez j. la photo et identifiez la personne.

C.6.5 Vocabulaire

Complétez la phrase avec un mot de vocabulaire approprié.

1. _____ parle français ; les étudiants répètent.
2. On écrit au tableau avec la _____.
3. Le professeur utilise un _____ rouge pour corriger les devoirs.
4. La _____ est fermée.
5. Le _____ est ouvert à la page 5.
6. Mettez les livres dans le _____.
7. Bonjour, tout le monde ! Prenez une feuille de papier et _____ votre nom, s'il vous plaît.
8. Les livres sont _____.
9. Le professeur dit " _____ " au début du cours.
10. _____-moi, Madame ! Je ne comprends pas !

C.6.6 Le verbe *être*.

Complétez la phrase avec la forme correcte du verbe *être*.

1. Nous _____ étudiants.
2. Je _____ dans la classe de français.
3. Tu _____ chic !
4. Les étudiants _____ travailleurs.
5. Ma mère _____ gentille.

6. Vous _____ le professeur, n'est-ce pas ?
7. Dans la classe de français, on _____ enthousiaste.
8. Le français _____ important.
9. Les devoirs _____ faciles.
10. Je _____ sérieux(se).

C.6.7 Les adjectifs.

Complétez la phrase avec la forme correcte d'un adjectif approprié.

1. Je suis _____.
2. Ma mère est _____.
3. Barack Obama est _____.
4. Shaquille O'Neal est _____.
5. Hillary Clinton est _____.
6. Les étudiants de mon université sont _____.
7. Les étudiants dans la classe de français sont _____.
8. Les professeurs à mon université sont _____.
9. Jennifer Lopez est _____.
10. Mes classes sont _____.

C.6.8 Singulier au pluriel et pluriel au singulier.

Si la phrase est au pluriel, changez-la au singulier. Si la phrase est au singulier, changez-la au pluriel. Changez tous les éléments nécessaires.

1. Je suis content.
2. Nous sommes étudiants.
3. Les étudiants sont calmes.
4. L'étudiante est gentille.
5. Vous êtes français.
6. Tu es américaine.
7. Le professeur est patient.
8. Les devoirs sont faciles.

9. Les stylos sont rouges.
10. Le livre est lourd.
11. La carte téléphonique est chère.
12. Les chaises sont confortables.
13. Les affiches sont grandes.
14. La fenêtre est ouverte.
15. Le sac à dos est brun.
16. Les acteurs sont créatifs.

C.7 Self-Check : Meeting chapter 1 objectives

Do you feel that you have mastered the objectives for this chapter? If you do not feel confident that you have mastered the following points, please review the sections beginning on the indicated pages and then consult with your teacher for further assistance or practice. Please note that since grammar provides you with the tools you need to speak and understand a language, the relevant grammar section is indicated first, followed by the communicative activities to practice.

Communication Objectives :

Do you feel that you can :	If not, see pages :
Greet other people?	38 and 12
Introduce yourself?	12 and 29
Understand basic commands given in French class and respond appropriately?	44, 19, and 27
Count and spell in French?	34, 49, 12, 19, and 21
Identify yourself and other people?	38, 42, 55, and 18
Describe yourself, other people, and objects?	51, 24, and 29

Culture objectives :

Do you feel that you have an idea of :	If not, see pages :
Where French is spoken and by how many people?	15 and 22
How to address another person formally or informally, as appropriate?	38 and 12

Grammar Objectives :

Do you feel that you understand and can use the following grammatical structures? In addition to using them in conversation, could you demonstrate your knowledge of them on a test?	If not, see pages :
The French alphabet, numbers, and the basics of French pronunciation?	34
The subject pronouns and the difference between <i>tu</i> and <i>vous</i> ?	38
The conjugation of the present tense of the verb <i>être</i> ?	42
The concept of gender for people and things?	38 and 45
Gender and number agreement of adjectives?	51

If you feel that you can do all these things, congratulations ! You have taken a huge first step towards being able to communicate in French !