

# French I

## Coursebook



**Oak Meadow**

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# Table of Contents

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<b>Introduction</b> .....	ix
Course Materials	
What to Expect in This Course	
Practicing Your Speaking Skills	
Typing Special Characters in French	
<i>Chapitres 1 et 2: L'Île-de-France</i>	
<hr/>	
<b>Lesson 1 Chapitre 1: Salut, les copains!</b> .....	1
Greetings, counting, introductions	
<b>Lesson 2 Chapitre 1 (continuation)</b> .....	5
Subject pronouns, vocabulary related to school, accent symbols	
<b>Lesson 3 Chapitre 1 (continuation et fin)</b> .....	11
Articles and gender for singular and plural nouns, the verb <i>avoir</i> , chapter 1 test	
<b>Lesson 4 Chapitre 2: Qu'est-ce qui te plaît?</b> .....	17
Expressions of likes and dislikes, definite articles, conjugation of regular <i>-er</i> verbs	
<b>Lesson 5 Chapitre 2 (continuation)</b> .....	21
Irregular plural forms for nouns, vocabulary related to activities and preferences, contractions with the preposition <i>à</i>	

<b>Lesson 6 Chapitre 2 (continuation et fin)</b> .....	27
Conjunctions, asking questions using <i>Est-ce que . . .</i> , chapter 2 test	

### *Chapitres 3 et 4: La province de Québec*

---

<b>Lesson 7 Mini-Project</b> .....	31
------------------------------------	----

<b>Lesson 8 Chapitre 3: Comment est ta famille?</b> .....	35
Adjectives, the verb <i>être</i> , adjective/noun agreement in gender and number	

<b>Lesson 9 Chapitre 3 (continuation)</b> .....	39
Irregular adjectives, vocabulary related to family relationships	

<b>Lesson 10 Chapitre 3 (continuation et fin)</b> .....	43
Possessive adjectives, contractions with the preposition <i>de</i> , chapter 3 test	

<b>Lesson 11 Chapitre 4: Mon année scolaire</b> .....	49
Conjugation of verbs ending in <i>-re</i> , vocabulary related to preferences, verbs ending in <i>-ger</i> and <i>-cer</i>	

<b>Lesson 12 Chapitre 4 (continuation)</b> .....	53
Days of the week and the article <i>le</i> , 24-hour time system, vocabulary related to colors and numbers	

<b>Lesson 13 Chapitre 4 (continuation et fin)</b> .....	57
Adjectives used as nouns, agreement with numbers, chapter 4 test	

### *Chapitres 5 et 6: L'Ouest de la France*

---

<b>Lesson 14 Chapitre 5 Le temps libre</b> .....	61
Vocabulary related to recreational activities, the verb <i>faire</i> , forming questions	

<b>Lesson 15 Chapitre 5 (continuation)</b> .....	65
Adverbs, vocabulary related to pastimes and the weather, verbs <i>aller</i> and <i>venir</i>	

<b>Lesson 16 Chapitre 5 (continuation et fin)</b> .....	71
Idioms using the verb <i>avoir</i> , chapter 5 test	
<b>Lesson 17 Semester 1 Language Evaluation</b> .....	75
<b>Lesson 18 Semester 1 Project</b> .....	79
<b>Lesson 19 Chapitre 6: Bon appétit!</b> .....	81
The partitive, regular <i>-ir</i> verbs, the verb <i>vouloir</i>	
<b>Lesson 20 Chapitre 6 (continuation et fin)</b> .....	85
Irregular verb <i>prendre</i> and related verbs, the imperative form of verbs, chapter 6 test	
 <i>Chapitres 7 et 8: Le Sénégal</i>	
<b>Lesson 21 Chapitre 7: On fait les magasins?</b> .....	91
French culture in Senegal, vocabulary related to clothing	
<b>Lesson 22 Chapitre 7 (continuation)</b> .....	95
Demonstrative and interrogative adjectives, <i>passé composé</i> of regular <i>-er</i> verbs	
<b>Lesson 23 Chapitre 7 (continuation et fin)</b> .....	101
Past participle of irregular verbs, using adverbs with <i>passé composé</i> , chapter 7 test	
<b>Lesson 24 Mini-Project</b> .....	105
<b>Lesson 25 Chapitre 8: À la maison</b> .....	109
Vocabulary related to household chores, <i>devoir</i> and <i>pouvoir</i> , <i>passé composé</i> for regular <i>-ir</i> and <i>-re</i> verbs	
<b>Lesson 26 Chapitre 8 (continuation)</b> .....	115
Irregular <i>-ir</i> verbs ( <i>sortir</i> , <i>partir</i> , and <i>dormir</i> ), <i>passé composé</i> using <i>être</i> with verbs of motion, verbs ending in <i>-yer</i>	

<b>Lesson 27 Chapitre 8 (continuation et fin)</b> .....	119
Vocabulary related to the home, chapter 8 test	
 <i>Chapitres 9 et 10: Le Midi</i>	
<b>Lesson 28 Chapitre 9: Allons en ville!</b> .....	123
Vocabulary related to downtown businesses, verb <i>voir</i> , verbs <i>savoir</i> and <i>connaître</i> , imperatives in the affirmative and negative	
<b>Lesson 29 Chapitre 9 (continuation)</b> .....	129
Forming questions by inversion, vocabulary related to shopping and communication	
<b>Lesson 30 Chapitre 9 (continuation et fin)</b> .....	133
Articles, imperatives, chapter 9 test	
<b>Lesson 31 Chapitre 10: Enfin les vacances!</b> .....	137
Vocabulary related to hotel accommodations and traveling, conjugations for <i>appeler</i> and similar verbs, prepositions and articles with country names, idioms using the verb <i>faire</i>	
<b>Lesson 32 Chapitre 10 (continuation)</b> .....	141
Vocabulary related to travel, the <i>passé composé</i> and irregular past participles, ordinal numbers	
<b>Lesson 33 Chapitre 10 (continuation et fin)</b> .....	147
Vocabulary and grammar review, chapter 10 test	
<b>Lesson 34 À ton tour</b> .....	151
Writing related to travel	
<b>Lesson 35/36 Final Project</b> .....	155

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## Appendix

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Academic Expectations .....	158
Original Work Guidelines .....	158
Finding Reputable Sources.....	159
Plagiarism.....	159
Citing Your Sources .....	160
Citing Images .....	161
Chapter Tests .....	163



# Introduction

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Welcome to Oak Meadow's *French I* course!

This course will introduce you to the beauty of the French language and help you gain confidence and skill in communicating in French. Along the way, you will be exploring the rich and diverse francophone cultures that are alive in many countries around the world today.

## Course Materials

In addition to this coursebook, the following materials are needed for this course:

- *French I: Bien Dit!* (Holt, 2018)
- *Webster's New World Pocket French Dictionary* (Houghton Mifflin Harcourt, 2016)
- Blank journal

You will also need internet access. Your textbook comes with a subscription to Holt's Online Learning website, which contains the online edition of the textbook with interactive elements. The online textbook provides vocabulary definitions, pronunciation audio files, videos, and interactive exercises that give immediate feedback. Oak Meadow will send you an email containing your login information for the Online Learning site.

There are several ways to navigate Holt's Online Learning site. Click on the Book Pages tab on the left, type a page number into the box, then click Go (or hit the return key). The entire textbook is available, page by page, along with additional online resources and information. The text in the sidebars will explain how to use the resources on each page, including the extensive cultural information. Take some time to explore the videos and slideshows each week, as these provide beautiful photographs and scenes of France and other French-speaking places, along with historical and cultural background information.

**Note: You cannot submit your work via the online textbook. Your work will be submitted directly to your teacher, per their instructions.** If you have questions about how to share your work, please contact your teacher.

Learning a language is an acquired skill that takes practice. Plan to regularly review the material you've learned, and maintain a consistent pace throughout the course. You will be submitting your work to your teacher every week, but feel free to contact your teacher anytime if you have questions, need clarification on any of the course work, or want to discuss your progress.

## What to Expect in This Course

This coursebook divides the 10 chapters of the textbook into 36 lessons, with a series of weekly assignments for each lesson. Each lesson is designed to take about one week to complete and contains vocabulary, grammar, writing exercises, and review material. At the end of each textbook chapter, you will complete a comprehensive review followed by a chapter test, which are found in the appendix of this coursebook. The tests consist mostly of translations of words, phrases, and sentences, with some bonus questions added at the end. Take a moment to locate them now so you know where they are when you need them.

When you begin each lesson, scan the entire lesson first. Take a quick look at the number of assignments. Getting a sense of the whole lesson before you begin will help you manage your time effectively.

In the lessons, you will find the following sections (not every section will be found in every lesson):

An **Assignment Summary** is included at the beginning of each lesson; you can see at a glance what is required and check off assignments as you complete them. Assignments are fully explained in the lesson, and corresponding textbook pages are noted in parentheses. **All assignment responses should be written in French unless otherwise noted.**

**Learning Objectives** outline the main goals of the lesson and give you an idea of what to expect.

**Assignments** include the reading and writing you will be doing. These assignments highlight key concepts and give you an opportunity to apply your knowledge.

**À Toi de Parler! (Your Turn to Talk!)** speaking exercises are included in most lessons, giving you the opportunity to practice your pronunciation and receive feedback. You will be recording short audio tracks using the free and easy-to-use online tool at [Vocaroo.com](http://Vocaroo.com).

**Study Journal** guidelines are listed in each lesson. You will be writing notes in your own words rather than copying textbook information verbatim; using your own words will help you remember the material more easily.

**Faits Intéressants: Le Saviez-Vous? (Interesting Facts: Did You Know?)** and **Petites Notes Culturelles (Cultural Tidbits)** offer information about traditions, current events, and items of interest that will help you expand your understanding of French-speaking cultures.

**Extend Your Learning** sections offer additional ways to explore the topics you are studying. These activities are optional.

**Share Your Work** provides reminders and information about submitting work to your teacher.

The **Appendix** contains the chapter tests as well as important material that you will be expected to know, use, and demonstrate mastery of throughout the year. Take some time to

read through the appendix, paying particular attention to the sections on academic expectations, original work guidelines, plagiarism, and citing your sources.

You are encouraged to make a set of flash cards to help you study the vocabulary words from each stage. Write each vocabulary word in French on one side of an index card and the English translation on the other side. You can test yourself by looking at the French word first and translating it into English, or you can have the English appear first to test your recall of the French words. Spending just a few minutes a day or 15 minutes a week quizzing yourself with homemade flash cards can boost your retention and recall, and make learning French easier, more effective, and more enjoyable.

Throughout the course, you will find links to articles and resources that will enhance your understanding of the material. All of these online resources can be found under the French I tab at [www.oakmeadow.com/curriculum-links](http://www.oakmeadow.com/curriculum-links). You can bookmark this webpage for easy reference.

You will also work on two mini-projects (in lesson 7 and lesson 25), and two major projects, due at the end of each semester (lesson 18 and lesson 35/36). In these projects, you will have the opportunity to choose your own area of interest and explore the culture, history, and geography of the French-speaking regions of the world.

## Practicing Your Speaking Skills

In this course, pronunciation skills and speaking French aloud is emphasized. Using a free, online program called Vocaroo, you will be sending samples of voice recordings regularly to your teacher, who in turn will provide you with feedback.

The Holt Online Learning site offers many opportunities to practice your pronunciation and speaking skills and develop your listening and comprehension skills. For example, on page 6 of your textbook, you will hear native French speakers using the vocabulary you are learning. Go to this page on the Online Learning site, and you'll see all the vocabulary words marked in blue. Simply click the blue text, and you'll hear it spoken aloud by a native French speaker. You will also regularly see sections called *Exprimons-nous!* with familiar phrases. Whenever you see text in blue, click to hear it read aloud. Make sure to repeat the words and phrases aloud and not only in your head, and repeat them several times.

You will also be using the online audio exercises in this course. Most of these involve listening to the prompts from the audio and answering questions. For example, your first online exercise is exercise 2 on page 7 of the textbook. If you go to page 7 of the online text, you'll see a big speaker icon next to exercise 2. Click it, and a new window will open with the audio for the exercise. Listen to the exercise, and record your answers by clicking *a* or *b* for each one. When you have completed the exercise, click the Check All button; your results will display in the audio window.

The audio and video components of the Holt Online Learning site will help you develop your pronunciation skills and become comfortable speaking French. Make good use of these valuable resources!

## Typing Special Characters in French

Many French words have accents over certain letters. When writing by hand, it is easy to include accents. When typing, you can still include them fairly easily.

Follow these instructions if you are using a Google Drive document:

- Go to the Insert menu.
- Click on Special Characters.
- In the left-hand drop-down menu, choose Latin (because French is a Latin-based language).
- Click on the desired letter and then click Insert.
- When you've inserted the letter once, it will be stored right below the letter grid for easy retrieval.

This sounds complicated, but it's not, and you'll quickly get the hang of it. If you are using another program to type your work, it will probably have a similar way to add special characters.

If you prefer using keyboard shortcuts, you can learn them here:

“How to Easily Type and Pronounce the 5 French Accents (with Alt Codes)”

<https://frenchtogether.com/french-accents/>

Scroll down to “How to type French accents on Windows” or “How to type French accents on Mac.”

Alternately, you can use this free program to write your assignments:

TypeIt

<https://french.typeit.org/>

After writing your text, cut and paste it into the document you will share with your teacher.

That's it! This course is designed for independent learning, so hopefully you will find it easy to navigate. However, it is assumed you will have an adult supervising your work and providing support and feedback. If you have a question about your work, please ask for help!

We hope you enjoy learning a new language and immersing yourself in French culture.

***Bonne chance! Commençons!***

(Good luck! Let's begin!)

## Lesson

# 1

# Chapitre 1: Salut, les copains!

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## Learning Objectives

In this lesson, you will:

- Learn basic greetings and introductions in French.
- Become familiar with the French alphabet and pronunciation.
- Learn numbers 0 to 30 in French.

What intrigues you about the French language and francophone cultures? (The word *francophone* is a synonym for *French-speaking*.) Have you ever visited a French-speaking country? In this course, you will learn more than just the French language—you will also get to know a little about the history, food, geography, and customs of francophone countries around the world. In the first lesson, you'll become familiar with the textbook and various resources that you'll be using in this course as you explore the rich cultures of the French-speaking people.

Remember, the purpose of learning a new language is to communicate with others, so don't be shy about practicing your new phrases aloud.

## Assignments

Please write all your answers in complete sentences rather than with single word answers (even when it might be a fill-in-the-blank exercise). This often means rewriting what is in the original question or directions. Though this takes longer, it gives the full context of an answer and provides valuable practice and repetition.

All written assignments must be submitted directly to your teacher. **Note: You cannot submit your work via the online textbook.** You will use the online textbook for some exercises (and receive instant feedback on your answers) but all written assignments will be submitted directly to your teacher (they will give you instructions on how to share your work).

## ASSIGNMENT SUMMARY

- Explain your experience and interest in the French language.
- Complete the assignments (listening, speaking, and writing).
- Add notes related to new vocabulary and grammar to your study journal.

All responses should be written in French unless otherwise noted.

1. In your textbook, read pages xvi–xvii, “French Can Take You Around the World!” Afterward, write a paragraph explaining your experience and interest in the French language. In English, answer the following questions:
  - Why are you interested in learning French?
  - What is your experience with the French language and francophone cultures so far (family heritage, previous classes, your impressions, etc.)?
  - What would you like to know more about?
2. On page 6, you’ll find your first vocabulary words to learn. Read both the picture captions and the *Exprimons-nous!* sections on pages 6 and 8. Listen to the audio online to become familiar with the word pronunciations (click on the words in blue to hear them). Practice repeating each phrase.
3. On page 7, listen to exercise 2 online (the little headphones indicate that this is an audio exercise). Check your answers (click the Check All button) and review any incorrect responses.
4. Complete exercise 1 (7). (Note: All numbers appearing in parentheses refer to textbook page numbers.) Write both the prompt and the most logical response, like this:
  1. “*Bonjour, madame Fayot.*” “*Bonjour, Ludovic.*”
5. Complete exercise 3 (7) by writing a short dialogue for each scenario.
6. Listen to exercise 5 online (8). Don’t worry if you don’t get all the answers right at first! Listen to it more than once—this will help you get used to hearing and recognizing the sounds and words. Read the note in the margin, *Entre copains*.
7. On page 10 are the numbers 0 to 30 in French. Memorize numbers 0–10, and become familiar with numbers 11–30. Review these numbers often until you have them memorized. Practice counting aloud to become comfortable with the pronunciation (remember, you can hear pronunciations by clicking on any word highlighted in blue in the online textbook).
8. On page 10, listen to exercise 11 online, and then practice aloud with exercise 13.
9. At the top of page 11 are more new French expressions in *Exprimons-nous!*. Read them, study them, and practice saying them aloud.
10. Complete exercise 14 (11). Write your responses in the form of a dialogue: write the first prompt and your response, then the second prompt and your response, and so on.
11. On page 13, complete exercise 20 in writing (rather than aloud) by using the sentences in the box to describe the four pictures.

### ***Faits Intéressants: Le Saviez-Vous?*** **(Interesting Facts: Did You Know?)**

French is spoken by over 220 million people around the world, and it is also an official language in 29 countries. Besides France, how many countries can you name where French is an official language?

(You will find the complete list in the next lesson's *Faits Intéressants*.)

## **Study Journal**

In your study journal, write notes on the following sections:

- vocabulary related to greetings (in *Exprimons-nous!* on pages 6 and 8)
- numbers 0–30 (10)
- vocabulary related to introductions (11)

When writing notes, pay careful attention to the spelling and placement of accents. Feel free to use color-coding, sketches, and any other note-taking strategies to help you absorb and retain the information.

### ***Petites Notes Culturelles*** **(Cultural Tidbits)**

In the Canadian province of Québec, people say *bonjour* to greet somebody, but they can also say *bonjour* when they leave. In this case, it means literally *bon jour*, as in, “Have a good day.” And while most francophone countries have adopted the English road sign *STOP*, in Québec they use the French word *ARRÊT*.



**Stop sign in Montreal (Image credit: Tony Webster)**

## Extend Your Learning

Your textbook is full of great resources, such as the tips about language learning in the beginning of the book and the index pages (R1 to R17) that give you maps of the French-speaking world, vocabulary resources, and lists of phrases and idioms. The *my.hrw.com* website provides you with an easy way to practice the material you are learning and get instant feedback about your answers.

### SHARE YOUR WORK

When your work for this lesson is complete, please share it with your teacher. Make sure each assignment is clearly labeled. Please submit the following work to your teacher:

- Assignment #1: responses to questions about your experience and interest in French
- Assignment #4: exercise 1 (7), writing the prompt and response
- Assignment #5: exercise 3 (7), writing in the form of a dialogue
- Assignment #10: exercise 14 (11), writing a dialogue
- Assignment #11: exercise 20 (13), describing the pictures in writing

If you are using a shared Google doc to submit your work, when you have finished adding your responses for this lesson, click on the File tab in the upper left corner, and use the Email Collaborators command to let your teacher know your work for lesson 1 is ready for review.

If you have any questions about your assignments now or in the future, please don't hesitate to contact your teacher.

## Lesson

# 2

# Chapitre 1 (continuation)

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## Learning Objectives

In this lesson, you will:

- Become familiar with using subject pronouns.
- Learn vocabulary related to school.
- Practice using accent symbols.

## Assignments

1. The grammar box on page 14 presents the subject pronouns in French. Memorize these, and practice using them with exercise 21. Check your answers online.
2. Listen to the online audio for exercise 22 (15). Listen more than once if needed. Sounds and words will become more familiar the more you hear them in context. Check your answers online and review any incorrect responses.
3. Complete exercise 25 (15). Write the complete dialogue (both questions and answers) from the interview.
4. Read *Les gestes* (gestures) in the Culture section on page 16. Notice how these gestures compare to those in your own country. Then read *Comparaisons* (17) to learn about greetings in Senegal. In English, answer the two questions under *Et toi?*.
5. Study the vocabulary and expressions related to the classroom on page 18. Listen to the audio online, and practice pronouncing the words and phrases aloud, repeating after the native speaker.
6. Complete exercise 27 (19), using complete sentences (you can describe your own study environment or describe a fictitious classroom).
7. Study the phrases in *À l'école* (20), listening to the audio and practicing each phrase aloud. Add these phrases to your study journal.

## ASSIGNMENT SUMMARY

- Complete the assignments (listening, speaking, and writing).
- Add notes related to new vocabulary and grammar to your study journal.
- Make a voice recording.

8. Practice online with exercise 30 (20). Listen to it more than once before you check your answers. Part of the practice is to become familiar with hearing sounds and sorting through the possible meanings.
9. On page 21, complete exercise 32 in writing. Be sure to use complete sentences instead of giving only the number and letter answers.
10. Study and take notes on the use of accent symbols in French (22). Also read, listen to, and practice speaking the phrases in *Exprimons-nous!*.
11. Complete exercise 38 (23), and then use the questions to write a conversation that takes place between you and a new French-speaking exchange student.

## À Toi de Parler! (Your Turn to Talk!)

Practice the school-related phrases and expressions on pages 18 and 20 until they become familiar to you.

When you have practiced enough to feel ready, use the website Vocaroo ([vocaroo.com](http://vocaroo.com)) to record yourself saying these phrases. When you have finished, copy the link to your voice recording, and paste it directly in your course document under lesson 2.

### **Faits Intéressants: Le Saviez-Vous? (Interesting Facts: Did You Know?)**

Do you know the meaning of *la journée* or what the phrase *Bonne journée!* might mean?

(You will find the answer in the next lesson's *Faits Intéressants*.)

#### **Answer from *Faits Intéressants* in lesson 1**

The list below shows the 29 countries where French is an official language. There are several other countries where French is widely spoken but is not an official language, such as in the Maghreb (Northwest African) countries of Algeria (*l'Algérie*), Morocco (*le Maroc*), and Tunisia (*la Tunisie*)

Belgium (*la Belgique*)

Canada (*le Canada*)

Benin (*le Bénin*)

Central African Republic (*la République centrafricaine* or *RCA*)

Burkina Faso (*le Burkina Faso*)

Chad (*le Tchad*)

Burundi (*le Burundi*)

Comoros (*les Comores*)

Cameroon (*le Cameroun*)

(continued)

Democratic Republic of the Congo (*la République démographique du Congo*)

Djibouti (*Djibouti* or *la République de Djibouti*)

Dominica (*la Dominique*)

Equatorial Guinea (*la Guinée équatoriale*)

France (*la France*)

Gabon (*le Gabon*)

Guinea (*la Guinée*)

Haiti (*Haïti*)

Ivory Coast (*la Côte d'Ivoire*)

Luxembourg (*le Luxembourg*)

Madagascar (*Madagascar* or *la République de Madagascar*)

Mali (*le Mali*)

Monaco (*Monaco*)

Niger (*le Niger*)

Rwanda (*le Rwanda*)

Saint Lucia (*Sainte-Lucie*)

Senegal (*le Sénégal*)

Seychelles (*les Seychelles*)

Switzerland (*la Suisse*)

Togo (*le Togo*)

Vanuatu (*Vanuatu*)

Note that each French country name includes an article *le* or *la*, with very few exceptions. It's very important to understand and remember that all nouns in French include an article. You'll learn more about articles in later lessons..

## Study Journal

In your study journal, write notes on the following sections:

- chart of subject pronouns and information about *je/j'*, *tu/vous*, and *on* (14)
- vocabulary and expressions related to classrooms (18)
- phrases in *À l'école* (20)

Pay careful attention to the spelling and placement of accents. Remember to use colored pencils, highlighters, sketches, and any other note-taking strategies to help you absorb the information.

Each time you add new information, take a few minutes to review what you've already written. This simple practice will boost your language-learning skills.

### ***Petites Notes Culturelles*** **(Cultural Tidbits)**

The French-speaking part of Switzerland is called *la Suisse Romande*. It is located in the western part of the country and borders France. It comprises the mountainous region of Jura, and the region around *le Lac Léman* (Lake Geneva). Some of the main cities in *Suisse Romande* are Fribourg, Geneva, Lausanne, and Neuchatel. The other official languages in Switzerland are German, Italian, and Romanche.

French in Switzerland is the same language as in France, though there are some differences in accents and colloquial expressions. For example, *le collègue* refers to middle school in France, while in Switzerland it is the name used for high school. High school in France is called *le lycée*, while college is known as *l'université*. You can imagine this might cause confusion at times, such as when someone says, "I go to college," but they are only 12 years old!



**Château de Chillon (Chillon Castle), Lake Geneva, Switzerland**  
(Image credit: Zacharie Grossen)

## Extend Your Learning

Learning vocabulary takes lots of memorization! Think of which strategies you are using, or would like to try, to memorize the words.

Many students like to make flash cards. Here's how: using index cards, write a French word or phrase on one side and the English translation on the other. (Many online sites have useful study tools, too, such as [tinycards.duolingo.com](http://tinycards.duolingo.com).)

Note: Always remember to learn the article (*un/une* or *le/la*) with each noun in French as the article indicates the gender of a noun (feminine or masculine), which will determine how to make it agree with adjectives, verbs, etc. For Instance, the French nouns for door and table are considered feminine (*une porte, une table*) and the nouns for desk and computer are considered masculine (*un bureau, un ordinateur*).

When looking up a word in a dictionary or at the back of the textbook, make sure to look up the various definitions the word might have—don't stop at the first definition. The context will help you figure out the appropriate meaning. Do not try to translate complete phrases one word at a time, as their translation often will not make any sense. If you are using an online dictionary, two good resources are [wordreference.com/fren](http://wordreference.com/fren) and [larousse.fr/dictionnaires/francais-anglais](http://larousse.fr/dictionnaires/francais-anglais).

### SHARE YOUR WORK

When you have completed this lesson, please share your work from lesson 2 with your teacher. Submit the following:

- Assignment #3: exercise 25 (15), writing both questions and answers from the interview
- Assignment #4: answers to the two questions from *Et toi?* (17), in English
- Assignment #6: exercise 27 (19), describing your own study environment or a fictitious classroom
- Assignment #9: exercise 32 (21), writing in complete sentences
- Assignment #11: exercise 38 (23) regarding a conversation with a French-speaking exchange student
- Your voice recording of school-related phrases from pages 18 and 20

Make sure that each assignment is clearly labeled. If you have any questions, please let your teacher know.

If you are using a Google course doc, when you have finished adding your responses, use the Email Collaborators command to let your teacher know your work for lesson 2 is ready for review.

## Lesson

# 3

# Chapitre 1 (*continuation et fin*)

## Learning Objectives

In this lesson, you will:

- Demonstrate the use of indefinite articles and how to form plural nouns.
- Differentiate between feminine and masculine nouns.
- Practice pronouncing the French alphabet.

## Assignments

1. On page 24 is a grammar explanation about indefinite articles and the plurals of nouns. Notice the following:
  - The plural of some nouns in French is formed with an *x*.
  - In French, all nouns have gender (feminine or masculine), whether they refer to people or inanimate objects. You'll have to learn a noun's gender as you learn its meaning. The singular articles (*le/la, un/une*) will indicate the gender of a noun, so make sure to always learn it with each noun, as there are no specific rules around it (for example, *le soleil, la lune*).

Note this information in your study journal.

2. Listen online and complete exercise 40 (24) to practice identifying masculine and feminine nouns in singular and plural forms.
3. Complete exercise 41 (24), writing each sentence and filling in the blanks. Note the negative phrase "*Il n'y a pas de . . .*" used for forming the negative.
4. Complete exercise 42 (25) by writing a description of Josette's room.
5. On page 26, the grammar box presents the forms for the verb *avoir* (to have). Copy these forms into your study journal, and memorize them. Summarize in your notebook the explanation concerning the negative form in French. Notice the two words necessary for the negative (*ne . . . pas*) and their positions before and after the verb—note that *un/une/des* becomes *de* in the negative (for example, *Elle n'a pas de frères et sœurs*).

## ASSIGNMENT SUMMARY

- Complete the assignments (listening, speaking, and writing).
- Add notes related to new vocabulary and grammar to your study journal.
- Make a voice recording.
- Complete the chapter 1 test.

6. Complete exercise 46 (26), using the appropriate form of the verb *avoir*.
7. Complete exercise 47 (26), writing your answers in complete sentences. Pay attention to accents and spelling.
8. On pages 28 and 29, you'll find *Télé-roman, Épisode 1*. This is the beginning of a story that will continue in each chapter. Read the introduction, and then read through the captions for each of the pictures. From the context, try to figure out the meanings of words you don't know.

Read the story more than once, until you are comfortable with the meaning. Repetition is part of effective practice, and it will help you become more familiar with certain words and expressions that are frequently used.

After reading the story, watch the video of episode 1 online (click on the video button on the top right of page 28). Listen carefully to the dialogue, and practice repeating the exchanges aloud, paying attention to the pace, rhythm, and tone of the conversation. You can break down the passage in small chunks of one or two vignettes at a time to work on your flow and pronunciation.

9. Answer the five questions in *As-tu compris?* at the end of the *Télé-roman, Épisode 1* (29). Write your answers in French (even though the questions are in English). You can use some of the wording from the episode and adapt it to your answers.
10. On page 30, read the introduction to the Lecture, *Stratégie pour lire*. Note that *la lecture* is a reading, not a lecture. Listen to the audio and follow along in your text. Do this more than once, until you are comfortable with all the sounds in French. Read the narrative aloud to yourself by pausing the audio and repeating after each sentence. Then listen to the audio without following in your text until you are familiar with the sounds and meaning.
11. Check your understanding of the Lecture by answering (in French) the five comprehension questions in part B, *Compréhension* (31).
12. Pages 32–35 include a review of chapter 1 and a preparation for the chapter 1 test. Practice your knowledge of vocabulary and grammar with exercises 1–3 (32). Check your answers online.
13. Complete exercise 7 (32) by creating a conversation based on the pictures. Write the conversation in dialogue form.
14. Review the grammar and vocabulary from chapter 1 on pages 34 and 35. Add to the notes in your study journal as needed, and review your journal notes as well in preparation for the chapter 1 test.
15. Take the chapter 1 test, found in the appendix of this coursebook.

## À Toi de Parler! (Your Turn to Talk!)

Practice your pronunciation of the alphabet in French with exercise 44 (25). When ready, make a voice recording at [voox.com](https://voox.com). Copy the link to your recording, and paste it directly in the course document you will share with your teacher.

### *Faits Intéressants: Le Saviez-Vous?* (Interesting Facts: Did You Know?)

Where is the island of Martinique located? Is it a country?

(You will find the answers to each lesson's *Faits Intéressants* in the following lesson.)



Martinique (Image credit: Hervé Nicolas)

### **Answer from *Faits Intéressants* in lesson 2**

*Une journée* is a day, as in over the course of a day. So, when somebody wishes you “*Bonne journée!*” they are saying, “Have a nice day!” It doesn’t mean they think you’re going off on a journey.

## Study Journal

In your journal, write notes on the following sections:

- indefinite articles and the plurals of nouns (24)
- the phrase *Il n'y a pas de . . .* (“there aren’t any . . .”), where *de* always remains, regardless of whether the noun that follows is singular or plural (for example, *Il n'y a pas de pommes dans le frigo*) (25)
- the verb *avoir* (26), as well as its negative form

Pay careful attention to the spelling and placement of accents. Feel free to use color-coding, sketches, and any other note-taking strategies to help you absorb and retain the information.

Each time you add new information, take a few minutes to review what you’ve already written. This simple practice will boost your language-learning skills.

### *Petites Notes Culturelles* (Cultural Tidbits)

You may not realize it yet, but you are already familiar with many French words and phrases, such as *cliché* and *déjà vu*, and you will learn to recognize more of them. We are talking about *les vrais amis* or cognates, which are everyday words used in English that have a similar French counterpart. These are words that have the same linguistic origin, and, generally speaking, they look similar and have the same or similar meanings. French and English share many roots, leading to a wide variety of cognates.

Take, for example, these nouns: *ballet*, *festival*, and *absence*. There are others that vary slightly but are still recognizable and have the same meaning, such as *musique*, *horreur*, and *qualité*. There are also adjectives, like *absolu*, *dramatique*, *sincère*, and verbs, such as *gouverner*, *répondre*, or *unir*. The list is long!

You can check this site for examples: [www.fluentu.com/blog/french/french-cognates](http://www.fluentu.com/blog/french/french-cognates). But be careful of the *faux amis*, the false cognates (we will take a closer look at them in another lesson).

### SHARE YOUR WORK

When you have completed this lesson, please share the following work with your teacher:

- Assignment #3: exercise 41 (24), writing each sentence and filling in the blanks
- Assignment #4: exercise 42 (25), describing Josette’s room

- Assignment #6: exercise 46 (26), using the appropriate form of the verb *avoir*
- Assignment #7: exercise 47 (26), writing answers in complete sentences
- Assignment #9: answers to questions in *As-tu compris?* (29)
- Assignment #11: five comprehension questions in part B, *Compréhension* (31)
- Assignment #13: exercise 7 (32), writing a conversation based on pictures
- Chapter 1 test
- Your voice recording of school-related phrases from pages 18 and 20

Make sure to label each assignment in the course document you share with your teacher. When your completed work is ready, notify your teacher (using the Email Collaborators function, if using Google docs). Include a note saying lesson 3 is ready for review.

If you have any questions about your assignments, please let your teacher know.

## Lesson

# 4

# Chapitre 2: Qu'est-ce qui te plaît?

## Learning Objectives

In this lesson, you will:

- Learn how to express likes and dislikes.
- Demonstrate the use of definite articles.
- Become familiar with the conjugation of regular verbs ending in *-er*.

## ASSIGNMENT SUMMARY

- Complete the assignments (listening, speaking, and writing).
- Add notes related to new vocabulary and grammar to your study journal.
- Make a voice recording.

## Assignments

1. Look at the photo at the beginning of chapter 2 in your textbook (38–39). What is happening? Read the caption, and then answer (in French) the two questions in *Que vois-tu sur la photo?*, writing three or four sentences for each response.
2. Study the vocabulary on page 40. List the new vocabulary words and sayings in your study journal. Listen to the pronunciation online and practice aloud. Do the same for the vocabulary words and expressions in *Exprimons-nous!* (41–42).
3. Read the information about music in the Flash Culture box (42). Find some examples of French music you like. (Save the links to share with your teacher.)
4. On page 42, listen to the audio online for exercise 1. Test your comprehension by clicking on your answers and then checking them (Check All).
5. Complete exercise 3 (42) by writing your response to each question. Use complete sentences to express what you like and don't like.
6. In exercise 5 on page 43, read the letter from your new pen pal, Noémie. First, write down whether or not Noémie would be likely to make each of the five statements by writing in complete sentences using this format: *Noémie n'adore pas la musique classique*.  
  
Then it's your turn to write back to her. Compose your own letter in which you talk about yourself and answer her questions.

7. Read the grammar explanation on page 44 about definite articles *le*, *la*, *l'*, and *les*. Summarize the information in your study journal. Read the note in the box *En anglais*.

Note that when expressing preferences using the verb *aimer*, you must always use a definite article before the noun. The same applies to the verbs *préférer*, *adorer*, and *détester* (for example, *Elle aime la glace vanille, mais elle préfère la glace au chocolat*).

8. Complete exercise 8 (44) by writing the statements about likes and dislikes in complete sentences.
9. Complete exercise 9 (45), copying each sentence and then filling in the blanks in the conversation.
10. In exercise 10 (45), write a complete sentence to match each of the six photos, using the name or pronoun given and the correct definite articles.
11. On page 46, the grammar box presents the first group of verbs, ones that end in *-er*. The sample verb given is *aimer* (to like/to love).

In French the verb system is divided into three basic groups called conjugations. In French those are called *trois groupes*. The ending of the infinitive of the verb determines its conjugation. Each group has its own particular set of endings. (In French, as in English, there are also a number of irregular verbs that follow their own particular patterns.)

1st conjugation: *-er* verbs (*verbes du premier groupe*)

2nd conjugation: *-ir* verbs (*verbes du deuxième groupe*)

3rd conjugation: *-re* verbs (*verbes du troisième groupe*)

In your study journal, summarize the information presented in the grammar box. On a separate page, create a master verb chart, beginning with the *verbes du premier groupe*, the *-er* verbs: *aimer*, *téléphoner*, *regarder*, *chanter*, *adorer*, etc. Keep adding to this chart as you learn new verb conjugations for regular and irregular verbs.

12. Complete exercise 12 (46) by matching the names and pronouns to the correct sentences based on the verb conjugations. Write each sentence in full.
13. In exercise 14 (47), write six complete sentences using one word/phrase from each box in each sentence. Be sure to put the appropriate ending on each *-er* verb according to the subject. (Review the endings in the grammar box on page 46 if necessary.)

## À Toi de Parler! (Your Turn to Talk!)

Practice aloud the vocabulary words on pages 40–41 and the phrases in *Exprimons-nous!* (41–42). Repeat the expressions several times. When you are comfortable with them, make a voice recording. Copy the link to share with your teacher.



**SHARE YOUR WORK**

When you have completed this lesson, please share the following work with your teacher:

- Assignment #1: answers to questions in *Que vois-tu sur la photo?* (38–39)
- Assignment #3: links to examples of French music you like
- Assignment #5: exercise 3 (42), expressing what you like and dislike
- Assignment #6: exercise 5 (43), writing a letter to your pen pal
- Assignment #8: exercise 8 (44), writing statements about likes and dislikes
- Assignment #9: exercise 9 (45), filling in the blanks in the conversation
- Assignment #10: exercise 10 (45), using the correct definite articles
- Assignment #12: exercise 12 (46), matching the names and pronouns to the correct verb conjugations
- Assignment #13: exercise 14 (47), writing six sentences with correct verb conjugations
- Your voice recording of likes and dislikes (40–41)

Make sure to label all your assignments, and notify your teacher when your work is posted and ready for review.

## Lesson

# 5

# Chapitre 2 (continuation)

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## Learning Objectives

In this lesson, you will:

- Learn about irregular plural endings.
- Become familiar with vocabulary related to sports and entertainment.
- Demonstrate how to form contractions with an article and the preposition *à*.

## ASSIGNMENT SUMMARY

- Complete the assignments (listening, speaking, and writing).
- Add notes to your study journal related to new vocabulary and grammar.
- Make a voice recording.

## Assignments

1. On page 48, listen to the online audio and follow the instructions for exercise 17. Check your answers online.
2. Complete exercise 18 (48) by copying the entire email and filling in the blanks with the correct definite articles.
3. At the bottom of page 48 is an explanation about irregular plural endings on words. As in English, the regular way to form the plural in French is to simply add an *s* to the end of the word. But for French words ending in *-eau*, *-eu*, or *-al*, the plural ending is different. This information mainly applies to nouns, but it also applies to some adjectives (in the masculine form), such as *beau/beaux* and *génial/géniaux*. Note this information in your study journal.
4. Complete exercise 19 (49) by forming complete sentences using irregular plural nouns and correct verb conjugations.
5. Read the Culture section on page 51, and then answer these questions (in English): Which folk dances are found in your community? What traditional cultures do they represent?
6. Study the vocabulary presented on pages 52–53 related to sports and entertainment. Write notes in your study journal. Listen to the words online, and practice your pronunciation. Look at the various pictures, cover the words, and try to repeat the expressions aloud.
7. Practice your listening comprehension skills with exercise 22 (54), and check your answer online.

8. Complete exercise 23 (54) by writing the sentences and filling in the blanks using the words in the box.
9. In your study journal, make note of the expressions in *Exprimons-nous!* on page 55. Listen to them online, and practice repeating them.
10. Complete exercise 25 (55), describing each of the four pictures in French using complete sentences.
11. Read the grammar information at the top of page 56 that explains how to form contractions with the preposition *à*. Summarize this information in your study journal.
12. Complete exercise 27 (56), copying the complete sentence and adding the correct preposition.
13. Complete exercise 29 (57). Copy each sentence and then complete it using the preposition *à* and forming contractions (such as *à le = au*).
14. Demonstrate your vocabulary and knowledge of prepositions by writing sentences for each photo in exercise 30 (57).

## À Toi de Parler! (Your Turn to Talk!)

Read and answer these five questions, forming complete sentences (even though it might sound a bit repetitive):

- *Tu discutes régulièrement avec des amis?*
- *Tu étudies souvent avec des amis?*
- *Tu joues au softball?*
- *Tu nages quelquefois (sometimes)?*
- *Tu dances souvent?*

Practice your pronunciation and flow until you feel comfortable. When ready, record your responses. Save the link to share with your teacher.

### **Faits Intéressants: Le Saviez-Vous? (Interesting Facts: Did You Know?)**

France is subdivided in *départements*, which are the equivalent of the states in the United States. Ninety-six of them are on the mainland and five *départements* are overseas. Those five *départements* are called *Département d'Outre-Mer* or *DOM*. Can you name one *DOM*?

#### **Answer from Faits Intéressants in lesson 4**

Mainland France is sometimes referred to as *l'Hexagone*, due to the shape of the country. It is also called *la Métropole* or *France métropolitaine*.



The hexagonal shape of France is the reason mainland France is sometimes called *l'Hexagone*.  
(Image credit: Mapswire)

## Study Journal

In your journal, write notes on the following sections:

- irregular plural forms for words ending in *-eau*, *-eu*, or *-al* (48)
- vocabulary and expressions related to sports and entertainment (52–53)
- expressions in *Exprimons-nous!* related to preferences and how well you do something (55)
- contractions with the preposition *à* (56)

When you write down vocabulary words, always make sure to write the corresponding article with each noun (such as *la classe*, *le foot*). In French, all nouns have a gender, whether they refer to people or inanimate objects. You'll have to learn a noun's gender as you learn its meaning.

Remember to keep adding to your verb master chart.

## Extend Your Learning

Accents are an important part of a word's spelling in French. They may affect the meaning and the pronunciation of the word. For example:

- In *mur* and *mûr*, the words sound the same, but the accent indicates a different meaning of the word: *le mur* means *the wall*, while *mûr* is the adjective for *mature/ripe*.
- Changing the *e* in *âge* (age) to *é* changes the pronunciation of the word and changes it from a noun to an adjective: *âgé* (old/elder).

You can visit these sites to find out more about accents in French:

“French Accents and the Cedilla”

<https://www.dummies.com/languages/french/french-accents-and-the-cedilla/>

“French Accents”

<https://www.rocketlanguages.com/french/lessons/french-accents>

### SHARE YOUR WORK

When you have completed this lesson, please share the following work with your teacher:

- Assignment #2: exercise 18 (48), writing an email using definite articles
- Assignment #4: exercise 19 (49), forming complete sentences using irregular plural nouns
- Assignment #5: questions about folk dance traditions in your community
- Assignment #8: exercise 23 (54), writing about different activities
- Assignment #10: exercise 25 (55), describing pictures in complete sentences

- Assignment #12: exercise 27 (56), adding the correct preposition
- Assignment #13: exercise 29 (57), using the preposition *à* and forming contractions
- Assignment #14: exercise 30 (57), using prepositions and vocabulary words related to activities
- Your voice recording of your answers to the five questions about your activities

Make sure all assignments are labeled. Notify your teacher when your work is ready for review.

## Study Journal

In your journal, write notes on the following sections:

- vocabulary related to household chores (266–267)
- conjugations of the verbs *devoir* and *pouvoir* (260)
- *passé composé* for regular *-ir* and *-re* verbs (262)

Periodically review previous information.

### *Petites Notes Culturelles* (Cultural Tidbits)

Designer Aisse N'diaye's clothing line, Afrikanista, is influenced by her Mauritanian heritage. Her collection, inspired by the challenges immigrants face, includes T-shirts topped with red-fringed epaulettes made from recycled plastic shopping bags. The T-shirts show names of disadvantaged neighborhoods around Paris that are typically home to families and descendants of immigrants.

N'diaye says, "African women are strong, so it's to show their strength and independence, a woman who is proud of her origins and who knows where she is going . . . I am French. But today in France people don't recognize me as completely French . . . When something bad happens, it's always the fault of immigrants or the fault of Muslim people." ("Sounds of the banlieue," [widerimage.reuters.com/story/sounds-of-the-banlieue](https://widerimage.reuters.com/story/sounds-of-the-banlieue))

## Extend Your Learning

To learn more about the immigrant experience in France, read the following article:

"Sounds of the banlieue"

<https://widerimage.reuters.com/story/sounds-of-the-banlieue>

### SHARE YOUR WORK

When you have completed this lesson, please share the following work with your teacher:

- Assignment #1: three questions in *Que vois-tu sur la photo?* (254–255)
- Assignment #4: exercise 3 (258), writing a brief dialogue about household chores
- Assignment #5: exercise 5 (259), answering questions in complete sentences

- Assignment #9: exercise 8 (260), choosing the correct form of *devoir* or *pouvoir*
- Assignment #10: exercise 10 (261), explaining what needs to be done before enjoying weekend activities
- Assignment #12: exercise 13 (262), forming the *passé composé*
- Assignment #13: exercise 14 (262), writing a brief paragraph about what has and hasn't been done
- Assignment #14: exercise 15 (263), composing sentences
- Assignment #15: exercise 18 (264), listing what each person has to do
- Assignment #16: exercise 19 (264), noting if each statement is true or false
- Assignment #18: exercise 21 (265), rewriting each statement in the negative form
- Your Vocaroo voice recording of *La cérémonie du thé* (266)

Make sure all assignments are labeled. Notify your teacher when your work is ready for review.