

# French 2

## Coursebook



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# Introduction

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Welcome to Oak Meadow's *French 2* course!

In *French 1*, you worked on developing a good foundation of basic vocabulary, grammar, and pronunciation. The goal of this year's course is to broaden that knowledge to give you confidence in your ability to communicate and understand both written and spoken French. In your weekly lessons, you will practice speaking French, writing *en français*, and expanding your French vocabulary. You will also have the opportunity to develop projects that explore the rich culture, history, and geography of the many francophone regions of the world.

## Course Materials

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

- *French 2: Bien Dit!* (Holt, 2018)
- *Complete Guide to Conjugating 12,000 French Verbs* (Hatier-Ditier, 1995)
- Blank journal

You may also want to have a French/English dictionary available.

You will need internet access to complete all the assignments. Your printed textbook comes with an online component with interactive elements including vocabulary definitions, pronunciation audio files, videos, and exercises that give immediate feedback. Oak Meadow will send you an email containing your login information for the textbook's online learning website.

There are several ways to navigate your online textbook, so spend some time familiarizing yourself with it. Learn how to use the resources on each page, including the extensive cultural information. 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.

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.

**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.

## 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 five hours to complete, spread over the course of a week, 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. The tests, which are found in the appendix of this coursebook, include translations of words, phrases, and sentences. Take a moment to locate the tests 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 Checklist** 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, with corresponding textbook pages 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** 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. Usually, 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 other items of interest that will help you expand your understanding of French-speaking cultures.

**Extend Your Learning** offers additional ways to explore the topics you are studying. The activities in this section 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 chapter. Write each vocabulary word in French on one side of an index card and in English 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 online resources can be found under the French 2 tab at [oakmeadow.com/curriculum-links](http://oakmeadow.com/curriculum-links). You can bookmark this webpage for easy reference.

You will find a mini-project midway through each semester (in lessons 7 and 25) and a major project at the end of each semester (lessons 17/18 and 35/36). In these projects, you will have the opportunity to choose your own area of interest as you explore the culture, history, and geography of the French-speaking regions of the world. Please make sure you leave yourself enough time to complete these projects by reading the assignments ahead of time and gathering the materials you will need. Most importantly, make sure to discuss your project ideas with your teacher before you begin.

Staying in touch with your teacher throughout the course will help ensure you receive support and guidance when you need it. Feel free to contact your teacher anytime you have questions, need clarification on any of the course work, or want to discuss your progress.

## Practicing Your Speaking Skills

In this course, pronunciation skills and speaking French aloud is emphasized. You will be creating voice recordings regularly to share with your teacher for feedback.

The Holt online textbook offers many opportunities to practice your pronunciation and speaking skills and develop your listening and comprehension skills. For example, on page 6 of your online textbook, you will hear French speakers using the vocabulary you are learning. You'll see all the vocabulary words highlighted. Simply click the word and then click the speaker icon, and you'll hear it spoken aloud by a native French speaker. You will frequently see sections called *Exprimons-nous!* with familiar phrases. Whenever you see highlighted text, click on it to hear it read aloud. Make it a habit to repeat the words and phrases aloud 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 audio activity is exercise 2 on page 7 of the online textbook. You'll see a 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 response. When you have completed the exercise, click the Check All button;



your results will display in the audio window so you can get instant feedback on your listening comprehension.

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 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)”

[frenchtogether.com/french-accents](http://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:

Typelt

[french.typeit.org](http://french.typeit.org)

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

## Developing Your French Vocabulary

When looking up a word in a dictionary or at the back of the textbook, make sure to read 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 using an online dictionary, good references are [wordreference.com/fren](http://wordreference.com/fren) and [larousse.fr/dictionnaires/francais-anglais](http://larousse.fr/dictionnaires/francais-anglais).

As you continue to develop your vocabulary, you might need to review the conjugation of verbs. Here are two good sites to use [larousse.fr/conjugaison/francais](http://larousse.fr/conjugaison/francais) and [wordreference.com/conj/FrVerbs.aspx](http://wordreference.com/conj/FrVerbs.aspx).

That's it! This course is designed for independent learning, so hopefully you will find it easy to navigate. It is assumed you will have a French-speaking teacher 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 the Francophone world.

***Bonne chance! Commençons!***

(Good luck! Let's begin!)

## Leçon

# 1

# Chapitre 1: Ma famille et mes copains

## Learning Objectives

In this lesson, you will:

- Practice using vocabulary related to friends and family.
- Review the use of *avoir*, *être*, *tu*, and *vous*.
- Demonstrate adjective-noun agreement in gender and number.

## ASSIGNMENT CHECKLIST

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

## Assignments

Please use the following three instructions throughout this course.

**All responses should be written in French** unless otherwise noted.

**Please write all your answers in complete sentences**, even when it might be a fill-in-the-blank exercise. This often means rewriting the original question or statement. 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.** 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 shared with your teacher according to their instructions.

1. In the beginning of your textbook, read the following introductory sections on pages xvi–xix:
  - To the Student
  - Modes of Communication
  - *Le monde francophone*: Welcome to the French-speaking world

Then, in English, answer the following questions:

- Have you studied a language other than your mother tongue?
- Why are you interested in learning French?

- What is your experience with the French language and francophone cultures so far (family heritage, previous classes, travels, your impressions, your interests, etc.)?
  - What would you like to know more about?
2. Study *Vocabulaire 1* on pages 6–7. Read and listen to the captions and the new vocabulary words as well as the phrases in the section *Exprimons-nous!* See if you can determine the meaning of the highlighted words from context or find their meaning in a dictionary. Write the definition of each word in your study journal. Study the vocabulary with the strategy that works best for you. (See the Study Journal section below for suggestions.)
  3. Practice your pronunciation by reading and repeating aloud all the captions and phrases in *Vocabulaire 1* (6–7). Remember, it is not enough to just hear the words in your head. Speak them aloud. The more you practice, the more comfortable you will become with speaking French.
  4. Read the phrases in *Exprimons-nous!* (9) and listen to the audio in the online textbook. Practice repeating everything aloud. Then complete exercise 4. Read the description Carole gives of herself, and then answer the questions. Remember to write your answer using complete sentences.
  5. Read *Grammaire 1* on page 10 to review the forms for the verbs *avoir* (to have) and *être* (to be). These verbs are used frequently so you will want to memorize them. You may also remember from French 1 that these verbs are used for the past perfect tense (*le passé composé*).
  6. In your study journal, copy the chart on page 10 showing the conjugation of the verbs *avoir* and *être*. This will be the beginning of a master verb chart that you will add to throughout the course and can consult and review regularly.
  7. Consult the box *Déjà vu!* (10) for a review of when to use *tu* and when to use *vous*. Summarize this information in your journal so that you can refer back to it as needed.
  8. Listen to the online audio for exercise 7 (10). Listen to it several times, as needed. Check your answers online and review any incorrect responses.
  9. On page 11, complete exercise 8 using the verbs *avoir* and *être*. Write the conversation in its entirety, adding the correct word in each blank.
  10. *Révisions* on page 12 explains adjective-noun agreement. In French, adjectives and nouns must agree in gender (masculine or feminine) and number (singular or plural). Summarize this information in your study journal. List one example for each point.
  11. Listen to the online audio for exercise 11 (12). Pay attention to the ending of each adjective to determine if Martin is describing his aunt (using the feminine form) or his uncle (using the masculine form), or if it cannot be determined because the adjective form is the same for both. Check your answers online and review any incorrect responses.
  12. Complete exercise 12 on page 12, adding the correct form of the adjective. Write your response in complete sentences.

13. Read *Révisions* on page 14. Note the exceptions to the regular rule of agreement of adjectives. Check the spelling of *beau*, *nouveau*, and *vieux* when they agree with a feminine noun or a masculine noun that begins with a vowel. For example, note how *beau* becomes *belle* in front of a feminine noun, as seen in the phrase *une belle fleur*, but becomes *bel* in front of a masculine noun beginning with a vowel, as in *un bel arbre*. In your study journal, make note of the spelling changes for *nouveau* and *vieux*.
14. Practice using the correct form of *beau*, *nouveau*, and *vieux* by completing exercise 17 (14). As always, write each sentence in full.
15. In exercise 19 (15), a movie director is looking for local talent for his film. Write to him and explain why you (or a good friend of yours) would be a good choice for one of the characters he is looking for. Write several sentences.

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

Read and listen to the Flash Culture box (12). Practice reading it aloud, and then listen to it a second time to help solidify your pronunciation.

Throughout this course, you will record yourself speaking using the online program Vocaroo. After you have practiced the Flash Culture passage, go to [vocaroo.com](http://vocaroo.com) and record it as well as your answer to the question: *Qu'est-ce que tu aimes faire le dimanche?*

When you are finished, save the link and share it with your teacher when you submit your assignment.

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

People in France really enjoy their *baguettes*. How many baguettes are estimated to be eaten every second? What is your guess?

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

## Study Journal

In your study journal, write notes on the following:

- vocabulary related to family and friends (6–7)
- conjugation of *avoir* and *être* (10)
- when to use *tu* and *vous* (10)
- adjective-noun agreement (12)
- adjectives *beau*, *nouveau*, and *vieux* (14)

Create a master verb chart and add conjugations for all the verbs you have reviewed in this lesson. Throughout the course, add any new verbs you learn to your master verb chart.

When writing notes, pay careful attention to spelling and the placement of accents.

Writing notes will help you remember and recall what you've learned. In the beginning of the course, you may find yourself writing notes that were included in your French 1 study journal (if you kept one). Although the review might seem unnecessary, it is extremely valuable, so please don't skip things you feel you already know. No matter your skill level, you will benefit from the review.

Try color-coding your notes to organize them and make them stand out. You might also draw sketches, grids, and symbols, or use any other note-taking strategies to help you absorb and retain the information. Study your new vocabulary words regularly, challenging yourself by using different methods. Here are some suggestions:

- Cover one side of the column of words and test your memory. For instance, cover the English translation and try to define each French word; another time, cover the French word and try to recall it by reading the English translation.
- Cover the captions in your textbook and try to recall the words from the context of the pictures.
- For each vocabulary section, listen to the online audio more than once, and try to repeat each new word and its translation.
- Use pictures of your own family or friends, and label them using your French vocabulary words.
- Record your pronunciation of the vocabulary, without the definitions. Then replay your recording and try to recall the definitions.

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

Among the images that come to mind when one thinks of a typical French item, some have become *passé* or even disappeared from French cultures, but others are truly part of daily life in France, beyond *clichés* and *stéréotypes*. *La baguette* is certainly one of them, and finding the perfect one is a major endeavor. It is not uncommon for people to walk the extra mile to the bakery that makes the baguette they like the most.

Though it is partly a matter of personal preference, there are serious considerations involved in making the best baguette, such as its appearance, taste, smell, crumb, and bake. Since 1994, a *Grand Prix de la Baguette* competition is held every year in Paris, with over 200 participating bakers. When he won in 2018, Mahmoud M'Seddi was the youngest-ever winner of the Grand Prix competition at 27 years old.

*(continued)*



Read the following article to learn more.

“Meet the Youngest Winner of Paris’ Grand Prize for Best Baguette”

[saveur.com/interview-best-paris-baguette-winner](http://saveur.com/interview-best-paris-baguette-winner)



*Les baguettes parfaites! (Image credit: Nick Thweatt)*

## Extend Your Learning

Directions in your textbook are often given in French. Read Instructions on page xx to become familiar with some of the directions you will need to know. Refer back to them as necessary. You will find that they will become very familiar to you as you progress through your lessons.

Your textbook is full of great resources, such as the tips about language learning in the beginning of the book and the index pages that give you maps of the French-speaking world, vocabulary resources, and lists of phrases and idioms (R1 to R17). The [my.hrw.com](http://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, per their instructions. Make sure each assignment is clearly labeled.

If you are using a shared Google doc to submit your work, please do not use automatic numbering. This interferes with the formatting when your teacher is adding notes and feedback to your work. Write each assignment number manually. If the doc defaults to automatic numbering, press the backspace key to stop it and then retype the number manually.

When you have finished adding your responses for this lesson to the Google doc, 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. Continue with the next lesson while you are waiting for teacher feedback. Follow this procedure for each submission.

Please submit the following work to your teacher:

- Assignment #1: answers to questions
- Assignment #4: exercise 4 (9)
- Assignment #9: exercise 8 (11)
- Assignment #12: exercise 12 (12)
- Assignment #14: exercise 17 (14)
- Assignment #15: exercise 19 (15)
- Your voice recording of the Flash Culture box (12)

If you have any questions about your assignments now or in the future, please contact your teacher.



## Leçon

# 2

# Chapitre 1 (continuation)

## Learning Objectives

In this lesson, you will:

- Practice using vocabulary related to recreational activities.
- Demonstrate the conjugation of regular verbs ending in *-er*, *-ir*, and *-re*.
- Write an original paragraph in French.

## ASSIGNMENT CHECKLIST

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

## Assignments

### Assignment reminders:

- All responses should be written in French unless otherwise noted.
- Please write all your answers in complete sentences.
- If using a Google doc to share your work, do not use automatic numbering.
- Submit your work directly to your teacher.

Please follow these instructions for the entire course.

1. Study the words and phrases in *Vocabulaire 2* (18–19). List the new words in your study journal. Can you determine their meaning from the context?
2. Using the online textbook, listen to the pronunciation of the new vocabulary words and all the phrases from the section *Exprimons-nous!* (19). Practice saying them aloud several times.
3. Listen to the online audio for exercise 23 (20). Repeat the phrases aloud to become more familiar with the pronunciation. Test your comprehension by answering the questions and checking your answers online.
4. Read *Exprimons-nous!* and *Déjà vu!* (21) to review the days of the week and the months of the year. List them in your study journal.

5. On page 21, complete exercise 25 by composing six sentences in French using words or expressions from each of the three columns. Note that the adverbs *rarement* and *souvent* are placed before the verb. You can also use the negative form: *Je ne vais pas . . .*
6. *Grammaire 2* (22) reviews the present tense endings for *les verbes du premier groupe*, the group of verbs whose infinitive ends in *-er*. Also note the important spelling adjustments explained in points #2 and #3. Add all the verbs listed to the master verb chart in your study journal.
7. Read the section *En anglaise* (22) and write the information in your study journal. It is important to note that *je parle* can mean “I speak,” “I am speaking,” or “I do speak,” depending on the context. Note this example in your study journal:  
  
I eat an apple every day = *Je mange une pomme chaque jour*  
I am eating an apple now = *Je mange une pomme maintenant*
8. Complete exercise 28 (23) based on the pictures and the *modèle*. Write six complete sentences, using the correct verb conjugations.
9. The grammar box on page 24 reviews the endings for *les verbes du deuxième groupe et du troisième groupe*, the group of verbs whose infinitive ends in *-ir* and *-re*. Add all the verbs listed to your master verb chart. These are commonly used verbs, and they follow the regular pattern. Practice your conjugating skills with a few of them by reciting the verb with each of the six different pronouns and endings.
10. Complete exercise 31 (24). First, read the five sentences. Then, listen to the dialogue using the online audio and practice your pronunciation. Decide which sentence best describes each situation. Check your answers online.
11. To practice verb conjugation, skip ahead to page 35 and complete exercise 4. Note that some of the sentences have two verbs that need conjugating.
12. Check the forms for the common verbs listed in the section *Un peu plus* on page 26. They are *-ir* verbs but follow a different pattern. List these verbs in the master verb chart in your study journal.
13. Practice correctly using *dormir*, *partir*, and *sortir* by completing exercise 38 (26). Write the complete sentences with your answers.
14. For exercise 40 (27), write six to eight sentences. Use the variety of verbs that you have been reviewing in this lesson. Remember, you can always invent situations that are not real. Have fun with it!

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

Practice reading the text from the Flash Culture box on page 20. Read it aloud several times. Then come up with an answer to the question about what you like to do after school. Create two or three sentences using phrases like the following:

Moi, après l'école, j'aime . . . et . . .

. . . mais je n'aime pas . . .

Je préfère . . .

When you have practiced the reading passage and your answer aloud, record yourself at [vocaroo.com](https://vocaroo.com). Save the link to share with your teacher.

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

Did you know there are two islands in the center of Paris? Can you name one of them?

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

**Answer from Faits Intéressants in lesson 1**

According to the *Observatoire du pain* (2017), about 320 baguettes are enjoyed every second in France. That makes for an average of half a baguette per person per day, which means 10 billion baguettes are eaten each year in France!

## Study Journal

In your study journal, write notes on the following:

- vocabulary words and expressions (18–19)
- the days of the week and the months of the year (21)
- *-er* verb conjugations and spelling changes (22)
- present tense verb conjugations (22)
- regular conjugations of *-ir* and *-re* verbs (24)
- the special pattern for conjugating *dormir*, *partir*, and *sortir* (26)

Pay careful attention to spelling and the placement of accents.

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. Review the suggested study methods listed in the previous lesson and periodically try something new.

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

Did you know Paris has beaches? During the hot summer, people of all ages can enjoy leisurely activities along the water's edge. Initially started in 2002, the event *Paris Plages* takes place in various locations along the banks of the Seine. For a limited time during the summer, sand, grass, lounge chairs, and even palm trees are set up along the river for all to freely enjoy. You'll find more about *Paris Plages* on page 382 in your textbook.

For another way to enjoy the summer weather, *La Villette* canal basin, located in the 19<sup>e</sup> *arrondissement*, offers swimming in its three pools. Read the article below to learn about this favorite attraction.

“Paris’s First Public Pools on the Seine Are a Major Success”

[architecturaldigest.com/story/paris-first-public-pools-on-seine-are-major-success](http://architecturaldigest.com/story/paris-first-public-pools-on-seine-are-major-success)



*Paris Plages* (Image credit: Ken Eckert)

## **Extend Your Learning**

It might be a while since you finished *French 1*. Do you feel like you've forgotten most of it? Don't worry! This is probably not the case. You simply need to refresh your memory and relearn some language study habits. Remain calm, and remember it is okay not to know every word you hear or see.

Go to page xxi in your book and read *Suggestions pour apprendre le français* (Tips for learning French). Whether these tips are new or familiar, they are good reminders.

**SHARE YOUR WORK**

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

- Assignment #5: exercise 25 (21)
- Assignment #8: exercise 28 (23)
- Assignment #11: exercise 4 (35)
- Assignment #13: exercise 38 (26)
- Assignment #14: exercise 40 (27)
- Your voice recording of the Flash Culture box (20) and your likes and dislikes

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. Continue with the next lesson while you are waiting for feedback.

## Leçon

# 6

# Chapitre 2 (continuation et fin)

## Learning Objectives

In this lesson, you will:

- Explain in writing your choice of party activities.
- Research topics as they pertain to different regions of *la Province du Québec*.

## Assignments

1. On pages 64–65, you'll find *Télé-roman, Épisode 2*. Read the *Stratégie* box first. It will give you some context and questions to keep in mind as you read and listen to the story dialogue.

Read aloud the captions to each scene. Reread each one at least once. See how much you can pick up from the context of the photos. Then watch and listen to the video. Practice speaking passages aloud. Stop, start, and rewind the video as necessary until you are comfortable with the content and your pronunciation of the captions.

2. Test your comprehension by answering the questions in *As-tu compris?* and *Prochain épisode* (65). Write your responses in complete sentences.
3. *Lecture et écriture* (66–67) discusses plans to be made for a New Year's Eve party. Read the information and listen to the online audio for the section *Le réveillon en fête*, options 1 to 4. (You can stop listening at minute 1:12.) Listen to it a second time while reading aloud with the audio, and then try reading it aloud on your own.
4. Consider the party options presented in *Le réveillon en fête*. Which option would you prefer? Explain your choice in writing.
5. Prepare for the chapter 2 test by reviewing the vocabulary words and expressions on pages 42–45, 54–57, and 73. Continue to use a variety of study methods to memorize your vocabulary words.

Review your notes on the *passé composé* using *avoir* and *être*.

## ASSIGNMENT CHECKLIST

- ☐ Complete the assignments (listening, speaking, and writing).
- ☐ Review the notes in your study journal.
- ☐ Make a voice recording.
- ☐ Complete the chapter 2 test.



6. Complete exercise 4 on page 71. Change the verbs in parentheses into the *passé composé* form. (Hint: The verb *arriver* uses *être* as its helping verb.)
7. Complete the chapter 2 test, found in the appendix of this coursebook.
8. In preparation for your mini-project in the next lesson, turn to page 76 and read about *Québec*. View the pictures on pages 76–79. Read the captions for all the pictures. Practice your pronunciation aloud.

Note that the content refers to the city of Quebec. The province of Quebec would be referred to as *le Québec*, which is short for *la Province du Québec*. Maybe you have been to *le Québec* (the province) or heard about it from friends or relatives, or this might be new information for you.

9. In the next lesson, you will create a mini-project based on *le Québec*. Look ahead to lesson 7 to read the project guidelines.

After reading about the project, choose one item from each of the four categories presented in *Géoculture* on pages 78–79: *Architecture*, *Fêtes et Festivals*, *Gastronomie*, et *Arts*. Choose items that you are most interested in learning more about.

Do some preliminary research on each of your four topics. Expand your search beyond the city limits and look up similar topics in *la Province du Québec*. For example, you might learn about an important building in *Montréal* or *Chicoutimi*, or find out about a festival in another part of the province.

In English, write a paragraph about the topics you find most interesting based on the research you did. Explain why these topics interest you. Indicate at least two topics that you would most like to focus on for your mini-project.

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

Listen to the online audio for the section *Un réveillon qui en jette* (67), minutes 1:12 à 2:42. Read along with the text and practice speaking along with the audio. Practice developing a natural, conversational flow to your speech.

When you are comfortable with the passage, make a voice recording. Share the link with your teacher.

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

When naming the four seasons, do you know which one the French name first?

#### Answer from Faits Intéressants in lesson 5

*Québec*, used by itself, refers to the city of Quebec, as in *Québec est une ville pittoresque*. *Nous allons à Québec (la ville) pour le week-end*.

*Le Québec*, always used with the article, refers to the entire province, *la Province du Québec*, as in *Québec est la capitale du Québec (le province)*. (Note: Did you remember that *de le* becomes *du*?)

## Study Journal

Review your previous notes. Continue to add new vocabulary words and phrases, and any information that you find useful.

Let your teacher know which study methods work best for you.

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

Among the francophone artists whose music has claimed international fame are two singer/songwriters from Belgium, Stromae and Angèle. Though each has their own style, both are known for mixing genres and for their musical eclecticism and creative videos. With their unique styles, they share messages that can be heavy (*musique engagée*) and light at the same time.

Stromae gained celebrity in France and overseas with his 2009 title “*Alors on danse*,” released when he was just 24 years old. His success is notable as he is one of the only artists to have been able to make it in the American market without singing in English. Here is one of his music videos, which was filmed entirely with hidden cameras so none of the passersby knew it was performance art.

“Stromae—*Formidable (ceci n’est pas une leçon)*”

[youtube.com/watch?v=S\\_xH7noaqTA](https://youtube.com/watch?v=S_xH7noaqTA)

Angèle became known on social media in 2017, and her fame quickly took off with her first album, *Brol*. She confides that she often asks herself “What would Stromae do?” when working on new songs and performances. The following video was made in support of the French #MeToo movement protesting sexual harassment. (Note: The video contains strong language and adult themes.)

“Angèle—*Balance Ton Quoi*”

[youtube.com/watch?v=Hi7Rx3En7-k](https://youtube.com/watch?v=Hi7Rx3En7-k)



**Stromae (Image credit:  
Universal Music)**



**SHARE YOUR WORK**

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

- Assignment #2: comprehension questions from the *Télé-roman* (65)
- Assignment #4: writing a paragraph about party options for New Year's Eve
- Assignment #6: exercise 4 (71)
- Assignment #9: paragraph (in English) about topics for your mini-project
- Your voice recording of *Un réveillon qui en jette* (67)
- Chapter 2 test

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

## Leçon

17 / 18

# Le Projet de Fin de Semestre

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## Learning Objectives

In this lesson, you will:

- Research and create a project related to a francophone culture.
- Incorporate a French-language component into your project.

## ASSIGNMENT CHECKLIST

- ☐ Complete a project related to a French-speaking culture.

## Assignments

Your assignment for the next two weeks is to complete a project that will wrap up the first semester of this course.

Begin by researching any topic about French and francophone culture or customs, from any part of the French-speaking world. Perhaps there is an area that you would like to know more about or that you connect to personally, such as current events, sports, history, science, art, music, or societal customs. This is an opportunity to express yourself in a creative way while you highlight some aspect of the French-speaking culture that interests you.

The scope and complexity of your project should represent two weeks' worth of work. Keep track of all your research sources and include them with your finished project.

Here are some things to keep in mind about this major project:

1. The topic needs to be connected to the French-speaking world. Remember, you are not limited to France, familiar sites, and famous people. You might want to focus your topic in other regions or explore less well-known aspects, such as francophone writers of the Caribbean or West Africa, an environmental issue in French Polynesia or Switzerland, or traveling in the province of Quebec or in a specific region of France.
2. Though a large part of the written work can be done in English, there needs to be a French language component. This can be written, oral, or both. Discuss this aspect with your teacher ahead of time to figure out what will work best for your project.
3. Every topic contains multiple aspects you can look into, so you have to choose what to focus on. For example, instead of researching French cuisine, focus on the cuisine of a specific francophone

region or the history and cultural traditions related to a specific type of food. Narrow down your options until you find an aspect that most interests and motivates you! Look for a topic that connects with your special interests or with your other studies, such as geography or music.

4. Avoid encyclopedia-style lists of facts. Instead, find ways to make the project your own, approaching the topic from your unique perspective and presenting it in a way that is interesting and meaningful to you. For instance, if you like the hands-on approach and would like to create something, you might make a travel brochure, reproduce a painting, cook a meal, create a mural, or compose and/or perform a song.
5. Whatever form your project takes, you will also need a written component that includes the following:
  - Introduction to your topic: What is it? Why have you chosen it?
  - Project description and process: What are the elements of your project? What process did you use to create it? How did you organize the work?
  - Conclusion and reflection: What did you discover during the development of this project? What do you think turned out well? What would you do differently next time?

There is not a right or wrong way to go about this project. Get creative and have fun! Stay in touch with your teacher as your project develops and reach out if you have any questions.



**Bora Bora, French Polynesia (Image credit: Michelle Maria)**

## **SHARE YOUR WORK**

When you have completed your project, please share it with your teacher.

# Chapitre 7 (continuation)

## Learning Objectives

In this lesson, you will:

- Demonstrate the conjugation of verbs in the future tense.
- Compose a paragraph using the future tense.

## Assignments

1. Study *Vocabulaire 2, À la pêche à Dakar* (246–247). Include the words and phrases in *Exprimons-nous!* and *D'autre mots utiles*. Listen to the online audio for the pronunciation of these new vocabulary words. Repeat after the speaker. Do so more than once until you are comfortable with the sounds.

Practice saying the words in French without the prompts of the speaker. Cover the captions and see how many of the objects you can name without seeing the word in print.

Copy these new words and expressions into your study journal with their English translations.

2. On top of page 249, *Exprimons-nous!* gives examples of expressions used when wondering what will happen. Review them carefully, and note them in your journal.
3. Based on exercise 24 (249), compose five or six exchanges between you and your companion, using the expressions you just learned from *Exprimons-nous!* as well as words from *Vocabulaire 1* and *Vocabulaire 2* of this chapter.
4. Read the Flash Culture box about fishing in Senegal (252). Read the passage aloud with the audio. In English, summarize the information in four to six sentences.
5. On page 250, *Grammaire 2* presents the future tense endings for the three main groups (conjugations) of verbs and explains how to form the future tense. The endings are *-ai*, *-as*, *-a*, *-ons*, *-ez*, and *-ont*. For *-er* and *-ir* verbs, the future tense endings are added to the infinitive (*parler*,

## ASSIGNMENT CHECKLIST

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

*finir*, etc.) For *-re* verbs, the final *e* is dropped before the future tense ending is added (*vendre* becomes *vendr-* with the new ending added).

Summarize this information in your study journal.

6. Listen to the audio for exercise 25 on page 250. Check your answers online. How many did you get correct after two tries?
7. Complete exercise 26 (250) by conjugating the verbs in parentheses in the future tense.
8. Continue to practice using the future tense by completing the sentences in exercise 28 (251).
9. The grammar box on page 252 lists the verbs that have an irregular stem in the future tense.  
Note: The endings for the future tense are always the same for all verbs, whether they are regular or irregular.

Copy into your journal the list given in this box. Pay close attention to this list, as these verbs are commonly used.

10. Complete exercise 30 on page 252 by identifying which infinitive is conjugated into the future tense in each sentence.
11. Complete exercise 33 (253) by writing out the verb in its proper future form. Remember to check the subject for your cue.
12. *Et toi?* Now it's your turn! Using the future tense, write a paragraph of six to eight sentences to say what you will do ten years from now. Make sure to check the list of irregular verbs too.

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

Reread the Flash Culture box about fishing in Senegal (252). Answer the questions at the end of the passage.

When you are ready, record both the text and your answers.

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

The Atlas Mountains is a series of mountain ranges in Africa. Across which part of the continent do you think they extend? How high is the highest peak?

#### ***Answer from Faits Intéressants in lesson 22***

A popular dish in Senegal is *poulet yassa*. Read Flash Culture on page 288 to learn about the main ingredients used in Senegalese cuisine.

## Study Journal

In your study journal, write notes on the following:

- vocabulary words and expressions (246–247)
- the expressions from *Exprimons-nous!* (249)
- the future tense (pages 250 and 252)

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

Fatou Diome was born in 1968 on Niodior, an island south of Dakar, off the coast of Senegal. She grew up with her grandmother and, despite difficult circumstances, managed to attend school, where she learned French, which is the language of her later works. Known for her 2001 best-selling novel *The Belly of the Atlantic* (*Le Ventre de l'Atlantique*), her work explores immigrant life in France and elsewhere as well as the relationship between France and Africa. Fatou Diome lives in Strasbourg, France.



**Fatou Diome** (Image credit: G. Garitan)

## Extend Your Learning

Learn more about the writer Fatou Diome and her work by watching and listening to her in this interview about her book, *Les Veilleurs de Sangomar*. The video has a full written transcript, which provides a great listening and reading exercise.

Fatou Diome: “J’ai trop de respect pour l’Afrique pour accepter qu’elle soit à genoux.”

[youtube.com/watch?v=QQRDDUj-xGs](https://youtube.com/watch?v=QQRDDUj-xGs)

On pages 396–397, you can read an excerpt from Fatou Diome’s short story *La Mendiante et l’Écolière*.

### SHARE YOUR WORK

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

- Assignment #3: exercise 24 (249)
- Assignment #4: summarizing the Flash Culture box in English (252)
- Assignment #7: exercise 26 (250)
- Assignment #8: exercise 28 (251)
- Assignment #10: exercise 30 (252)
- Assignment #11: exercise 33 (253)
- Assignment #12: paragraph about future plans
- Your voice recording of Flash Culture (252) and answers to questions

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





# Appendix

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# Chapter 1 Test

## (Leçon 3)

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Please put away your notes and textbook before taking the test.

### PART 1

Please provide the English translation for the following words or phrases.

1. *âgé/âgée* (adjective) \_\_\_\_\_
2. *brun/brune* \_\_\_\_\_
3. *les cheveux* \_\_\_\_\_
4. *le copain/la copine* \_\_\_\_\_
5. *lire* \_\_\_\_\_
6. *jouer aux échecs* \_\_\_\_\_
7. *la soeur* \_\_\_\_\_
8. *le grand-père* \_\_\_\_\_
9. *Pourquoi pas?* \_\_\_\_\_
10. *marrant/marrante* \_\_\_\_\_
11. *petit/petite* \_\_\_\_\_
12. *pénible* \_\_\_\_\_

### PART 2

Please use the following words and phrases in a sentence. You can also choose to combine them into one sentence.

*Le frère*

---

*Au printemps*

---

*Aller au cinéma*

---

### PART 3

Please provide the French translation for the following words or phrases. (Make sure to include the article with each noun.)

1. Why not? \_\_\_\_\_
2. shy \_\_\_\_\_
3. athletic \_\_\_\_\_
4. ice cream \_\_\_\_\_
5. What is your name? \_\_\_\_\_
6. My name is . . . \_\_\_\_\_
7. It's great! \_\_\_\_\_
8. big \_\_\_\_\_
9. to play guitar \_\_\_\_\_
10. a ham sandwich \_\_\_\_\_

### PART 4

Translate the following sentences.

1. *Ma grand-mère est âgée. Elle a 82 ans.*

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2. *Aïsha a les cheveux marron et les yeux noirs.*

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---

3. *My friends like to make apple pies.*

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### Optional bonus question:

*Quel est le jour de la fête nationale française (Bastille Day)?*

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# Chapter 2 Test

## (Leçon 6)

---

Please put away your notes and textbook before taking the test.

### PART 1

Please provide the English translation for the following words or phrases.

1. *l'anniversaire* \_\_\_\_\_
2. *la boum* \_\_\_\_\_
3. *le bouquet de fleurs* \_\_\_\_\_
4. *le cadeau* \_\_\_\_\_
5. *les cacahuètes* \_\_\_\_\_
6. *le chèque-cadeau* \_\_\_\_\_
7. *remercier* \_\_\_\_\_
8. *un drapeau* \_\_\_\_\_
9. *les fêtes* \_\_\_\_\_
10. *le feu d'artifice* \_\_\_\_\_
11. *un invité/une invitée* \_\_\_\_\_
12. *Bonne année!* \_\_\_\_\_

### PART 2

Please use the following words and phrases in a sentence. You can also choose to combine them into one sentence.

*Un gâteau*

---

*organiser*

---

Tu as déjà . . . ?

---

### PART 3

Please provide the French translation for the following words or phrases. (Make sure to include the article with each noun.)

1. a candy \_\_\_\_\_
2. appetizers \_\_\_\_\_
3. sorry \_\_\_\_\_
4. it's fine \_\_\_\_\_
5. of course \_\_\_\_\_
6. not yet \_\_\_\_\_
7. to prepare a party \_\_\_\_\_
8. to choose the music \_\_\_\_\_
9. Happy birthday! \_\_\_\_\_

### PART 4

Translate the following sentences.

1. *Théophile a invité ses amis pour les fêtes de fin d'année.*

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---

2. *J'espère que tu vas passer un joyeux anniversaire!*

---

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3. Merry Christmas and Happy New Year!

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### Optional bonus question:

What do you think *faire le pont* means to people in France (in connection to holidays)?

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