

chapitre

3

Comment est ta famille?

Objectifs

In this chapter, you will learn to

- ask about and describe people
- ask for and give opinions
- identify family members
- ask about someone's family

And you will use

- the verb être
- adjective agreement
- more irregular adjectives
- possessive adjectives
- contractions with de
- c'est vs. il/elle est

▶ *Que vois-tu sur la photo?*

Où sont ces personnes?

Qu'est-ce que tu aimes faire avec tes amis?

Qu'est-ce que tu aimes faire avec ta famille?





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PRACTICE FRENCH WITH HOLT MCDUGAL APPS!



La terrasse Dufferin et le château Frontenac, à Québec

Objectifs

- to ask about and describe people
- to ask for and give opinions

Vocabulaire

à l'œuvre **1**

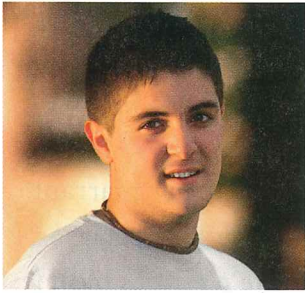


DVD

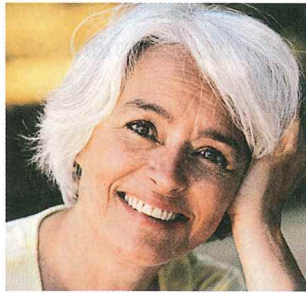
Télé-vocab

Mon ami(e) est...



**Il/Elle a les cheveux...**

châtains



blancs



longs



courts

Il/Elle a les yeux...

noirs



marron



bleus



verts

D'autres mots utiles

génial(e)	awesome	marrant(e)	funny
gentil(le)	kind	pénible	tiresome
méchant(e)	mean	sympa(thique)	nice
mince	thin	sérieux/sérieuse	serious
gros/grosse	fat	paresseux/paresseuse	lazy

Exprimons-nous!**To ask about people**

Comment est le/la prof de français?

Il/Elle est comment, Thomas/Séverine?

What is . . . like?

Comment sont Rachid et Isabelle?

Ils/Elles sont comment, tes ami(e)s?

What are . . . like?

To describe people

Il/Elle est très sympathique.

He/She is very . . .

Il/Elle n'est ni grand(e) **ni** petit(e).

He/She is neither . . . nor . . .

Ils/Elles sont assez marrant(e)s.

They are quite . . .

D'autres mots utiles

jeune	young
âgé(e)	elderly
la tête	head
le nez	nose
la bouche	mouth
les oreilles (f.)	ears

À la créole



In Haiti, as well as in the French Indies, the words often used for *friend* are **compère** for a male and **commère** for a female.

1 Ça veut dire la même chose!

Lisons M. Lafitte tends to repeat everything he says. Decide what would follow each of his statements in the right column.

- | | |
|--------------------------------------|----------------------------|
| 1. Corinne est grande. | a. Il n'est pas blond. |
| 2. Mon ami est sérieux. | b. Elle n'est pas petite. |
| 3. Les copines de Marie sont sympas. | c. Il n'est pas marrant. |
| 4. Luc n'est pas gentil. | d. Ils ne sont pas gros. |
| 5. Sandrine est pénible. | e. Elle n'est pas blonde. |
| 6. Paul et Lucien sont minces. | f. Elle n'est pas géniale. |
| 7. David a les cheveux noirs. | g. Il est méchant. |
| 8. Mme Duval a les cheveux roux. | h. Elles sont gentilles. |

2 Écoutons



Baptiste parle de ses amis. Choisis l'image qui correspond à chaque description.



a.



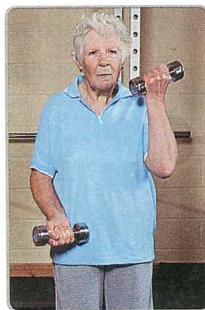
b.



c.



d.



e.



f.

Exprimons-nous!

To ask for an opinion

Comment tu trouves Bastien/Yasmina?

Qu'est-ce que tu penses d'Ousmane/ de Marie?

What do you think of . . . ?

To give an opinion

Je le/la trouve gentil(le).

I think he/she is . . .

À mon avis, il/elle est timide.

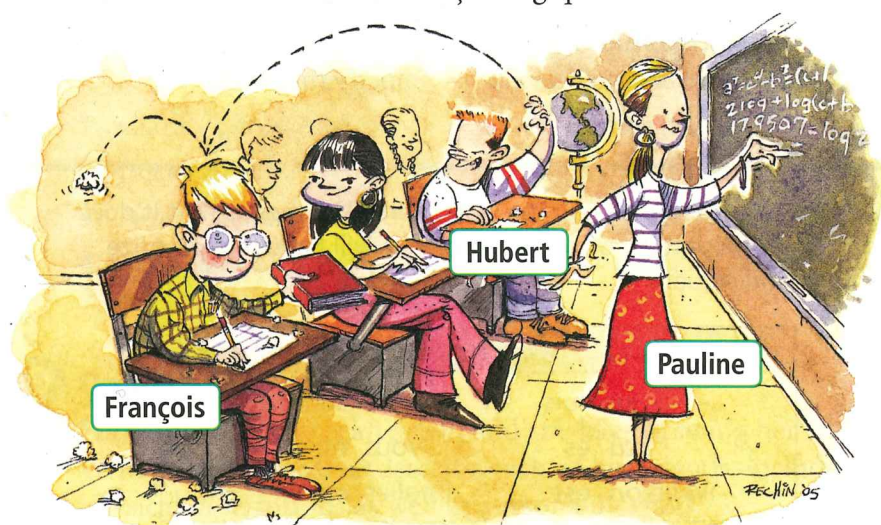
In my opinion, . . .

Vocabulaire et grammaire,
pp. 25-27



3 Comment tu trouves...?

Lisons/Écrivons Regarde l'image et complète la conversation entre Laure et Karine d'une façon logique.



LAURE Comment tu trouves Pauline?
 KARINE Je la trouve 1 et 2.
 LAURE Et qu'est-ce que tu penses de François?
 KARINE François? Il est 3 et 4, mais il est 5.
 LAURE Et Hubert?
 KARINE À mon avis, il est 6. Et je le trouve 7 aussi.

4 À mon avis...

Écrivons An online teen magazine from Montreal is conducting an opinion survey. Answer the questions below.

1. Comment tu trouves le professeur de français?
2. Qu'est-ce que tu penses de Homer Simpson?
3. Il est comment, ton acteur préféré (*your favorite actor*)?
4. Comment est le président des États-Unis (*U.S.*)?
5. Comment est ton athlète préféré(e) (*your favorite athlete*)?

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Communication

5 Opinions personnelles



Parlons Take turns describing your best friend to your partner. First, tell his or her name and age. Then, give a physical description and mention some of your friend's personality traits. Be sure to also mention some of your friend's likes and dislikes.

MODÈLE Mon ami(e) s'appelle... Il/Elle a... ans. Il/Elle est...



Objectifs

- the verb être
- adjective agreement

Grammaire

à l'œuvre 1



Grammavision

The verb être

Like **avoir**, the verb **être** is an irregular verb. This means that it does not follow the pattern of other verbs. You will have to memorize its forms individually.

être (to be)	
je suis	nous sommes
tu es	vous êtes
il/elle/on est	ils/elles sont

Je ne **suis** pas très sportive.

Est-ce qu'ils **sont** marrants?

Vocabulaire et grammaire, pp. 28-29
Cahier d'activités, pp. 21-23



Flash culture

There are only about 400 different last names of French origin in Quebec. The most common ones are Tremblay and Roy. Other common last names are: Gagnon, Gauthier, Charbonneau, Lalonde and Lapointe. The lack of diversity in last names is made up by the variety of first names, with some old-fashioned French ones like Ovide, Adélard or Delima. In Quebec, a child may often be given the mother's maiden name as a first name.

What are some common last names in your area?
What is the origin of your last name?

6 Dans la classe de français

Lisons Complète les phrases avec la forme appropriée du verbe **être**.

1. Je (es / suis) sympathique.
2. Le professeur (est / es) créatif.
3. Les élèves (sommes / sont) intelligents.
4. Marine et Jacques (êtes / sont) pénibles.
5. Mes amis et moi, nous (sont / sommes) gentils.
6. Et vous, mademoiselle Leclerc, vous (êtes / est) géniale!

7 Mes copains

Lisons/Parlons Danielle is describing herself and her classmates to a pen pal. Complete her note with the correct forms of the verb **être**.

Ma copine Juliette et moi, nous 1 brunes. Juliette 2 petite, mais moi, je 3 grande. Elle 4 mince et elle 5 très intelligente. Et Julien et Pierre? Ils 6 bruns aussi. Pierre 7 génial! Julien 8 un peu timide, mais il 9 super-cool! Et toi? Tu 10 comment?

8 À l'école

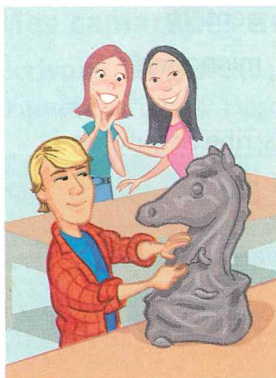
Parlons Florence always says good things about everyone. What would she say about the following people?

MODÈLE tu / intelligent → **Tu es intelligent.**
 Marie / méchante → **Marie n'est pas méchante.**

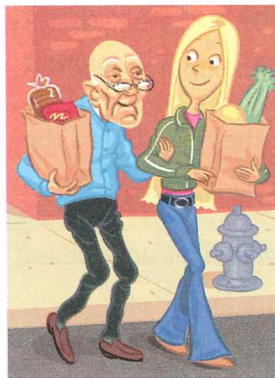
- | | |
|-------------------------------|------------------------|
| 1. Clara / paresseuse | 5. Tu / sympathique |
| 2. Jules / gros | 6. Nous / intelligents |
| 3. Nous / généreuses | 7. Gilbert / marrant |
| 4. Annick et Laure / pénibles | 8. Vous / gentils |

9 On est tous différents!

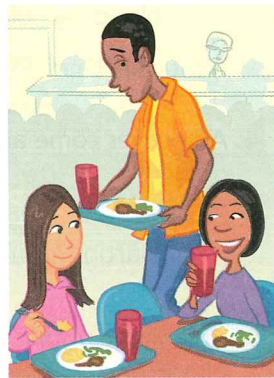
Écrivons Mélodie is an artist, and she likes drawing her friends. Write two sentences to describe each of her friends, including physical descriptions as well as personality traits.



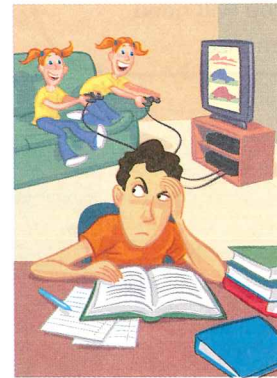
1. Simon



2. Éléa



3. Marius



4. Bernard

Communication

Digital performance space

10 Opinions personnelles

Parlons Some say that you are what you do. Using words from the box, tell what somebody does or likes to do. Feel free to add other expressions if you'd like. Then, have your classmate use adjectives to describe the person.

aime	étudier	dessiner	le chocolat
les fêtes	n'aime pas	nager	parler

MODÈLE Elle aime beaucoup nager et jouer au base-ball.
 Elle est sportive.





Adjective agreement

En anglais

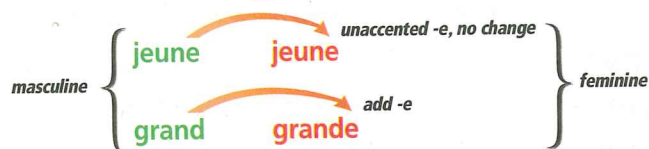
In English, adjectives usually come before the noun.

Sam is a kind man.

Does the spelling of an adjective in English change according to the noun it is describing?

In French, most adjectives are placed after the noun. There are a few exceptions that you will need to memorize.

- 1 Adjectives agree in number and gender with the nouns they describe. Unless an adjective already ends in an unaccented **-e**, to make most adjectives feminine, add **-e** to the masculine singular form.



- 2 To form the feminine of adjectives ending in **-eux** or **-if**, make the following spelling changes before adding **-e**.

sérieux → sérieuse

sportif → sportive

- 3 These adjectives have irregular feminine forms.

long → longue

gros → grosse

blanc → blanche

gentil → gentille

bon → bonne

mignon → mignonne

- 4 Adjectives come after the noun unless they describe beauty, age, goodness, or size.

before after
Martin est un **bon** ami et un étudiant **sérieux**.

- 5 Unless its singular form already ends in **-s** (**gros**), to make an adjective plural, add **-s**.

	MASCULINE	FEMININE
SINGULAR	intelligent	intelligente
PLURAL	intelligents	intelligentes

- 6 Des becomes **de** when the adjective comes before the noun.

Est-ce qu'il y a **de** jeunes professeurs dans ton école?

Vocabulaire et grammaire, pp. 28-29
Cahier d'activités, pp. 21-23



11 Mon ami Bruno

Lisons Complète le paragraphe avec la forme appropriée de chaque adjectif.

Mon ami Bruno n'est ni (grand / grande) ni (petit / petite). Comme moi (*like me*), il a les yeux (bleu / bleus). Nous sommes (brunes / bruns). Il est assez (marrant / marrante). Il n'est pas (timide / timides)! Bruno est super- (gentil / gentilles). C'est un très (bonne / bon) copain.

12 Écoutons



Danielle is describing her friends Michèle (a girl) and Michel (a boy). Listen to each sentence and say if Danielle is talking about a) Michèle, b) Michel, or c) if it is impossible to tell.

13 Alain et Amélie



Parlons/Écrivons Alain and Amélie are twins and identical in every way. Describe Amélie based on these statements about Alain.

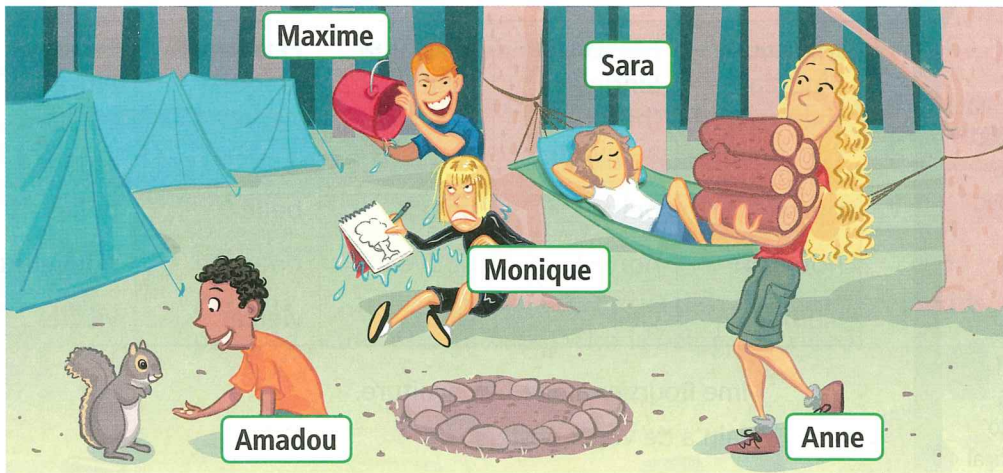
MODÈLE Alain est brun.
Amélie est brune aussi.

- | | |
|----------------------------|-----------------------------|
| 1. Alain est fort. | 5. Alain est créatif. |
| 2. Alain est assez timide. | 6. Alain est très généreux. |
| 3. Alain est génial. | 7. Alain est un bon élève. |
| 4. Alain est assez grand. | 8. Alain est paresseux. |

14 Mes camarades de classe



Écrivons Look at the picture that Monique drew during a camping trip with friends. Describe each person in the sketch.



Communication

Digital performance space



15 Scénario

Parlons Ask your partner to think of a classmate. Guess who he or she is by asking questions that can be answered with **oui** or **non**.

MODÈLE —C'est un garçon?
—Non, c'est une fille.
—Elle est grande? etc.



Synthèse

- Vocabulaire 1
- Grammaire 1

Application 1

16 Écoutons



Félix is always saying negative things about his classmates. Listen to each of these statements and decide if Félix is a) likely or b) unlikely to have said them.

Un peu plus

More irregular adjectives

1. Some adjectives like **cool** (*cool*), **chic**, **orange**, and **marron** are invariable. They never change form.

Les profs sont **cool**.

La mère de Mathieu est très **chic**.

2. The adjectives **beau** (*beautiful*), **nouveau** (*new*), and **vieux** (*old*) are irregular. They also come before the nouns they describe.

MASCULINE Singular (before a consonant)	MASCULINE Singular (before a vowel)	MASCULINE Plural	FEMININE Singular	FEMININE Plural
beau	bel	beaux	belle	belles
nouveau	nouvel	nouveaux	nouvelle	nouvelles
vieux	vieil	vieux	vieille	vieilles

Mme Boursier a une **belle** voiture.

Alain a de **vieux** posters.

Vocabulaire et grammaire, p. 30
Cahier d'activités, pp. 21-23



Flash culture

«Je me souviens» (*I remember*) is the official motto of Québec. It can be seen on automobiles all over Québec, as the official license plate proudly displays the motto. Though Quebecers are not quite sure about what they are to remember, most agree that it is to remember their historical French roots.

Does your state have a motto? If so, what does it mean? Is the state motto on your family car's license plate?



17 Les copains d'Emmanuel

Lisons Some of Emmanuel's instant messages are jumbled. Can you figure out what he's saying about his classmates?

- | | |
|------------------------------|-------------------------|
| 1. Patricia a... | a. vieille télévision. |
| 2. Thomas a un... | b. beaux. |
| 3. Corinne et Emma... | c. de beaux yeux. |
| 4. Caroline est une... | d. nouvel ordinateur. |
| 5. Guillaume et Paul sont... | e. belle fille. |
| 6. Alexandre a une... | f. ont les yeux marron. |

18 À l'école de Valentine

Lisons/Parlons Valentine is talking about people and things at her school. Add the appropriate forms of the adjectives in parentheses.

1. Éric et Ali sont _____. (beau)
2. Il y a un _____ élève à l'école. (nouveau)
3. Marielle a les yeux _____. (marron)
4. Alice a une _____ voiture de sport. (nouveau)
5. Il y a de _____ livres à la bibliothèque. (vieux)
6. Marcel a un _____ ordinateur. (vieux)

19 Auto-portrait

Écrivons Use the words in the box below to describe yourself.

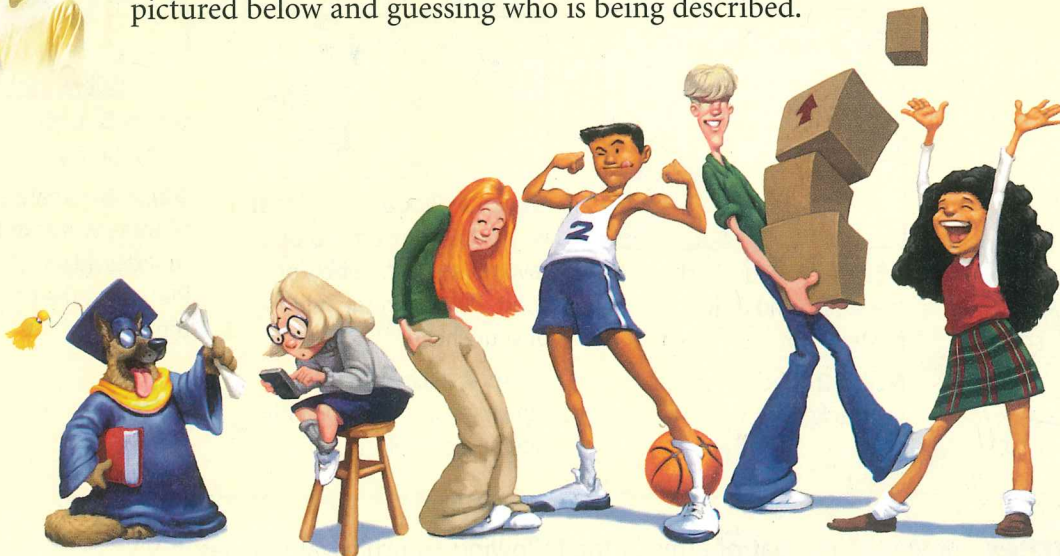
Use other adjectives if necessary.

grand	mince	vieux	mignon	gentil
généreux	fort	roux	timide	cool
ni grand ni petit	sportif	sympa	intelligent	beau

Communication

20 Opinions personnelles

Parlons With a classmate, take turns describing different kids pictured below and guessing who is being described.



Papoum

Anna

Gwendoline

Christophe

Samuel

Mariana

Culture



Le blason de l'université McGill, à Montréal

Culture appliquée

Le blason familial

The blason familial, or family coat of arms, is a symbol originally used to identify knights in combat. It began to appear in Europe in the eleventh century and became popular among the nobility during the twelfth and thirteenth centuries. The official elements of a coat of arms are the motto, the crest, and the shield.

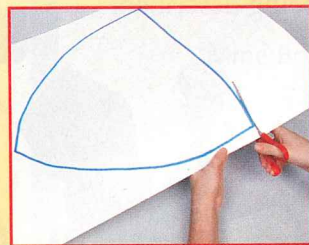
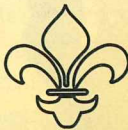
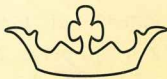
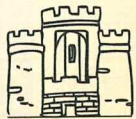


Ton blason

Materials:

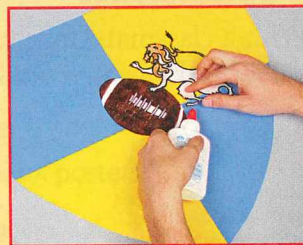
- poster board or heavy stock paper
- scissors
- pen or pencil
- crayons, markers, or colored pencils

Create your own **blason**! Before starting, think about your favorite subject, hobby, or sport. How would you illustrate it?



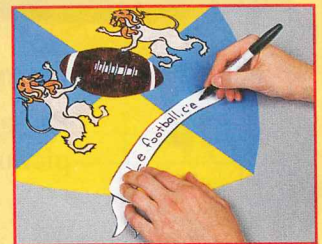
Step 1 Choose a shape for the shield and draw it on the poster board. Cut it out.

Step 2 Choose colors for the background.



Step 3 Pick a symbol that would best illustrate your favorite subject, hobby, or sport. Place it in the middle of your shield.

Step 4 Pick one or two other symbols to go on either side of the shield.



Step 5 Choose a crest to go at the top of the shield.

Step 6 Create a motto of three words in French that describes who you are. Place it at the bottom of the shield.



Recherches

Research the coat of arms of the following French royal families: the Capets, the Valois, and the Bourbons. Do these coat of arms have something in common? What is it? Why?



Comparaisons



Les courses en famille

If you stay with a French family, you'll notice that children usually have dinner every evening with their parents. Except for the **goûter**, they don't eat between meals. The family will most likely have dinner in the dining room. Some families might watch the 8 o'clock news together while eating dinner around the dinner table. Boys and girls help with grocery shopping, meal preparation, cooking, and setting or clearing the table. French teenagers rarely have parties at home; they meet their friends at a **café** or at a movie theatre. They usually go out on Wednesday afternoons, since school ends early that day, and on Saturday nights. Sunday is often spent with the family.

En famille

Imagine you're an exchange student staying with a French family. Which of the following would you expect to do:

- help yourself to the fridge and be able to snack whenever you like?
- eat dinner in front of any one of the three TV sets?
- spend Sunday with your family?

ET TOI?

- Do you always have lunch or dinner with your family?
- Do American students usually go out on Wednesdays and on Saturdays?



Communauté

Your city's coat of arms

Do you know if your city has a coat of arms? If so, what are the symbols and why were they chosen? What do they mean? You may find some information at the town hall of your city. Then, you may also go to your neighborhood library or on the Internet to do some research on your family's name and see if it has ever been associated with a coat of arms.



Un blason familial





Grammaire 1

- the verb *être*
- adjective agreement

Un peu plus

- more irregular adjectives
- pp. 82–87

Résumé: Grammaire 1

The verb *être* is irregular.

être (to be)			
je	suis	nous	sommes
tu	es	vous	êtes
il/elle/on	est	ils/elles	sont

Adjectives agree in number and gender with the nouns they describe. To make most adjectives feminine, add **-e** to the masculine form. To make most adjectives plural, add **-s** to the singular form.

Some adjectives have irregular feminine forms:

blanc (**blanche**), **bon** (**bonne**), **gentil** (**gentille**), **gros** (**grosse**), **mignon** (**mignonne**), **long** (**longue**)

Adjectives that end in **-eux** become **-euse** in the feminine forms. Adjectives that end in **-if** become **-ive** in the feminine forms.

Some adjectives like **cool**, **chic**, **orange**, and **marron** are invariable. They never change forms.

The adjectives **beau** (*beautiful*), **nouveau** (*new*), and **vieux** (*old*) have special forms.

Grammaire 2

- possessive adjectives
- contractions with *de*

Un peu plus

- *c'est* versus *il/elle est*
- pp. 94–99

Résumé: Grammaire 2

French **possessive adjectives** agree in gender and number with what is possessed.

They are: **mon**, **ton**, **son**, **ma**, **ta**, **sa**, **mes**, **tes**, **ses**, **notre**, **votre**, **leur**, **nos**, **vos**, **leurs**

Contractions with **de**: **de + le = du**
de + les = des

When **de** appears before **la** or **l'**, there is no contraction.

Use **c'est** with a **person's name**, with an **article plus a noun**, with an **article, plus a noun, plus an adjective**.

Use **il est/elle est** with an **adjective by itself**.



Lettres et sons

The r sound

The French **r** is quite different from the American **r**. To pronounce the French **r**, keep the tip of your tongue pressed against your lower front teeth. Arch the back of your tongue upward, almost totally blocking the passage of air in the back of your throat.

Jeux de langue

Mon père est maire, mon frère est masseur, ma tante est sœur et mon cousin est frère.

Dictée

Écris les phrases de la dictée.

Résumé: Vocabulaire 1

To ask about and describe people

âgé(e)	elderly
beau (belle)	handsome, beautiful
blanc (blanche)	white
bleu(e)	blue
blond(e)	blond
bon/bonne	good
la bouche	mouth
brun(e)/châtain	dark-haired/chestnut, light brown
court(e)/long (longue)	short/long
créatif (créative)	creative
fort(e)	strong
généreux (généreuse)	generous
génial(e)	fantastic/awesome
gentil(le)	kind
Il/Elle a les cheveux/yeux...	He/She has . . . hair/eyes.
intelligent(e)	smart
jeune/vieux (vieille)	young/old
marrant(e)	funny
marron	brown
méchant(e)/sympathique	mean/nice
mince/gros(se)	thin/fat

PRACTICE FRENCH WITH
HOLT MCDUGAL APPS!

le nez	nose
noir(e)	black
nouveau (nouvelle)	new
les oreilles (f.)	ears
paresseux (paresseuse)	lazy
pénible	tiresome/difficult
petit(e)/grand(e)	short/tall
roux (rousse)	red-headed
sérieux (sérieuse)	serious
sportif (sportive)	athletic
la tête	head
timide	shy
vert(e)	green
Comment est/sont...?	What is/are . . . like?
Il(s)/Elle(s) est/ sont comment...?	What is/are . . . like?
Il/Elle est très...	He/She is very . . .
Ils/Elles sont assez...	They are quite . . .
Il/Elle n'est ni...ni...	He/She is neither . . . nor . . .

To ask for and give an opinion see page 80

Résumé: Vocabulaire 2

To identify family members

le beau-père	stepfather
la belle-mère	stepmother
le chat	cat
le chien	dog
le/la cousin(e)	cousin
le demi-frère	half-brother
la demi-sœur	half-sister
divorcé(e)	divorced
un/une enfant (m./f.)	child
la famille	family
la femme	wife
la fille/le fils	daughter/son
le frère	brother
la grand-mère	grandmother
le grand-père	grandfather
les grands-parents (m.)	grandparents

le mari	husband
la mère/ma mère	mother/my mother
le neveu	nephew
la nièce	niece
l'oncle	uncle
les parents (m.)	parents
le père	father
la petite-fille	granddaughter
le petit-fils	grandson
les petits-enfants (m.)	grandchildren
la sœur	sister
la tante	aunt
Voici.../Voilà...	Here is/are . . ./There is/are . . .
Ça, c'est/ce sont...	This is/These are . . .
Qui c'est, ça?	Who is that?

To ask about someone's family see page 93

Prépare-toi pour l'examen

