

Objectifs

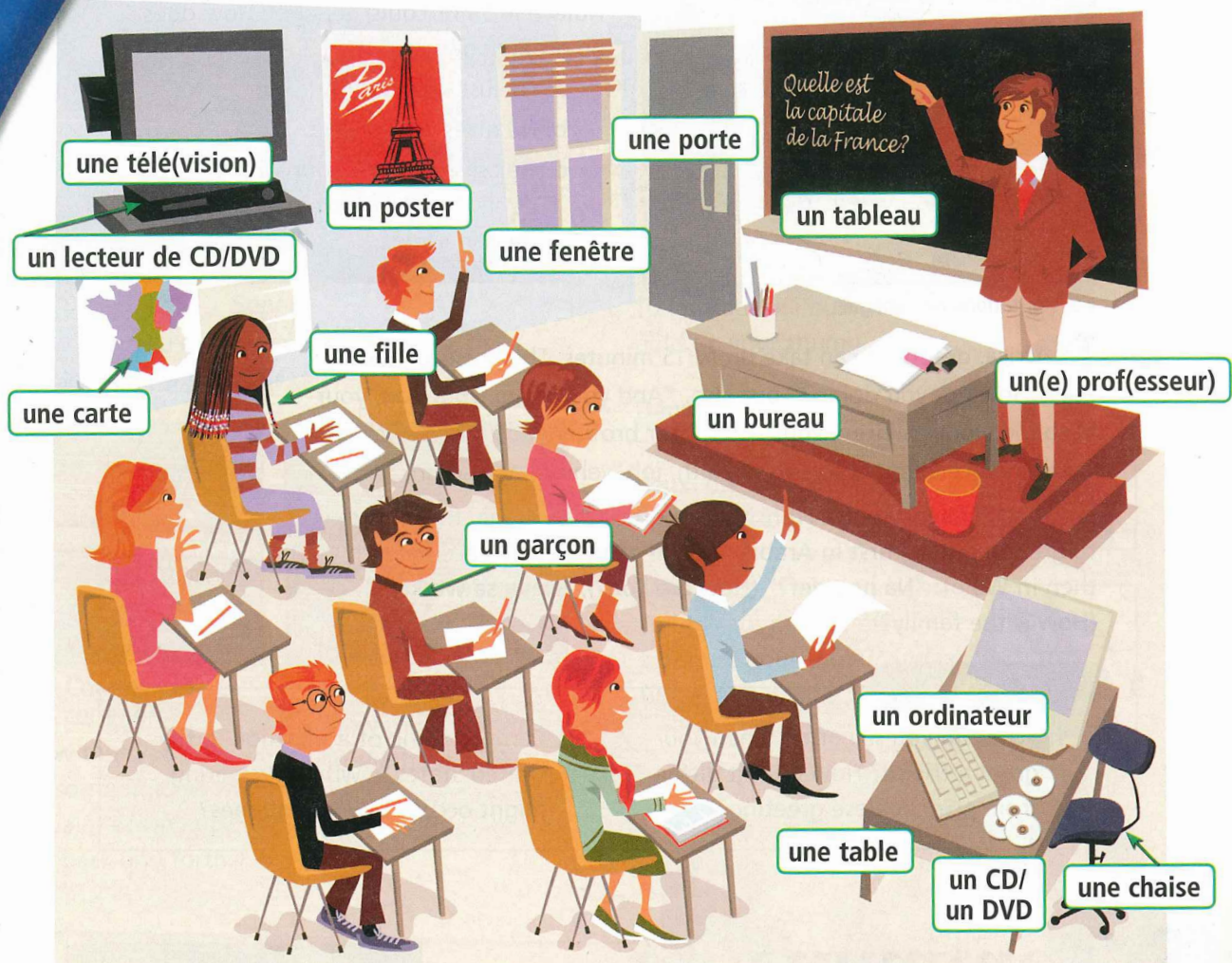
- to ask about things in a classroom
- to use classroom expressions
- to ask and tell how words are spelled

Vocabulaire à l'œuvre 2



Télé-vocab

Dans la salle de classe



Exprimons-nous!

To ask about things in a classroom

Il y a un poster/des posters dans la salle de classe?

Is there/Are there . . . in the classroom?

Combien d'élèves il y a dans la classe?

How many students are there in the class?

To respond

Oui, il y a un poster/des posters.

Yes, there is/are . . .

Non, il n'y a pas de poster.

No, there isn't a/aren't any . . .

Il y en a cinq.

There are . . . (of them).

Il n'y en a pas.

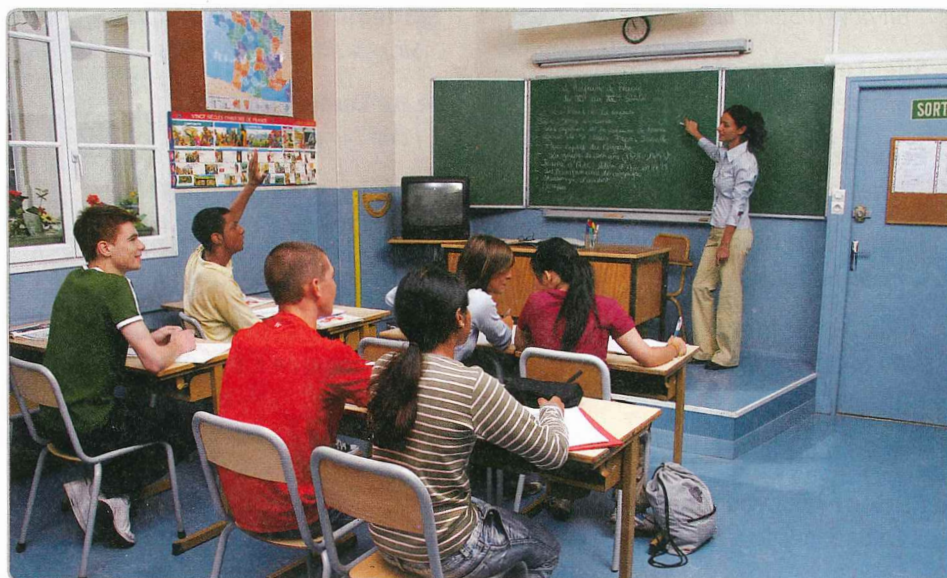
There aren't any.

Vocabulaire et grammaire,
pp. 7-10



**26 Écoutons**

Listen as Julien describes his classroom. Based on the photo, decide if each statement you hear is a) true or b) false.

**27 Ma classe**

Écrivons Using complete sentences, first tell if these items are in your classroom. Then tell how many of each there are.

MODÈLE Des CD? Oui, il y en a sept./Non, il n'y en a pas.

- | | |
|---------------------|---------------------|
| 1. Des ordinateurs? | 4. Des bureaux? |
| 2. Des élèves? | 5. Des télévisions? |
| 3. Des fenêtres? | 6. Des posters? |

Communication**28 Opinions personnelles**

Parlons Take turns with a partner to describe what you think an ideal classroom looks like.

MODÈLE Dans la salle de classe, il y a un ordinateur, une télé...

29 Devine!

Parlons Take turns asking your partner about specific things in the classroom. Your partner will answer without looking around.

MODÈLE —Il y a un poster dans la classe? ...



À l'école



To give classroom commands

Asseyez-vous!/Levez-vous!

Sit down!/Stand up!

Silence!/Faites attention!

Silence!/Pay attention!

Écoutez et répétez après moi!

Listen and repeat after me!

Prenez une feuille de papier!

Take out a sheet of paper!

Allez au tableau!

Go to the blackboard!

Regardez (la carte)!

Look (at the map)!

Retournez à vos places!

Go back to your seats!

Ouvrez vos livres (m.) à la page...

Open your books to page . . .

Fermez vos cahiers.

Close your notebooks.

To ask the teacher something

**Monsieur/Madame/
Mademoiselle,...**

Sir, . . . /Ma'am, . . . /Miss . . .

Je ne comprends pas.

I don't understand.

Répétez, s'il vous plaît?

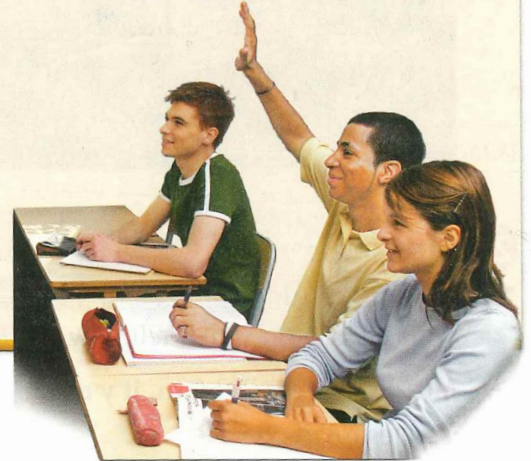
Could you please repeat that?

Comment dit-on... en français?

How do you say . . . in French?

Qu'est-ce que ça veut dire...?

What does . . . mean?



30 Écoutons

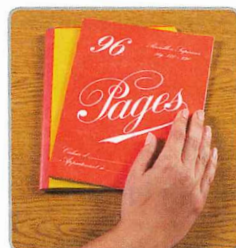


Tell whether a) **un professeur** or b) **un(e) élève** would most likely say each sentence you hear.

31 Quelle photo?

Lisons Match each sentence below with the correct photo.

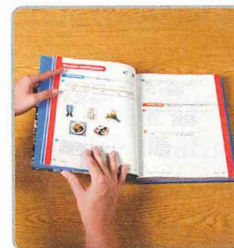
- Ouvrez vos livres à la page vingt-six!
- Regardez la carte!
- Fermez vos cahiers!
- Écoutez le CD!



1.



2.



3.



4.

32 En classe

Lisons Select the correct completion for each sentence.

- | | |
|---------------------------------|--------------------------|
| 1. Regardez... | a. en français? |
| 2. Comment dit-on <i>pen...</i> | b. au tableau! |
| 3. Fermez... | c. ça veut dire «fille»? |
| 4. Qu'est-ce que... | d. la carte! |
| 5. Allez... | e. vos cahiers! |

33 Associations

Écrivons Write as many classroom items as you can think of associated with each command below.

MODÈLE prenez: livres, cahiers, feuille de papier

- | | | |
|-------------|-----------------|-----------|
| 1. ouvrez | 3. écoutez | 5. allez |
| 2. regardez | 4. asseyez-vous | 6. fermez |

34 Donnez des ordres!

Parlons You're the teacher in charge of getting this classroom back in order. How would you tell these students what to do?



Digital performance space

Communication



35 Scénario

Parlons Work in groups of three. One person is the teacher and gives commands to the students (the other group members). If, and only if, the teacher says **Jacques a dit** (*Simon says*) before a command, the group members must comply and do as told. Take turns playing the teacher and the students.

MODÈLE Jacques a dit: Asseyez-vous!
Group members playing the students must sit down.





Les accents et les signes graphiques

You've seen special marks over some French letters. These are called accents and they're very important to the spelling, the pronunciation, and even the meaning of French words.

é The **accent aigu** (´) tells you to pronounce an *e* similar to the *a* in the English word *date*:

éléphant **Sénégal**

è The **accent grave** (`) tells you to pronounce an *e* like the *e* in the English word *jet*:

zèbre **zèle**

ù An **accent grave** over an *a* or *u* doesn't change the sound of these letters. It does however change the meaning.

où **à**

ê The **accent circonflexe** (^) can appear over any vowel, and it doesn't change the sound of the letter:

pâté **forêt** **île** **hôtel** **flûte**

ç The **cédille** (,) under a *c* tells you to pronounce the *c* like an *s*:

français **ça**

ï When two vowels appear next to each other, a **tréma** (¨) over the second one tells you to pronounce each vowel separately:

Noël **Haïti**

*When you spell a word aloud, be sure to say the accent after the letter on which it goes.
For L'Alphabet, see p. xx.*

Exprimons-nous!

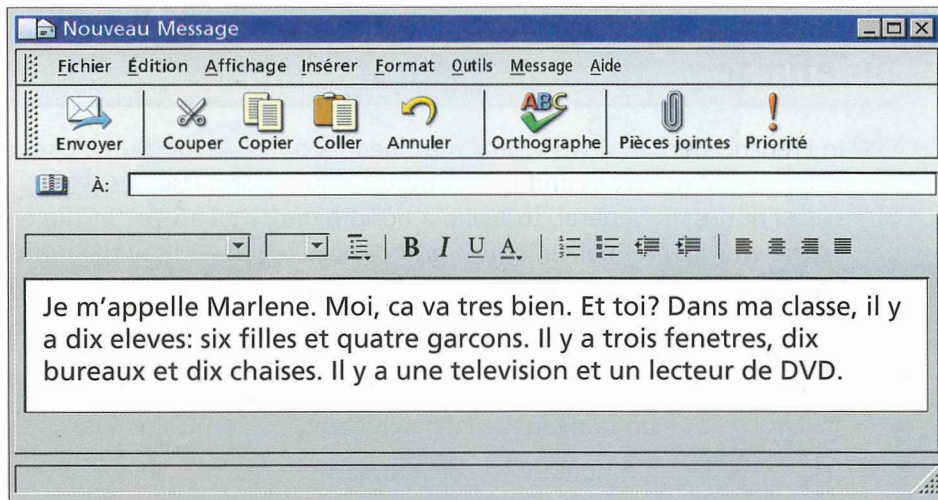
To ask how words are spelled	To tell how words are spelled
Comment ça s'écrit, zèbre? <i>How do you write . . . ?</i>	Ça s'écrit z-e accent grave-b-r-e. <i>It is written/spelled . . .</i>
Comment tu épelles girafe? <i>How do you spell . . . ?</i>	
To ask for someone's e-mail address	To give one's e-mail address
Quelle est ton adresse e-mail? <i>What is your e-mail address?</i>	C'est a-l-i-c-e arobase b-l-a point f-r. (alice@bla.fr) <i>It's . . . at . . . dot . . .</i>

Vocabulaire et grammaire,
pp. 7-10



36 Mais où sont les accents?

Lisons/Écrivons Marlene is writing you an e-mail about her school but she doesn't know how to type accents or special characters. Rewrite her message with the missing accents.



37 Écoutons

Écoutez Listen to these students spell their names and write them down. Don't forget to include all the accents.

38 Une première rencontre

Écrivons You've been asked to welcome a new French exchange student in your school. You know nothing about the student, not even his or her name! Make a list of five questions you could ask when you first meet the new student.

Communication

Digital performance space



39 Interview

Parlons A summer camp near Paris is looking for students who could work at the camp next summer. You and a friend (your classmate) have decided to apply. Prepare for the interview by asking each other questions you might be asked during the interview (i.e., your name, how it is spelled, your age, your e-mail address, etc.).

MODÈLE —Tu as quel âge?
—J'ai seize ans.

**CAMP DE VACANCES
LE BALLON ROND**

Formulaire d'inscription

Informations personnelles
 Nom de famille _____ Prénom _____
 Date de naissance _____ Âge _____
 Adresse _____
 Ville _____ Code postal _____
 Numéro de téléphone _____
 e-mail _____

Niveau de football
 débutant intermédiaire avancé



Objectifs

- indefinite articles and plural of nouns
- the verb *avoir* and negation

Grammaire

à l'œuvre 2



En anglais

In English, most nouns do not have gender. We use the pronoun *it* for an object like a desk or a chair.

What nouns do we often refer to as he or she instead of it?

In French, all nouns have gender, whether they refer to people or inanimate objects. You'll have to learn a noun's gender as you learn its meaning.

Indefinite articles and plural of nouns

- 1 In French, there are two words that mean a or an: **un** and **une**. Use **un** with **masculine** nouns and **une** with **feminine** nouns. Use **des** (some) with plural nouns. In general, to make a noun plural, add an "s" at the end of the word. The final "s" is not pronounced when you say the word.

un garçon **une** fenêtre **des** posters

- 2 Some nouns have plurals that are formed differently:

un tableau → **des tableaux**

un bureau → **des bureaux**

un CD/DVD → **des CD/DVD** (no change)

un lecteur de CD/DVD → **des lecteurs de CD/DVD**

- 3 To say there aren't any of an item, remember to use **Il n'y a pas de**.
Il y a **des** cartes dans la classe. → Il n'y a pas **de** cartes dans la classe.

Vocabulaire et grammaire, pp. 11-12
Cahier d'activités, pp. 5-7



40 Écoutons



Listen as Louis describes his classroom. In each statement, tell if he is talking about a) a **masculine singular noun**, b) a **feminine singular noun**, or c) a **plural noun**.

41 Choisis le bon article

Écrivons Complete the following sentences with **un**, **une**, **des**, or **de**.

1. Il y a _____ télé et _____ ordinateur.
2. Il y a _____ chaises dans la classe?
3. Il n'y a pas _____ fenêtres dans la classe de Mia.
4. Il y a _____ filles mais il n'y a pas _____ garçons.
5. Est-ce qu'il y a _____ lecteur de DVD dans la classe?
6. Il n'y a pas _____ bureaux dans la classe.
7. Il y a _____ cartes et _____ tableau dans la classe.
8. Il y a _____ élèves mais il n'y a pas _____ professeur.
9. Il n'y a pas _____ DVD.



42 La chambre de Josette

Parlons This is your friend Josette's room. Name at least five things that you see in her room.

MODÈLE Il y a une porte...



Communication



43 Expérience personnelle

Parlons Take turns with a classmate to describe your classroom. Name at least five things that are in the classroom and your classmate names five things that are not in the classroom.

44 Informations personnelles

Parlons Take turns sharing information about yourself with a classmate. Spell each item aloud in French while your classmate writes it out.

MODÈLE cé-ache-a-èr-èl-o-té-té-e (Charlotte)

- | | |
|---|--------------------------------------|
| 1. your name | 4. your best friend's full name |
| 2. your e-mail address | 5. your best friend's e-mail address |
| 3. the name of the town or city where you were born | 6. your teacher's name |





The verb *avoir* and negation

En anglais

In English, when you form a verb in the present tense, most subject pronouns take the same form except for the third person singular: e.g., *I have, she has, we have, they have.*

Can you think of a verb that has more than one different form in the present tense?

In French, verbs often have at least five different forms in a given tense.

- 1 Here are the forms of the verb **avoir** (to have):

avoir	
j' ai	nous avons
tu as	vous avez
il/elle/on a	ils/elles ont

- 2 Noun subjects (for example, Suzanne or Pierre et Jean) use the same verb form as the pronouns you would use to replace them.
Pierre et Jean **ont** deux chaises. → Ils **ont** deux chaises.

- 3 To make any sentence negative, add **ne... pas** around the verb. Notice that **ne** becomes **n'** before a verb that begins with a vowel sound.
Un, une, and des all change to **de** in a negative sentence.

Ça va.
It's going fine.

Cléa a **un** poster.
Cléa has a poster.

Ça **ne** va **pas**.
It's not going fine.

Cléa **n'a pas de** poster.
Cléa doesn't have any posters.

Vocabulaire et grammaire, pp. 11-12
Cahier d'activités, pp. 5-7



45 On rappe!



Listen to the song *Salut!* What different ways did you hear to 1) greet someone and say goodbye and 2) ask how someone is and respond? How old are Jérémy, Adèle and Émilie?

46 Mon copain et moi

Lisons Complete each of Thierry's sentences by choosing the appropriate form of the verb **avoir**.

- J' (ai / as) quinze ans.
- Mon ami Samir, il (ai / a) seize ans.
- Samir et moi, nous (avez / avons) un prof de maths super.
- Vous (avez / ont) des ordinateurs dans la classe de français?

47 Quelle forme?

Écrivons Use the correct form of **avoir** to complete these phrases.

- Tu _____ douze ans?
- Qu'est-ce que le professeur _____ dans la classe?
- Nous _____ un ordinateur et une télé.
- Claude et Benoît ne/n' _____ pas de CD.
- Vous _____ l'adresse e-mail de Simone?

Flash culture

In France, people only say "hello" to each other once a day, not every time they see a person. Saying "hello" a second time would make it seem like you forgot the first time! The French tend not to smile at people they don't know or say "hello" to strangers in the street.

Do Americans interact with strangers in a similar fashion?

48 Et vous avez quoi?

Parlons/Écrivons Use complete sentences to tell what the following people have.



le professeur

MODÈLE Le professeur a un bureau.



1. je



2. les élèves



3. Mme Mayer



4. vous

49 Dans mon lycée

Écrivons/Parlons Use a word or phrase from each column to create complete sentences.

Mon prof
Je
Tu
Mes copains
Nous

(ne) avoir (pas)

ordinateur
chaise
télévision
lecteur de DVD
bureau

Digital performance space

Communication



50 Présentations

Parlons You and your partner are getting to know each other on the first day of school. Take turns reading the questions below and answering them. Give as many details as possible in your answers.

— Comment ça va?

— _____

— Comment tu t'appelles ?

— _____

— Comment ça s'écrit?

— _____

— Tu as quel âge?

— _____

— Quelle est ton adresse e-mail?

— _____

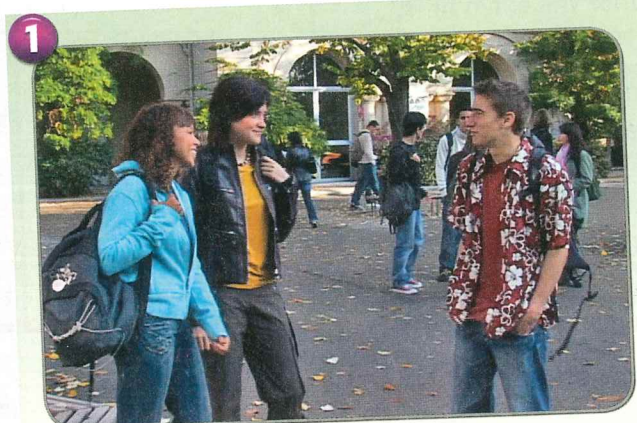




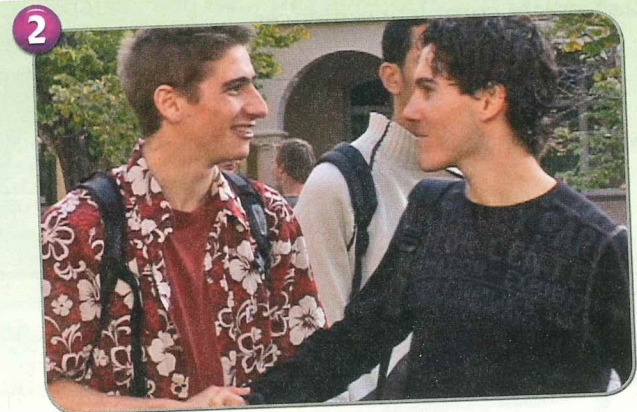
STRATÉGIE

Analyzing the opening In any story, there usually is an incident at the beginning that sets the plot rolling. The main characters are faced with a problem or discover something that sets them off on a journey to solve it. As you watch the first episode, think about what the problem and/or the discovered element might be. Based on that problem or element, can you predict what the story will be about? Why do you think that?

Au lycée, le jour de la rentrée...



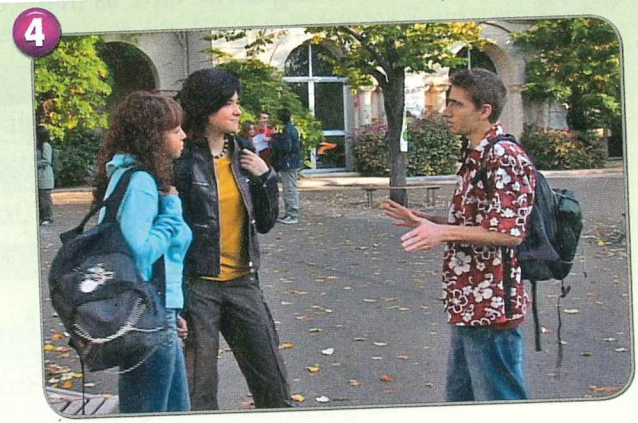
Adrien Salut, Laurie. Ça va?
Laurie Ça va. Et toi?



Adrien Bonjour, Kevin. Ça va?
Kevin Bof, tu sais... c'est la rentrée...



Yasmina Et lui, qui c'est?
Laurie Kevin Granieri. Il a dix-huit ans. Il est en terminale. Il n'est pas très sympa.

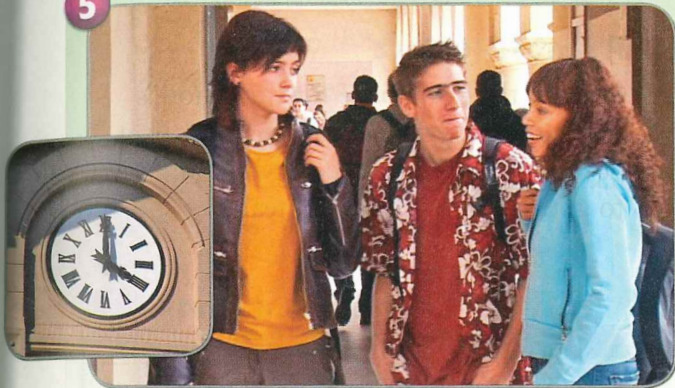


Adrien Rendez-vous à quatre heures à la sortie.



À quatre heures...

5



Adrien Alors, Yasmina, qu'est-ce que tu penses du lycée?

Yasmina Il est super.

6



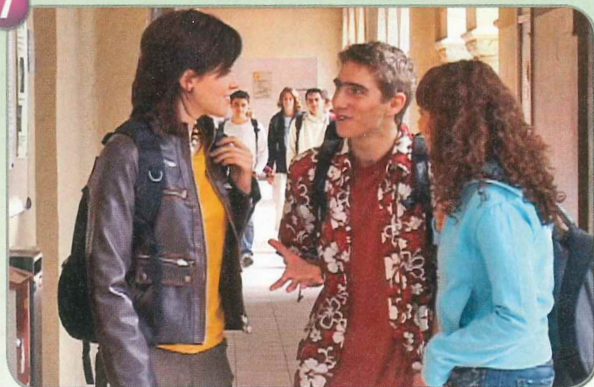
Laurie Eh, regardez! Ça parle d'un concours.

GAGNEZ LE GRAND PRIX
Un voyage dans le pays de notre lycée frère!!!

Où est notre lycée frère?

DÉCOUVREZ: 1. SON CONTINENT
2. SON PAYS
3. SA VILLE

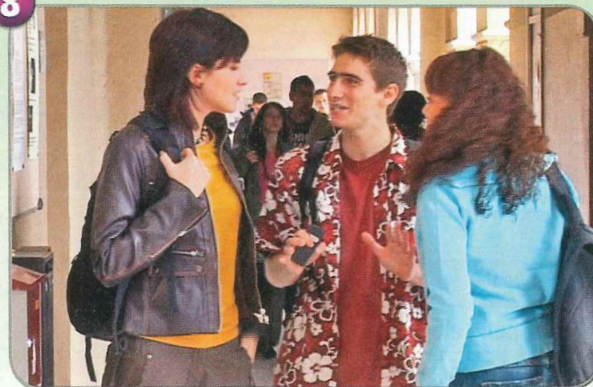
7



Adrien Si vous voulez, on peut participer. Ma prof de géo, Mlle N'Guyen, peut nous envoyer les énigmes.

Laurie Oui! Génial!

8



Adrien Alors, c'est bon. Mlle N'Guyen nous envoie la première énigme immédiatement. Rendez-vous au café des Arts dans une heure.

AS-TU COMPRIS?

1. Where are the characters meeting?
2. How old is Kevin? Does Laurie like him?
3. What time is it when the three friends meet again at school?
4. What do they see posted in the hallway?
5. Where do they all agree to meet in an hour?

Prochain épisode:

Based on what you already know, what do you think the three friends will do in the next episode?



Lecture et écriture

STRATÉGIE pour lire

Recognizing cognates Cognates are words that look alike and have similar meanings in two languages. Recognizing these words will help you understand what a reading passage is about.

A Avant la lecture

Look at the homepage for the school's French Club. Write all the cognates that you can find on a piece of paper and try to guess what each word means.

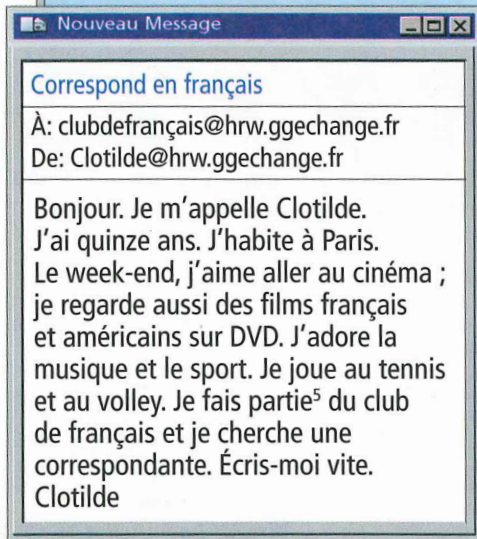


Salut !



Café français

Tu aimes parler français ?
Viens au café Bleu
le samedi¹ de 14h à 16h.



Activités artistiques

La photo, c'est ton truc ?
Profite de l'atelier² photo le samedi de 16h à 18h. Tu préfères le théâtre ? Le club de français va présenter « L'Avare » de Molière. Répétition³ le mardi⁴ de 18h à 20h.

Activités sportives

Match de football samedi après-midi à 16h au stade municipal. Du 21 au 27 mars, tournoi de tennis.



Pour plus d'informations, appelle le club au 01.23.45.67.89 ou envoie un e-mail à clubdefrançais@hrw.ggechange.fr

1. Saturdays 2. workshop 3. rehearsal 4. Tuesdays 5. I am a member



B Compréhension

Answer the following questions.

1. Where do the French club members meet to practice French?
2. Can you learn theater if you join the French club?
3. Can you play baseball with the members of the French club?
4. Can you correspond with French students by e-mail?
5. Does the club offer tennis?

C Après la lecture

Would you like to become a member of this club? Why or why not? Which activities would you participate in if you were a member? Why? What other activities would you suggest if you were a member?



Espace écriture

1. greeting
2. your name
- 3.

STRATÉGIE pour écrire

Making a list can help you get ideas for writing. List everything you would like to include in your work even if you don't know how to say it in French. You can get help later from the dictionary if you need to find a specific word or phrase.

Le site Internet du club de français

You have joined the French Club and would like to meet some of the other members before the next meeting. Write a short e-mail about yourself to post on the club's Web site. In your e-mail, include a greeting, your name, your age, your e-mail address, and a closing.

1 Plan

Make a list of the information you will need for your e-mail. You may use English or French for this step.

2 Rédaction

Write your e-mail using complete sentences.

3 Correction

Read your sentences twice. Make sure you have included all the information you want to post on the Web site. Exchange your e-mail with a partner and check all spelling and punctuation.

4 Application

Post your completed e-mail on your class bulletin board or Web site.



Prépare-toi pour l'examen



1 Vocabulaire 1

- to greet someone and say goodbye
 - to ask how someone is and respond
 - to introduce someone and respond to an introduction
- pp. 6-11

2 Grammaire 1

- subjects and verbs
 - subject pronouns
- pp. 12-15

3 Vocabulaire 2

- to ask and tell about things in a classroom
 - to use classroom expressions
 - to ask and tell how words are spelled
- pp. 18-23

1 You meet each of the people below on your way home from school with a friend. Greet each person and ask how he or she is. Then, introduce your friend Camille to each of them.



1. Nasira (quinze ans)
2. Monsieur Roger (un professeur)
3. Madame Tautou (trente ans)
4. Mia et José (douze ans)



2 Fill in the blanks with the correct subject pronoun. Then, for each pair of sentences, identify the verbs.

1. Il s'appelle Jérôme. _____ a seize ans.
2. Je te présente Emmanuel. _____ a quinze ans.
3. Je m'appelle Samuel. _____ ai dix-sept ans.
4. Comment tu t'appelles? Et _____ as quel âge?
5. Je vous présente Estelle. _____ a dix-sept ans.
6. Gérard et moi, _____ avons vingt ans.
7. _____ as une adresse e-mail?

3 Alexandre is trying to tell what's in his classroom, but he forgot how to say some words. Complete the following sentences by replacing the images with the correct words.

Dans la classe, il y a six  _____ et huit  _____.

Il y a quatre  _____ et dix-sept  _____.

Il n'y a pas d'  _____, mais il y a une  _____.



- 4 Élodie is a new student. She is talking to Manon about herself and some other students. Complete their conversation with the correct forms of **avoir**.

—Élodie, tu 1 quel âge?

—J' 2 quatorze ans. Et toi?

—Moi, j' 3 quinze ans.

—Et Paul? Il 4 quel âge?

—Il 5 treize ans. Et Marine et Sandrine, elles 6 quinze ans.

- 5 Answer the following questions.

1. How do people in France greet each other?
2. In what two languages would you hear greetings in Senegal?
3. Would you be on a first name basis with a salesperson in France when you first meet?

- 6 Listen to the following conversations. For each conversation, tell whether the speakers are **a) greeting each other**, **b) talking about someone's age**, **c) introducing someone**, or **d) asking how a word is spelled**.



- 7 You and a classmate are getting to know each other. First read the instructions for each exchange. Then, create a dialogue using the expressions you've learned in this chapter.

Student A: Greet your classmate and ask him/her how he/she is feeling.

Student B: Answer your classmate. And in turn ask him/her how he/she feels.

Student A: Tell how you feel. Tell your name and ask your classmate his/her name.

Student B: Tell your name. Then, ask your classmate how old he/she is.

Student A: Tell your age, and ask your classmate for his/her age.

Student B: Tell how old you are. Then, ask your classmate for his/her e-mail address.

Student A: Give your e-mail address. Then, say goodbye.

Student B: Say goodbye.

4 Grammaire 2

- indefinite articles
 - the verb **avoir** and negation
- pp. 24–27

5 Culture

- Comparaisons
- p. 17
- Flash culture
- pp. 12, 15, 26





Grammaire 1

- subjects and verbs
 - subject pronouns
- pp. 12-15

Résumé: Grammaire 1

Most sentences have a **subject** and a **verb**. The **verb** tells what the **subject** does or links the **subject** to a description.

These are the subject pronouns in French.

je/j'	I	nous	we
tu	you	vous	you
il/elle/on	he/she/one	ils/elles	they

Grammaire 2

- indefinite articles
 - the verb **avoir** and negation
- pp. 24-27

Résumé: Grammaire 2

In French, there are two words that mean *a* or *an*: **un** and **une**.

Use **un** with **masculine** nouns and **une** with **feminine** nouns.

Use **des** (*some*) with **plural** nouns.

Un, **une**, and **des** all change to **de** in a negative sentence.

Here are the forms of the verb **avoir**.

avoir (to have)	
j' ai	nous avons
tu as	vous avez
il/elle/on a	il/elles ont

To make a sentence negative, add **ne... pas** around the verb.

Ne becomes **n'** before a verb that begins with a vowel sound.



Lettres et sons

L'intonation

As you speak, your voice rises and falls. This is called **intonation**.

In French, your voice rises at the end of each group of words within a statement and falls at the end of a statement.

Il aime le football,
mais il n'aime pas la natation.

If you want to change a statement into a question, raise your voice at the end of the sentence.

Tu aimes l'anglais?

Jeux de langue

Tes laitues naissent-elles?
Oui, mes laitues naissent.
Si tes laitues naissent,
mes laitues naîtront.

Dictée

Écris les phrases de la dictée.

Résumé: Vocabulaire 1

To greet someone and say goodbye

Bonjour.	Good morning.
Bonsoir.	Good evening.
Salut!	Hi!
À bientôt.	See you soon.
À demain.	See you tomorrow.
À plus tard. / À tout à l'heure.	See you later.
Au revoir.	Goodbye.

To ask and tell someone's name

Comment il/elle s'appelle?	What is his/her name?
Comment tu t'appelles?	What is your name?
Il/Elle s'appelle...	His/Her name is ...
Je m'appelle...	My name is ...

To ask how someone is

Ça va?/Comment ça va?	Are you doing OK?/ How's it going?
Comment allez-vous?	How are you doing?
Et toi/vous?	And you?
Bien.	Fine.

Résumé: Vocabulaire 2

To ask and tell about things in a classroom

un bureau	desk
une carte	map
un CD/un DVD	CD/DVD
une chaise	chair
un/une élève	student
une fenêtre	window
une fille	girl
un garçon	boy
un lecteur de CD/DVD	CD/DVD player
un ordinateur	computer
une porte	door
un poster	poster
un/une prof(esseur)	teacher
la salle de classe	the classroom
une table	table
un tableau	blackboard
une télé(vision)	television
Il y a...?	Is/Are there ... ?

PRACTICE FRENCH WITH
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Non, pas très bien.	No, not too well.
Oui, ça va. Merci.	Yes, fine. Thank you.
Pas mal.	Not bad.
Plus ou moins.	So-so.
Très bien.	Very well.

To introduce and respond to an introduction

C'est un ami/une amie.	He/She's a friend.
Ça, c'est...	This is ...
Enchanté(e)!	Delighted!
Je te/vous présente...	I'd like to introduce you to ...

To ask and tell how old someone is

Il/Elle a quel âge?	How old is he/she?
Il/Elle a... ans.	He/She is ... years old.
J'ai... ans.	I am ... years old.
Tu as quel âge?	How old are you?

Les nombres 0-30 see p. 10

Non, il n'y a pas de...	No, there isn't/aren't any ...
Oui, il y a...	Yes, there is/are ...
Combien d'élèves il y a dans la classe?	How many students are there in class?
Il y en a...	There is/are ... (of them).
Il n'y en a pas.	There aren't any.

To give classroom commands and ask the teacher somethingsee p. 20

To ask and say how words are spelled

Comment ça s'écrit, ...?	How do you write ...?
Comment tu épelles...?	How do you spell ...?
Ça s'écrit...	It is written/spelled ...

To exchange e-mail addresses

Quelle est ton adresse e-mail?	What is your e-mail address?
C'est... arobase... point...	It's ... at ... dot ...

