

UNITÉ 1

L'identité



Objectifs de l'unité

Interact to express your identity, ask for and give personal information, and express preferences about activities.

Interpret images, video, and audio, and print texts in French to gain insights into identity.

Present basic information about yourself.

Investigate, explain and reflect on the role of language in shaping identity in France, Quebec, and in your community.

Questions essentielles

Who am I? How does what I do define who I am?

How do I exchange information about my identity and that of others?

What are cultural similarities and differences between myself and others in a Francophone community?

There are many sides to our identity. We may be students, athletes, artists and volunteers. In this unit, you will learn to talk with French speakers about who you are and start to develop another aspect of your identity: bilingual communicator connecting across cultures.

Rencontre interculturelle 42

Meet Marianne and François through their video blogs. As you **watch** and **listen**, you will learn about their identities and their countries of origin.

Communiquons 46

Comment dit-on? 1: Qui suis-je? 46

Are you an artist? An athlete? A student? **Learn to ask and answer questions** to share information about your identity with French speakers.

Découvrons 1: Expressing Who I Am 52

Learn how to **express your identity and ask about the identity of your classmates.**

J'avance 1 Formative Assessment 55

Assess your progress. **Ask and answer questions about your identity and that of others.**

Comment dit-on? 2: Mes activités préférées 56

Learn to ask about and express some preferences by saying what you like and do not like to do.

Découvrons 2: Expressing Preferences 60

Learn how to **express your preferences and find out about those of your classmates.**

J'avance 2 Formative Assessment 68

Assess your progress. **Introduce yourself and talk about what you like and don't like to do.**

Comment dit-on? 3: Questions et réponses 69

Learn to exchange additional information about age, origin, personal interests, and which languages you speak. **Identify information** in an advertisement for the *Festival d'été de Québec* about musicians and their identities.

Découvrons 3: Asking and Answering Questions 74

Learn how to **ask and answer questions** in different ways to get to know someone.

J'avance 3 Formative Assessment 80

Assess your progress. **Understand what you hear about others to identify preferences.**

Synthèse de grammaire et vocabulaire 82

Learn to express identity (*être*), state preferences about activities you like and dislike (*j'aime/ tu aimes + infinitive*), and **ask and answer questions.**

J'y arrive 86

Show how well you communicate with young people from a Francophone culture. First, **watch** two students introduce themselves in their video blogs. Then, **respond** to one of them with a simple email. Finally, **prepare your own video blog** to introduce yourself.





Nom: Marianne

Langues parlées: français, anglais, espagnol, italien

Origine: Montréal, Québec, Canada



La province de Québec partage une frontière avec quatre états américains: le Maine, le New Hampshire, le New York et le Vermont.



«Je me souviens» signifie "I remember" en anglais. Les Québécois considèrent leur relation culturelle et linguistique avec la France très importante.

Rencontre interculturelle

🌐 Across the course of the six units of this book, you will meet each of our bloggers. In this first unit, you will get to know Marianne and François. Each will share information about themselves and their backgrounds through video blogs. You will encounter them repeatedly throughout the textbook.

Le Québec

La France commence à explorer l'Atlantique en 1534. Les colonies s'appellent la Nouvelle-France. Aujourd'hui, une grande partie de l'ancienne Nouvelle-France s'appelle le Québec.

Samuel de Champlain fonde la ville de Québec en 1608. La ville de Québec est la plus ancienne ville francophone en Amérique du Nord.



Samuel de Champlain, explorateur

Nombre de personnes qui parlent français

● Montréal, Québec, Canada 3.824.221	● Canada 10.523.000	● Paris, France 12.161.542	● France 65.342.000
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Montréal, une grande ville francophone

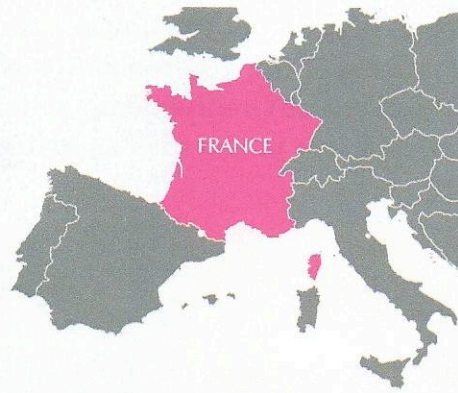


La France

La France est un pays européen entouré à l'ouest par l'océan Atlantique et au sud par la mer Méditerranée. Elle partage ses frontières avec l'Espagne, Monaco, l'Italie, la Suisse, le Luxembourg, l'Allemagne, l'Andorre et la Belgique.

La France a aussi des territoires dans l'océan Indien (la Réunion et Mayotte), dans les Caraïbes (la Guadeloupe et la Martinique) et en Amérique du Sud (la Guyane).

La France est une destination touristique importante.

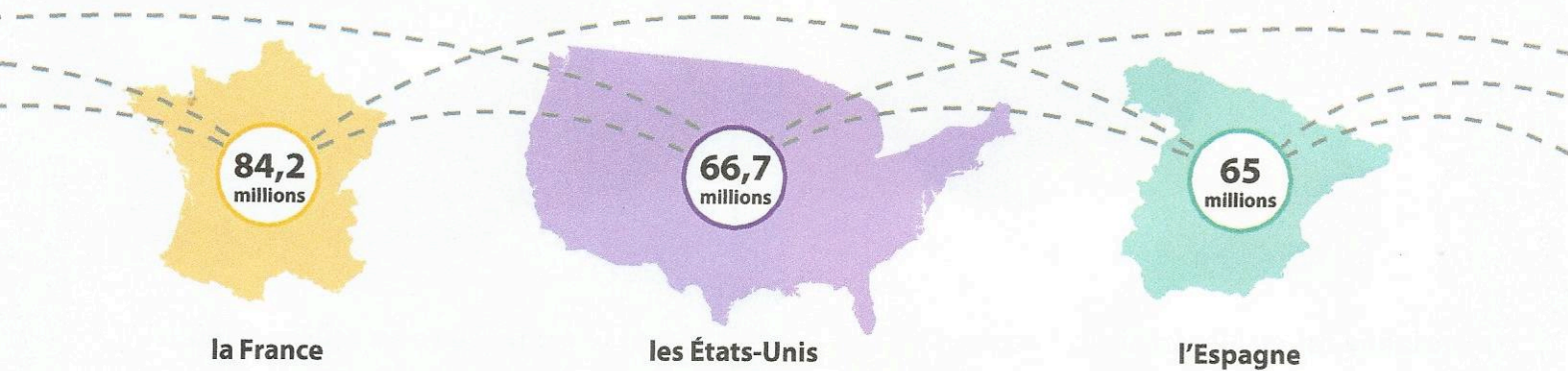


Nom: François

Langues parlées: français, anglais, espagnol

Origine: Amiens, France

La France - Première destination touristique



Personnages français avec un impact global et historique



L'équipe nationale de foot de France gagne la Coupe du monde en 2018.



Napoléon Bonaparte, général et empereur de France



Jacques Cousteau, explorateur marin



Jeanne d'Arc, héroïne de l'histoire



Coco Chanel, créatrice de mode

Both Marianne and François speak French, but you'll notice that their French sounds different because they come from different areas of the Francophone world. The French that they speak is the same language, but you will notice a different accent, just as you would when listening to people speaking English who come from different places such as Alabama, New York or London.

Le Québec

Je m'appelle Marianne.

Je suis du Québec.

Je suis athlète.

J'aime le football.



La France

Je m'appelle François.

Je suis un élève.

J'ai 15 ans.

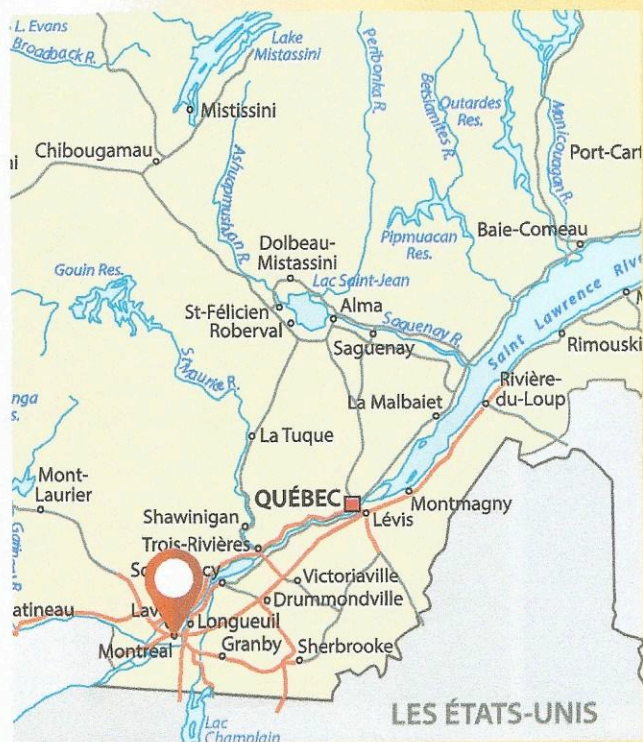
J'étudie l'anglais et l'espagnol.

J'habite à Amiens au nord de Paris.



Marianne est de Montréal, au Canada.

François est un élève au collège (*middle school*) à Amiens, en France.



Le Québec est près des états américains du Maine, du New Hampshire, du Vermont et du New York.

Le système scolaire en France



6-10 ans

l'école primaire



11-15 ans

le collège
(l'école secondaire)



16-18 ans

le lycée
(l'école secondaire)



Amiens est une ville au nord de la France, près de Paris.

Activité 1

Bonjour, Marianne et François!

Record your responses to the following in the discussion forum in Explorer.

Étape 1: Préparez

Look at the pictures of Marianne and François and what is in their speech bubbles. What kind of information do you think they have included in their video blogs? What do you think the phrases in the speech bubbles mean?

Étape 2: Écoutez

Listen to the video blogs and raise your hand when you think you hear Marianne and François say the words from the picture captions.



Étape 3: Résumez

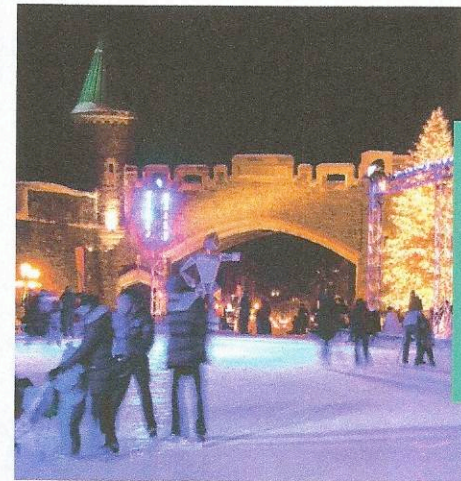
Listen and watch again. Based on what you see and hear, write two sentences about what you think Marianne and François are telling us in their video blogs.

Étape 4: Comparez

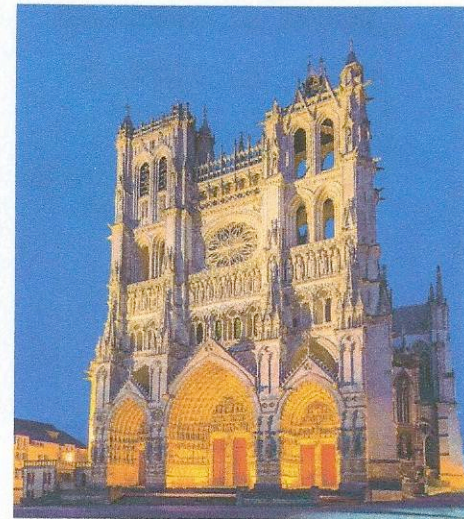
How are Marianne and François similar to you? How are they different? Share your observations in class and in your *EntreCultures 1* Explorer course.

Réflexion interculturelle

  What did you notice in the video about what Marianne and François like and don't like? She likes playing soccer and hanging out with friends and family. He says he likes to skateboard and read comics, but doesn't like doing homework. Are these likes and dislikes similar or different from yours? Do you think playing sports in Quebec is the same as in your school? Do you think homework in France poses the same or different challenges than homework in your school? In preparation for answering the questions in the discussion forum in Explorer, complete the *Diagramme de Venn* first.



Le Carnaval d'hiver de Québec

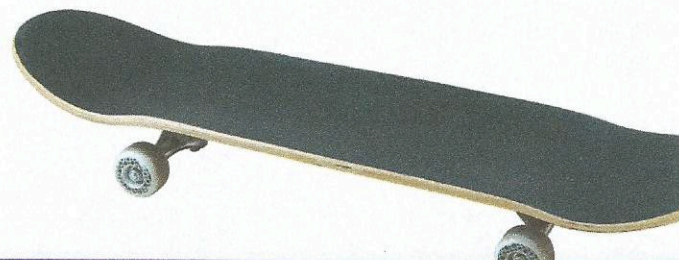


La plus grande cathédrale en France est à Amiens!



Mon progrès interculturel

I can identify some similarities and differences between Francophone young people and myself.

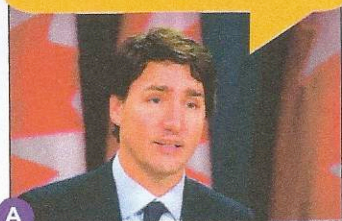


Communiquons

Comment dit-on? 1

🎧 Qui suis-je?

Je suis bilingue.
J'aime parler français et anglais.



A

Je suis élève.
J'aime étudier.



B

Je suis musicien.
J'aime jouer de la musique.



C

Je suis athlète et je suis sportif.
J'aime jouer au hockey.



D

Je suis sérieuse.
J'aime travailler et écouter aussi.

Je suis sérieux.
J'aime travailler et écouter.



E

Je suis chanteuse.
J'aime chanter et écouter de la musique.



F

Je suis américain.
J'aime habiter aux États-Unis.

Je suis américaine.
J'aime voyager en Californie.



G

Je suis artiste.
J'aime dessiner et peindre.



H


Activité 2

🎧 Qui suis-je?

Look at the photographs under **Comment dit-on? 1**. Then listen to the six speakers and write down the letter of the picture that corresponds to the speaker's identity.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____

Activité 3

 **Es-tu bilingue?**

Your teacher will ask you a series of questions about your identity. Listen carefully and follow the model to respond.

Modèle

Professeur: Es-tu bilingue?

Élève: Oui, je suis bilingue./Non, je ne suis pas bilingue.



Activité 4

Mon identité et ton identité
 **Étape 1: Écrivez**

Look at the list of identities in the chart and write *oui* or *non* in the first column (under *moi*) to indicate if they correspond or do not correspond to your identity.

les identités	moi	élève 1	élève 2	élève 3
musicien/ musicienne*				
athlète				
élève				
chanteur/ chanteuse				
artiste				
bilingue				
américain/ américaine				
sérieux/ sérieuse				

*If there are two versions of the word listed, use the first one (*musicien*) for a male and the second one (*musicienne*) for a female.

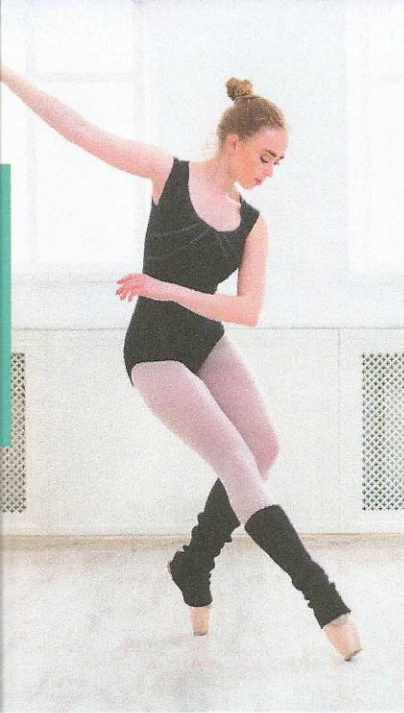

Stratégies
 **Interpretive Listening**

When listening to French, relax! You won't understand everything. Your goal for now is to understand a few familiar words and phrases as you listen. With practice, you will understand more.

Watch the listening strategies video in Explorer for more tips to help you understand spoken French.

Remember these tips:

1. Pay attention. Don't panic.
2. Note the words you understand.
3. Observe visual cues.



Zoom culture

Perspective culturelle: Justin Trudeau, un Canadien à plusieurs identités

Connexions

How do politicians in your community share their identities?

Justin Trudeau is the 23rd Prime Minister of Canada. However, before becoming a politician, he was a math and French teacher. He is bilingual, having grown up in a family that brought together the English and French influences throughout Canada. In his politics, he is a strong advocate of education and programs for young people, as well as the environment. The son of a former Prime Minister, Trudeau now has three children of his own.



Réflexion

Research the life and career of Justin Trudeau. How does he self-identify, both personally and professionally? Which perspectives does a bilingual politician bring to your community?

On peut aussi dire

Qui suis-je?

- acteur/actrice
- bénévole
- blogueur/blogueuse
- créateur/créatrice de mode
- cycliste
- danseur/danseuse
- explorateur/exploratrice
- inventeur/inventrice
- photographe
- poète
- scientifique

Étape 2: Demandez

Ask questions to three of your classmates, following this pattern, and record their answers in the chart in **Étape 1**.


Modèle

Élève A: Es-tu musicien(ne)?

Élève B: Non, je ne suis pas musicien(ne).




Élève A: Es-tu athlète?

Élève B: Oui, je suis athlète.



Mon progrès communicatif

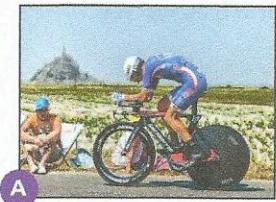
I can ask and answer simple questions about identity.



Activité 5

Des identités supplémentaires



A



B



C



D



E



F

Étape 1: Parlez

How many of the other identities listed in *On peut aussi dire* can you understand without using a dictionary?

Étape 2: Identifiez

Write the identity represented in each photograph.

1. _____ *cycliste* _____
2. _____
3. _____
4. _____
5. _____
6. _____

Étape 3: Décrivez

Which of these additional words would you use to describe yourself? Write sentences with *Je suis* _____.

On peut aussi dire

Qui suis-je?

- actif/active
- ambitieux/ambitieuse
- canadien/canadienne
- courageux/courageuse
- français/française
- généreux/généreuse
- québécois/québécoise
- végétarien/végétarienne

Détail grammatical

Les noms masculins/féminins

If there are two forms listed, the first one refers to a male (*masculin [m.]*), and the second one to a female (*féminin [f.]*). Note that some of the masculine forms end in *-eux* or *-eur* and the feminine forms may end in *-euse* or *-rice*. Also, some masculine forms may end in *-if* and the feminine form may end in *-ive*.

Mon progrès communicatif

I can understand words relating to identity to describe myself and others.



Gérard Depardieu, acteur français



Tableau de Claude Monet, artiste impressionniste



Jodie Foster, actrice américaine qui parle français

Activité 6

Les identités des personnes célèbres

One's profession is often an important part of one's identity.

🗨️ Étape 1: Demandez

Can you match these famous French speakers with their identity? Ask your *partenaire* some questions, connecting the person's name and identity with *est*, as in the model. Look up the people you don't know or consult a classmate to fill in the gaps in your knowledge.

Modèle

Élève A: Qui est Gérard Depardieu?

Élève B: Gérard Depardieu est acteur.

Les gens célèbres

1. Coco Chanel
2. Claude Monet
3. Céline Dion
4. Bradley Cooper
5. Christian Dior
6. Avril Lavigne
7. Emmanuel Macron
8. Jodie Foster
9. Stromae

Les professions

- acteur/actrice
- artiste
- chanteur/chanteuse
- créateur/créatrice de mode
- président

🗨️ 🧭 Étape 2: Associez

Now you will see a set of images that represent a number of well-known French speakers or products along with a list that corresponds to them. For each image, try to match at least two names and/or descriptors from the list.



Céline Dion

Napoléon

Zinedine Zidane

Stromae

Coco Chanel

Louis Pasteur

Marion Cotillard

Avril Lavigne

général

chanteur/chanteuse

canadien/canadienne

québécois/québécoise

français/française

scientifique

actrice

créatrice de mode

athlète

- A. _____ B. _____
 C. _____ D. _____
 E. _____ F. _____
 G. _____ H. _____



Réflexion interculturelle

Which personalities interest you most? Whom were you familiar with and how did you learn about that person or those people? Whom would you like to know more about and why? Investigate at least one person on the list about whom you did not know anything. Provide the information requested or answer the questions in the discussion forum in Explorer.



Mon progrès interculturelle

I can identify some famous French speakers, their professions, and their contributions.



Découvrons 1



Expressing Who I Am

Je parle français et espagnol. Et toi, tu **es** bilingue?

Oui, moi aussi. Je **suis** bilingue. Je parle français et italien.



Découvertes

  Read the dialogue above and notice the words in bold used to introduce identities (**es**, **suis**). What do you observe about the different forms? Can you figure out when to use **es** and **suis**? Discuss with classmates and teacher, view the **Découvrons 1** resources for this unit in your Explorer course, and check the **Synthèse de grammaire** at the end of this unit.



Activité 7

Vingt questions: Mon identité

 **Étape 1: Écrivez**

Look at these words. Select and write five words that describe your identity. Don't let anyone else see your words!

Noms

acteur/actrice

artiste

chanteur/chanteuse

créateur/créatrice de mode

cycliste

élève

photographe

chanteur/chanteuse

Adjectifs

actif/active

actif/active

ambitieux/ambitieuse

courageux/courageuse

sérieux/sérieuse

sportif/sportive

timide

 **Étape 2: Demandez et répondez**

Working with a *partenaire*, ask questions like the ones in the model until your *partenaire* answers affirmatively based on his or her list from *Étape 1*. Then switch roles. **Note:** Read the *Détail grammatical* concerning the verb *être* to help you use complete sentences in your answer.

Modèle

Tu es sportif/sportive?

Est-ce que tu es chanteur/chanteuse?

Détail grammatical
Le verbe être

The verb *être* is the most commonly used verb in French and is one way to express identity.

je suis *I am*
tu es *you (familiar/informal); are*
elle est *she is*
il est *he is*

To make the above forms negative, surround the verb form with the words **ne... pas**:

 je **ne suis pas**

 tu **n'es pas**

 il/elle **n'est pas**

**Mon progrès
communicatif**

I can ask and answer simple questions about identity.



r-r-r-r-r



Prononciation

Le son /r/

The French *r* is pronounced in the throat, as opposed to the English *r*, which is pronounced in the front of the mouth. You can practice making this sound by gargling with water. Notice that you can gargle while making a sound with your voice and also by simply blowing air through your throat. This is true with the French *r* as well, depending on the word. Your mouth must be open to pronounce the French *r*. The exact shape of your mouth depends upon which sounds are before or after the *r* in the particular word. Look at the following words and listen to François pronounce them. Also notice the shape of his mouth while he says them.

répétez	généreux
français	bonjour
croissant	créateur
courageuse	

Now practice saying these words yourself, trying to imitate how François, the native speaker, pronounces them. Bravo!



Mon progrès communicatif

I can write some simple sentences about identity.



Activité 8

C'est qui?

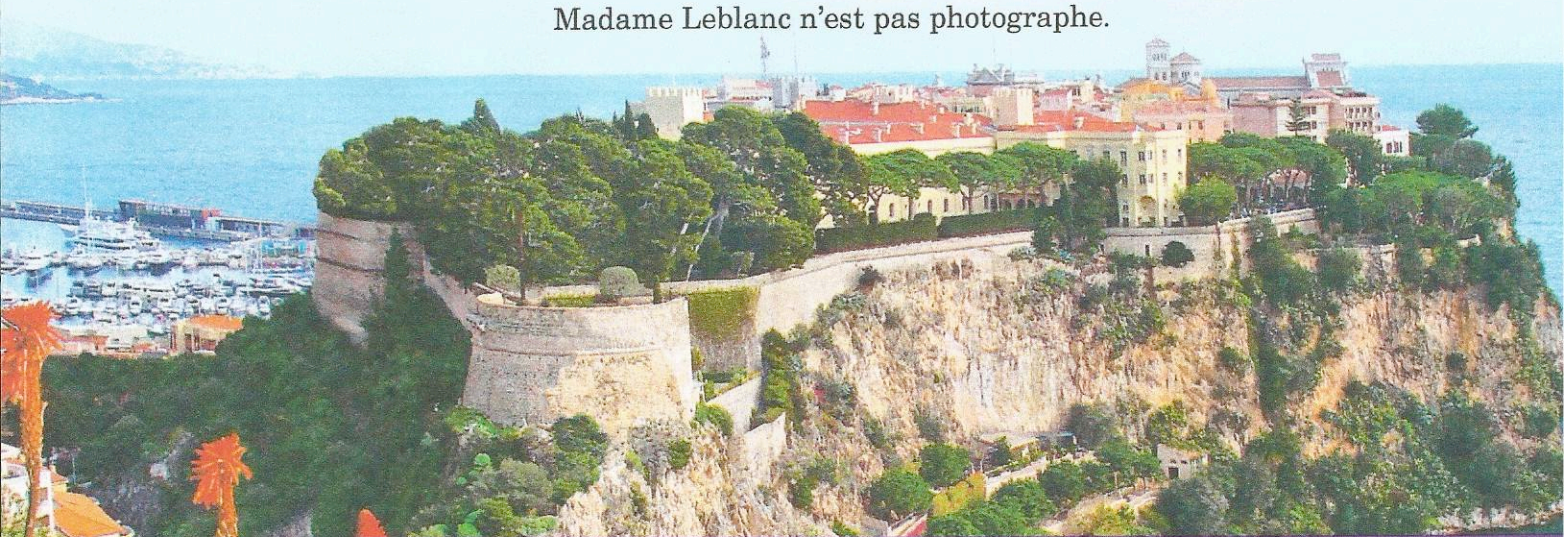
Now that you know the identities of some famous French-speakers, your classmates, and perhaps your teacher, see how many simple sentences you can write about them.

Modèles

Sophie est artiste.

Paul est actif.

Madame Leblanc n'est pas photographe.



J'avance 1

Les identités

Étape 1: Écrivez


Think of four people you know well and who are different from each other (different backgrounds, ages, interests...). Can you think of words and/or simple sentences you have learned to talk about their identities? List as many as possible for each person.

A member of your family	A classmate	Another classmate	An adult in your community






Étape 2: Demandez et répondez

Pair up with a student in your class whom you have not yet met. Ask and answer questions to find out as much as you can about him/her. Add the information you learn about your *partenaire* to the chart in *Étape 1*. Record your entire conversation in Explorer and remember that all of the materials for *J'avance 1* can be found in Explorer.

 **Mon progrès communicatif**

I can ask and answer simple questions about identity.

Le Rocher de Monaco à gauche et le quartier Fontvieille à droite.



Comment dit-on? 2

Mes activités préférées

J'aime



1

écouter de la musique



2

danser



3

manger



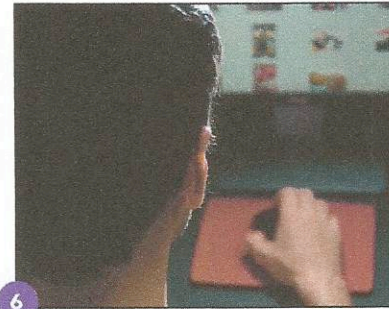
4

lire



5

jouer



6

surfer sur internet



7

regarder une série/un film



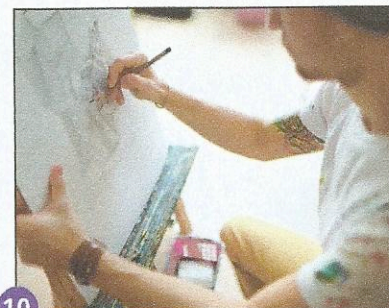
8

passer du temps avec des amis



9

aller au café/cinéma



10

dessiner



11

étudier



12

jouer de la musique

Activité 9

  **Quelle identité?**

Listen to the speakers share their favorite activity and select the correct identity.

- | | |
|-------------------|----------------|
| 1. a. inventeur | b. musicienne |
| 2. a. photographe | b. bénévole |
| 3. a. blogueur | b. végétarien |
| 4. a. cycliste | b. danseuse |
| 5. a. poète | b. élève |
| 6. a. athlète | b. musicien |
| 7. a. artiste | b. explorateur |

On peut aussi dire

chanter	to sing
discuter	to discuss
dormir	to sleep
écrire	to write
habiter	to live
jouer aux jeux vidéo	to play video games
peindre	to paint
travailler	to work
voyager	to travel

Activité 10

   **Logique ou illogique**

Which of these sentences are logical? Rewrite the illogical sentences so they make sense.

Modèle

Je suis athlète; j'aime jouer du piano.

illogique: Je suis athlète; j'aime jouer au football.

- Je suis artiste; j'aime dessiner.
- J'aime surfer sur internet; je suis musicien.
- Je suis une élève; j'aime étudier le français.
- J'aime danser; je suis photographe.
- J'aime manger des hamburgers; je suis végétarien.


Mon progrès communicatif


I can understand some words and phrases relating to activity preferences.





Zoom culture

Pratique culturelle: Le handball

 Connexions

Which sports are most popular where you live? Are these sports played around the world, or just in your geographic area? Why do you think that is?

Le handball is one of the most popular sports in France (with soccer, rugby, tennis and cycling). This sport, which originated in Germany, is played in teams of seven, either indoor or outdoors, though for competitions, it is generally played inside. Equally popular for girls and boys, **le handball**, is played using only the players' hands, as its name implies. France's national women's and men's handball teams both earned silver medals in the 2016 Summer Olympics.


 Réflexion

Research how handball is played. Which popular sport where you live is it most like? How is it different?

Activité 11



 Qu'est-ce que j'aime?

Which activity is associated with each person described below? Select the logical option.

- Je suis le capitaine de l'équipe de foot de Paris Saint Germain. J'aime _____ au foot.
a. manger b. parler c. jouer
- Je suis un élève au Collège LaSalle à Montréal. J'aime _____ la biologie.
a. habiter b. étudier c. dessiner
- Je suis la chanteuse célèbre québécoise Céline Dion. Je suis bilingue. J'aime _____ en français et en anglais.
a. lire b. travailler c. chanter
- Je suis bénévole à l'UNICEF. J'aime _____ dans ma communauté.
a. travailler b. écouter c. danser
- J'aime *Roméo et Juliette* et *Hamlet*. J'aime _____ les pièces de Shakespeare.
a. dormir b. lire c. peindre
- Je suis sociable. J'aime _____ avec des amis.
a. discuter b. manger c. voyager



Réflexion interculturelle

  What are the most popular sports in your region? Are there any sports that are popular in your region, Quebec and France?

Reflect back on the video blogs from Marianne and François. In which sports do you or the bloggers participate? Describe some similarities and differences about sports at your school, in Quebec, and in France. Answer the questions in the discussion forum in Explorer.



Mon progrès interculturel

I can identify popular sports in Quebec and France and how they are similar to or different from sports in my community.



Activité 12

Les activités préférées des Français

Les 10 principaux loisirs des Français



1. Surfer sur internet



2. Regarder la télévision



3. Voir des amis, la famille



4. Écouter la musique



5. Aller au cinéma



6. Jouer aux sports



7. Cuisiner



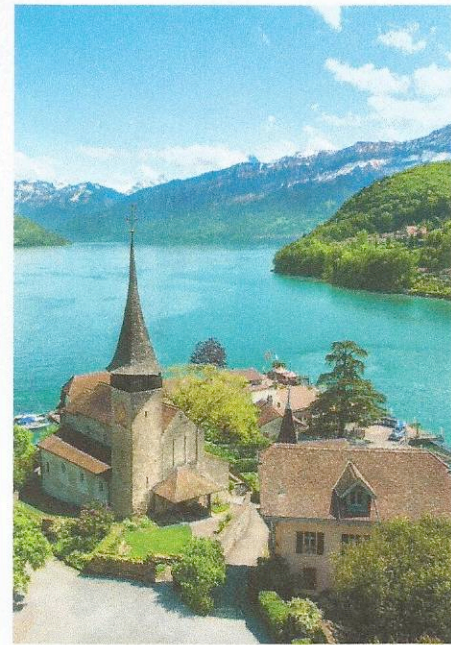
8. Faire des activités culturelles



9. Lire



10. Faire du shopping



Berne, Suisse

Étape 1: Demandez et répondez

Read the infographic and infer meaning of words you do not know. Then, ask a *partenaire* whether he or she likes or dislikes the activities listed.

Modèle

Élève A: Est-ce que tu aimes lire?

Élève B: Oui, j'aime lire./Non, je n'aime pas lire.

Étape 2: Comparez

Compare your answers from *Étape 1*. Which pastimes do you share with your *partenaire*?

Modèle

Je suis comme François parce que j'aime...



Mon progrès communicatif

I can ask and answer questions about activities that I like and dislike.



Découvrons 2

Expressing Preferences



Salut! Est-ce que **tu aimes** écouter de la musique classique?

Non, je **n'aime pas** écouter de la musique classique.

Oui, j'**aime** beaucoup la musique moderne.



Découvertes

  Read the dialogue and notice the words in bold. What do you observe about the different forms? Can you figure out when to use **j'aime** and **tu aimes**? Discuss with classmates and teacher, view the **Découvrons 2** resources for this unit online in Explorer, and check the **Synthèse de grammaire** at the end of this unit.



Activité 13

Vingt questions: Quelles activités aimes-tu?

Étape 1: Écrivez

Look at these words. Select and write five (5) activities you like to do. Don't let anyone see your words!

Activités

- | | |
|------------------------------------|-------------------------------|
| manger des hamburgers/salades | jouer aux jeux vidéo |
| jouer au foot/basket/volley/tennis | étudier |
| lire | écrire |
| travailler dans ma communauté | peindre |
| parler français | passer du temps avec des amis |
| jouer de la guitare/du piano | chanter |
| discuter | ... |

Étape 2: Demandez et répondez

Work with a *partenaire*. Ask and answer questions like the ones in the model. Include some of the *Expressions utiles* to react to your partner's answers.

Modèle

Élève A: Émilie, est-ce que tu aimes jouer de la guitare?

Élève B: Oui, j'aime ça.

Élève A: Ah, tu es musicienne. C'est super!

Élève A: Jacques, est-ce que tu aimes jouer au hockey?

Élève B: Non, je n'aime pas ça.

Élève A: Ah, tu n'es pas athlète.



Détail grammatical

Les questions avec est-ce que

Est-ce que is a quick and easy tool used to phrase questions in French. When you see it at the beginning of a question, it means that it's a yes or no question.

Par exemple:

The question: *Est-ce que tu aimes le chocolat?*

Can be answered either by:

Oui! J'aime le chocolat!

Or: *Non, je n'aime pas le chocolat.*

You will soon learn other ways that it can be used to phrase questions.

Expressions utiles

Réactions

You can react and express interest in what people tell you in French by using the following expressions.

C'est intéressant!

That's interesting!

C'est super!

That's great!

Moi aussi!

Me too!

Moi non plus!

Me neither!

Très bien!

Very good!



Mon progrès communicatif

I can identify key words and some information in an online ad for a summer camp.



Activité 14

Les activités d'été



Étape 1: Lisez et écrivez

You are searching for a summer camp in France. Look for different activities on this advertisement for a French summer camp. Make a list of activities that you like and don't like to do. Practice writing simple sentences using *J'aime* and *Je n'aime pas* + the activity.

Saint-Yrieix-la-Perche

SPORT ACADEMY

Un mot d'ordre pour ce séjour : le sport ! Notre Sport Academy pose ses valises à Saint-Yrieix-la-Perche dans un complexe dédié exclusivement aux sports ! Pas moins de 7 stages sportifs vous sont proposés ! Un concept unique en son genre que vous ne serez pas prêts oublier.



DATES DES SÉJOURS

Toussaint 2017
22-28 octobre
29 octobre - 4 novembre

Printemps 2018
15-21 avril



ÂGE TRAIN CENTRE DE VACANCES SALLE INFORMATIQUE

ACTIVITÉS COMPLÉMENTAIRES - Sports collectifs, piscine, jeux de société, jeux vidéo...

SOIRÉES - Structures gonflables dans la piscine, quiz musical, visionnage des grands moments sportifs en fonction du stage choisi, disco, jeux, DVD...

HÉBERGEMENT - Les jeunes sont logés à Saint-Yrieix-la-Perche. Les jeunes sont logés dans des chambres de 1 à 4 lits. Pension complète, les repas sont pris dans le restaurant du centre. Les infrastructures sportives se trouvent sur place ou à proximité. Centre aquatique.

VOYAGE - Train accompagné Paris-Limoges puis transfert en autocar privé. Préacheminement des villes de province.



À choisir au moment de l'inscription



TENNIS ACADEMY

POUR LES MORDUS DE TENNIS

15 heures/semaine. Encadrées par des moniteurs brevet d'Etat. Le stage se déroule au club de Saint-Yrieix sur 3 courts couverts et 1 court extérieur. Vous travaillez les bases techniques, tactiques dans des groupes de niveau. Travail au panier, exercices à thème, matches dirigés, tournoi. Chaque séance débute par des échauffements physiques. Une séance vidéo est organisée durant le stage pour étudier votre progression.

BASKET ACADEMY

UN OBJECTIF, LE ALL STAR GAME!

15 heures/semaine. Encadrées par des moniteurs brevet d'Etat. Travail sur des ateliers : technique individuelle offensive et défensive (shoot, passes, dribble, déplacement, marquage et démarquage), apprentissage des formations tactiques. Matches à thème, All-Star Game, concours...

FOOTBALL ACADEMY

POUR NE PLUS ÊTRE HORS JEU!

15 heures/semaine. Encadrées par des moniteurs brevet d'Etat. Travail sur des ateliers : technique individuelle offensive et défensive (tir, passe, contrôle, déplacement, marquage et démarquage), apprentissage des formations tactiques. Matches à thème, tournoi, concours, séance vidéo.

Une question ?
0145 30 91 91



j'aime



je n'aime pas



  **Étape 2: Comparez**

Compare your list with a *partenaire* by asking questions if they like or dislike a specific activity. Which activities do you both enjoy? Which activities do you both dislike?

  **Étape 3: Écrivez**

Write three summary sentences about your conversation from *Étape 2*. Use the model below, but don't forget to add in the name of your *partenaire* and the activity. Share your findings in a discussion forum in Explorer.

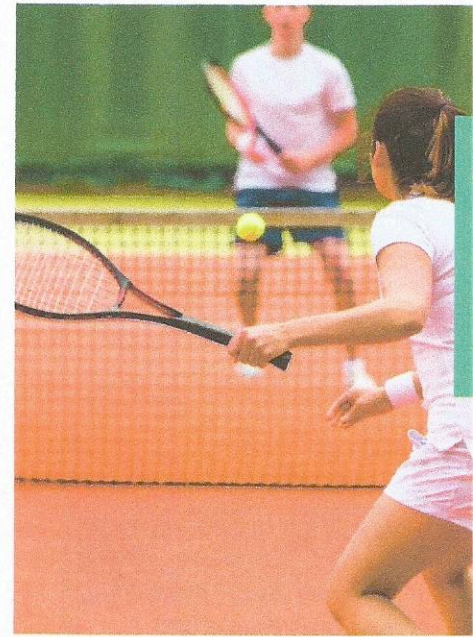
Modèle


Je suis comme _____ (nom du partenaire) parce que j'aime _____.

Je ne suis pas comme _____ (nom du partenaire) parce que je n'aime pas _____.




   **Étape 4: Comparez et écrivez**

Using the same format as *Étape 3*, write sentences comparing yourself with Marianne and François. Watch the video blogs again and take a few notes to help you with your writing and then submit your sentences in Explorer.



 **Mon progrès communicatif**

I can write simple sentences about myself and activities that I like and I don't like.



Activité 15


  **Préparons-nous pour les colonies de vacances!**

Imagine that you will spend time at a summer camp in France or Quebec. In order to make the best choice of which camp to attend, communicating with a camp director is a wise move. In this activity, you will play the role of a prospective camper who is providing information to the French-speaking camp director, who has requested you to leave this information on his or her voicemail. You must answer in short, but complete sentences in French. Here is a list of information that must be provided in this recording:




- your name
- age
- birthday
- where you are from
- likes
- dislikes

Modèle

Je m'appelle Paul Carson. J'ai 17 ans. Mon anniversaire est le 22 mai. Je suis de Chicago. J'aime parler français et j'aime aussi jouer au football. Je n'aime pas regarder les films.

 **Mon progrès communicatif**

I can introduce myself and provide some basic information about my identity.

Rabat, Maroc



Prononciation

Le son /e/

One of the most common sounds that you will encounter in French is the sound equivalent to the English combination “ay,” as in the words “day” and “say,” but stopping the word before arriving at the point where the “y” is pronounced, making the sound shorter. Let’s take a look at a variety of French words with combination of letters and accents that produce that sound.

The first example is the letter e with the accent aigu = **é**. Words that feature this accented “e” include the following:

<i>café</i>	<i>fiancée</i>
<i>matinée</i>	<i>élève</i>
<i>enchanté</i>	

A second example of French spelling that produces that same sound are words that end in the letters **-ez**. There are a number of classroom commands with which you are familiar that end in this combination that include the following:

<i>écoutez</i>	<i>répétez</i>
<i>parlez</i>	<i>regardez</i>

You will encounter verbs that have the **-ez** ending throughout your studies of French.

There is a third group of French words that also produce the same sound. The majority of French verbs end in the letters **er** in their most basic form, which is called the infinitive. Here is a small list of some of those verbs:

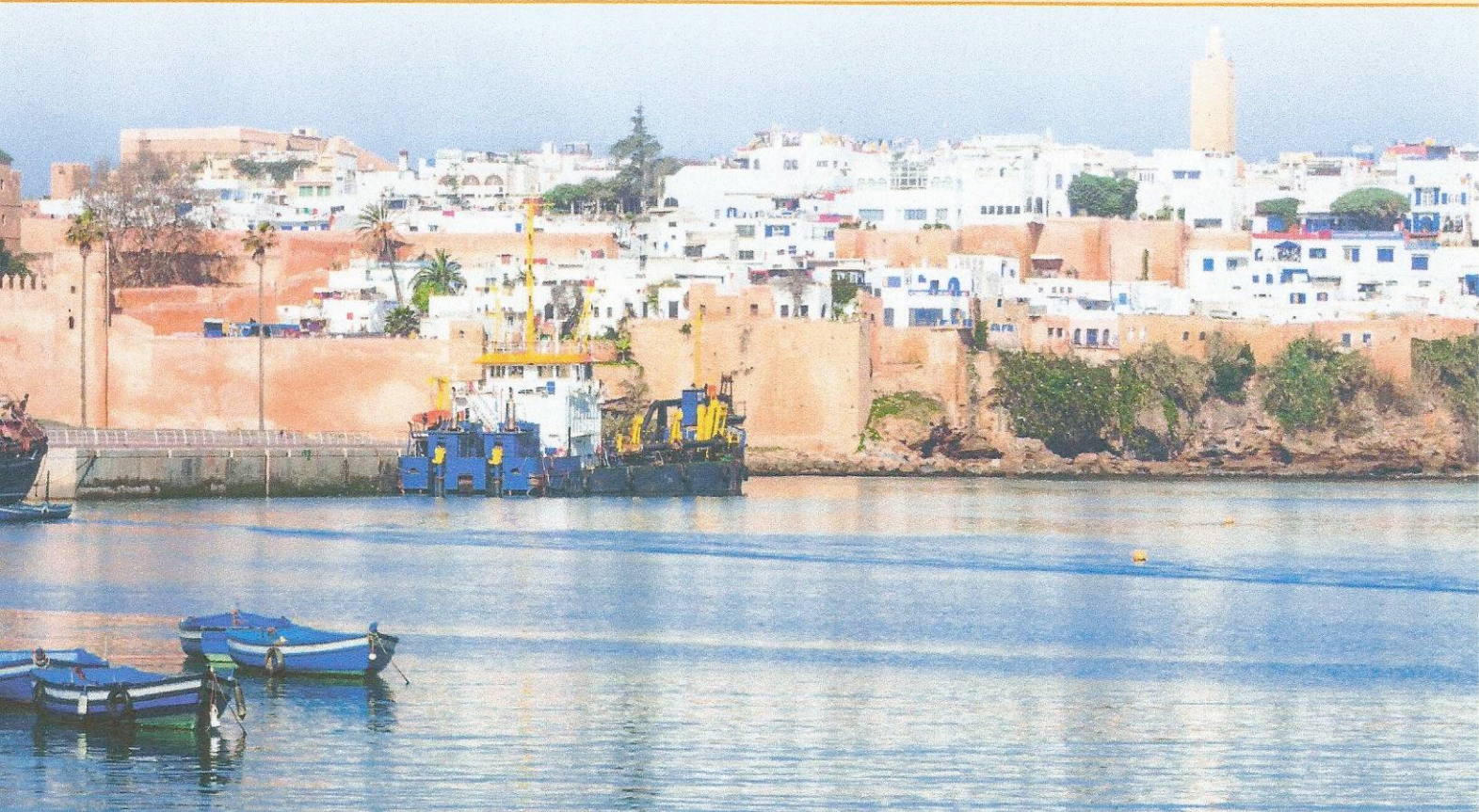
parler = to speak	voyager = to travel
danser = to dance	discuter = to discuss
téléphoner = to phone	

We don’t want to forget some of the months that we have learned that would include the following:

janvier
février

Words that end in **-et** also have that similar sound:

ballet
juillet
et



Activité 16

Partager sa chambre

You have selected the perfect summer camp to attend. Now, you just have to pick a roommate for your cabin.


  **Étape 1: Lisez et écrivez**

Look at the notes posted on the camp website by four possible roommates to find out about their interests. Select the one most compatible with you. Copy the phrases that indicate things you have in common.




  **Étape 2: Écrivez**

Write a note to the student you have chosen to be your roommate. Introduce yourself and include the following information. You can use your notes in *Étape 1* as a model.

- Your name
- Your age (*j'ai ____ ans*)
- Origin (where you are from)
- Three things you like to do.
- Three things you don't like to do.

 **Mon progrès communicatif**

I can write simple sentences about myself and activities that I like and I don't like.

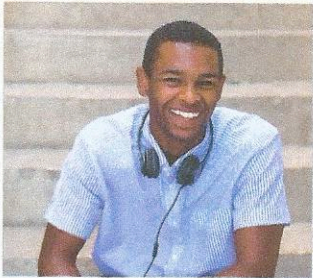








Salut! Je m'appelle Isabelle Gagnon. J'habite à Montréal, au Canada. J'ai quinze ans et j'aime passer du temps avec des amis, discuter et aller au cinéma.

Je n'aime pas peindre, écrire des poèmes ou étudier.



Salut! Je m'appelle Omar Kacemi. J'habite à Agadir, au Maroc. J'ai quatorze ans et j'aime beaucoup surfer sur internet, jouer à des jeux vidéo et dormir.

Je n'aime pas jouer de la musique, jouer au sport ou chanter.



Bonjour! Je m'appelle Nicolas Dubois et j'ai dix-sept ans. J'habite à Pau, en France. J'aime beaucoup lire, jouer au foot et écouter de la musique.

Je n'aime pas dessiner, travailler ou manger des légumes.



Bonjour! Je m'appelle Malika Dallier. J'ai quinze ans. J'habite à Saint-François, en Guadeloupe. J'aime beaucoup habiter en Guadeloupe et voyager en Haïti.

Je n'aime pas peindre, regarder des films ou jouer au basket, mais j'aime beaucoup jouer au foot.



J'avance 2

Je me présente

You have decided to compete for a state-wide scholarship to help fund the cost of going to a Francophone country as part of an exchange program. In order to introduce yourself to the scholarship committee (made up of French teachers), you need to prepare a video presentation that you can use to introduce yourself.

Étape 1: Écrivez

You have learned that previous applicants have used many tools for visual support in their videos and you need to choose which you will use for your presentation. The options are as follows:

- multimedia presentation
- poster
- photo book or collage


In your presentation tool, be sure to incorporate pictures, drawings or symbols to illustrate and support written statements about yourself including:

- | | |
|-------------|----------------------|
| • your name | • where you are from |
| • age | • likes |
| • birthday | • dislikes |



Mon progrès communicatif

I can write simple sentences about myself and activities that I like and I don't like.







Mon progrès communicatif

I can introduce myself and provide some basic information about my identity.



Étape 2: Parlez

Now that you have the support of a presentation tool, you are ready to make a video to introduce yourself to the committee. The narration of your video presentation should consist of a minimum of eight sentences incorporating all the information in your presentation tool. All of the materials for *J'avance 2* can be found in Explorer.



Comment dit-on? 3

Questions et réponses



Comment t'appelles-tu? —Je m'appelle **Christine**.

Comment ça va? —**Ça va bien**.

D'où viens-tu? —Je viens de **Chicago**.

Quelle est la date? —C'est le **15 septembre**.

C'est **quand** ton anniversaire? —C'est le **27 août**.

Quel âge as-tu? —**J'ai 15 ans**.

Est-ce que tu es élève? —**Oui, je suis élève**.

Qu'est-ce que tu aimes étudier? —**J'aime étudier le français et les cultures (f. pl.) francophones**.

Pourquoi est-ce que tu étudies le français? —**Parce que j'aime voyager au Canada**.

Tu parles bien français! **Qui** est ton professeur? —**Monsieur Leclerc est mon professeur**.

Activité 17

Questions en conversation

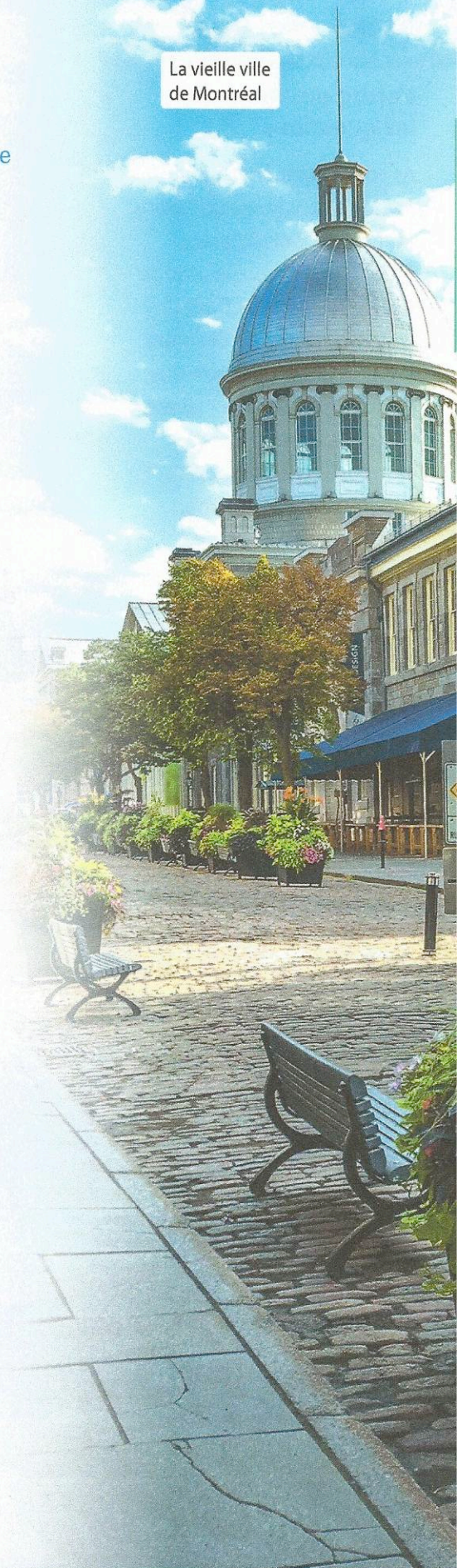
Étape 1: Écoutez

Listen to Marianne and her friend ask each other some of the questions above. See if you can figure out what the questions and answers are in their conversation.

Étape 2: Parlez

Now it's your turn. Find a **partenaire** and have a similar conversation by asking and answering basic questions. Record a video of your conversation in your Explorer course.

La vieille ville de Montréal



Détail grammatical

L'ordre des mots dans les questions

As you continue to study French, you will see questions that might look different from the ones you've used so far. There is a lot of flexibility in French to switch the word order in questions. However, you will generally see all the same important question words, so pay attention to the question word (who, what, when, where, why, how, how much, how many, which) and the action.

Look at these other questions and see if you can figure out what they are asking:

- **Qu'**aimes-tu étudier?
- Tu as **quel** âge?
- Tu t'appelles **comment**?
- **Quand** est-ce que tu voyages, en général?
- Tu viens d'**où**?
- **Pourquoi** est-ce que tu aimes la musique classique?
- Tu préfères **qui** comme chanteur?

Activité 18

Conversations avec de nouveaux amis

Match the questions on the left with the logical answers on the right.

Conversation avec Camille

- | | |
|---|---|
| 1. Comment t'appelles-tu? | a. Oui, je suis élève au lycée Montaigne. |
| 2. D'où viens-tu? | b. J'aime étudier la science. |
| 3. <i>Est-ce que</i> tu es élève? | c. Je m'appelle Camille. |
| 4. <i>Qu'est-ce que</i> tu aimes étudier? | d. C'est le 23 novembre. |
| 5. Quelle est la date? | e. Je suis de Montréal. |

Conversation avec André

- | | |
|---|--|
| 1. Comment ça va? | a. Parce que j'aime les cultures francophones. |
| 2. C'est quand ton anniversaire? | b. Ça va comme ci comme ça. |
| 3. Quel âge as-tu? | c. C'est le 17 juillet. |
| 4. Pourquoi <i>est-ce que</i> tu étudies le français? | d. Madame Simard est mon professeur. |
| 5. Qui est ton professeur? | e. J'ai 14 ans. |




Oran, Algeria


Activité 19

  **Réponses possibles**

You will hear a series of questions asked in French. For each of the eight questions, there will be one appropriate response that you will select from the three choices offered. Mark the correct letter in the column on the right.

 **Mon progrès communicatif**

I can understand information related to identity and preferences.



	A	B	C
1.	Je m'appelle Zoë.	C'est le premier avril.	Je suis artiste.
2.	Ça va mal.	Oui, j'adore jouer au hockey.	Je suis de Québec.
3.	Je suis de Gaspé.	Je suis musicien.	Monsieur Boucher.
4.	C'est le 8 février.	Je suis poète.	J'ai 17 ans.
5.	Je suis du Canada.	Je suis élève.	Ça va très bien!
6.	J'aime la musique.	J'aime jouer au football.	Je suis blogueur.
7.	C'est le 30 janvier.	Je m'appelle Georges.	Je parle français et anglais.
8.	Monsieur Tremblay	J'ai 16 ans.	J'aime lire.

Activité 20

  **Entretien**

Write down five questions in French that will allow you to find out interesting information about your classmates. Then interview each other to get to know each other better. Keep practicing until you can ask and answer questions confidently. Then, record your interview in your Explorer course.



Modèle


Élève A: Quel âge as-tu?

Élève B: J'ai seize ans.


Élève A: Tu aimes quelles activités?

Élève B: J'aime jouer au football et chanter.



 **Mon progrès communicatif**

I can ask and answer questions to get to know another person.



Activité 21

Le festival d'été de Québec

Étape 1: Lisez et écrivez

Look at the poster for *Le festival d'été de Québec* and fill in the *Organisateur en forme d'Y* (Y-chart) making sure to think about the answers to a variety of questions (who, what, where, when, why). After filling in your chart, compare your answers with a *partenaire* and add to your chart based on your discussion.

Je vois...

Je pense...

Je me demande...

Je vois: Muse is performing on July 16.

Je pense: There are a lot of interesting concerts.

Je me demande: What would I see on social media about this festival?

6 AU 16 JUILLET 2017

50 FESTIVAL D'ÉTÉ DE QUÉBEC

infestival.com

6 JUILLET ISABELLE BOULAY
MELISSA ETHERIDGE | DJ SHADOW | HOMMAGE À DESJARDINS | THE ZOMBIES
THE BARR BROTHERS, BASSEKOU KOUYATÉ & AMY SACKO
ACID ARAB (DJ SET) | THROES - THE SHINE | BIXIGA 70 | JACQUES JACOBUS | RIA MAE | ...

7 JUILLET KENDRICK LAMAR
ANDERSON . PAAK & THE FREE NATIONALS | WOLF PARADE
BERNARD ADAMUS | TONY ALLEN (TRIBUTE TO ART BLAKEY)
THE NEW PORNOGRAPHERS | DEAD OBIES | PLANTS AND ANIMALS
LEILA MCCALLA | THE WOODEN SKY | THE ATOMICS | COREY LEDET & HIS ZYCOO BAND | ...

8 JUILLET P!NK
PIERCE THE VEIL | K.FLAY | PAY THOMAS & THE KWASHIBU AREA BAND
LES SŒURS BOULAY | CROWN THE EMPIRE
GRADE MITCHELL | AVEC PAS D'CASQUE | THE EXCITEMENTS | PETER PETER
THE BEACHES | NEVER MORE THAN LESS | BIRDS OF BELLWOODS | ...

9 JUILLET BACKSTREET BOYS
NICK JONAS | MICHEL FUGAIN & PLURIBUS | PINK MARTINI
DEATH FROM ABOVE 1979 | LA CHICANE
JONATHAN HOY | BRIS | GEOFFRIDY | MYDOK RABYCAD | HEAT | SAMITO | SALLY FOX | ...

10 JUILLET LADY ANTEBELLUM
DNCE | LOS LONELY BOYS | FRED FORTIN
KELSEA BALLERINI | ARKELLS | BROG | GABRIELLE SIMON
NEWCAPLAN & THE CASUAL SMOKERS | TALISCO | TETE | LES DALLS HANWEGHCK | ...

11 JUILLET LES COWBOYS FRINGANTS
MIGGS | PHANTOGRAM | LISA LEBLANC
ARKELLS | JAZZ GARTIER | DAKHABRAKHA
LES QUINLES | THI SHI | MANU MILITARI | MRODOWANA STAR | ...

12 JUILLET FLUME
FETTY WAP FEAT. MONTY | BOBBY BAZINI | MICHEL LOUVAIN
DORIS | MATT HOLUBOWSKI | BADBADNOTGOOD | A TRIBE CALLED TRIBE
LEIF VOLLEBEKK | DAN PAQUET | DOINKNY | ...

13 JUILLET THE WHO
LES TROIS ACCORDS | MXPX | THE STRUTS
JESSE ROYAL | MEN WITHOUT HATS | JO MERSA MARLEY
THE WITTY M | LYNDONAT | HIGH & MIGHTY BRASS BAND | MUTET | NICKLAS MICHALIK | ...

14 JUILLET METALLICA
THE STRONCHILLAS | AMADOU & MARIAM | RYMZ | VOIVOD | BROUENLAND
LARY HIDD | THE SOUL JAZZ ORCHESTRA | CARAVANE | THE DAMN THE 11
LONDON BUCKET ORCHESTRA | MIX MASTER MIKE OF THE BEATLES OF THE | ...

15 JUILLET GORILLAZ
OF MICE & MEN | DANNY BROWN | FOY YANCE
THE DEVIL WEARS PRADA | YANN PERREAU | KELELA | ANDY SHAUF
MIBIHALA | EMILE BILLODEAU | MAUVES | RATON LOVER | KEYCHAIN | ...

16 JUILLET MUSE
DALLEZ D'OLIM | BEN L'ONCLE SOUL | MONDO COZMO | HOMMAGE À ROB WALSH
BEYRIES | THE GLORIOUS SONS | YOMITAN BAY | THE HAZZY BOARDS
LESDO VROUVEN | JULIAN TAYLOR HANN | ...

... et plus encore!

Logos: Bell, infestival.com, Facebook, Twitter, YouTube, Instagram, Snapchat, Messenger.

FESTIVAL D'ÉTÉ DE QUÉBEC (2017), "50 FESTIVAL D'ÉTÉ DE QUÉBEC". Retrieved from <http://tinyurl.com/yac9y2qj>.

  **Étape 2: Lisez**

Complete the table below using the poster from *Étape 1* to find five unfamiliar artists. Then use other resources to learn more about them. Make sure to note where you found the information and that it is a reputable source. Go to your Explorer course for the graphic organizer.



Les Cowboys Fringants



nom d'artiste	genre de musique	nationalité	langues utilisées	ressource(s)
<i>Les Cowboys Fringants</i>	<i>folk</i>	<i>canadiens</i>	<i>français</i>	<i>www.cowboysfringants.com</i>

   **Étape 3: Répondez**

Choose one artist from *Étape 2* and research their life in depth and listen to their music. Share your answers in a discussion forum in Explorer.

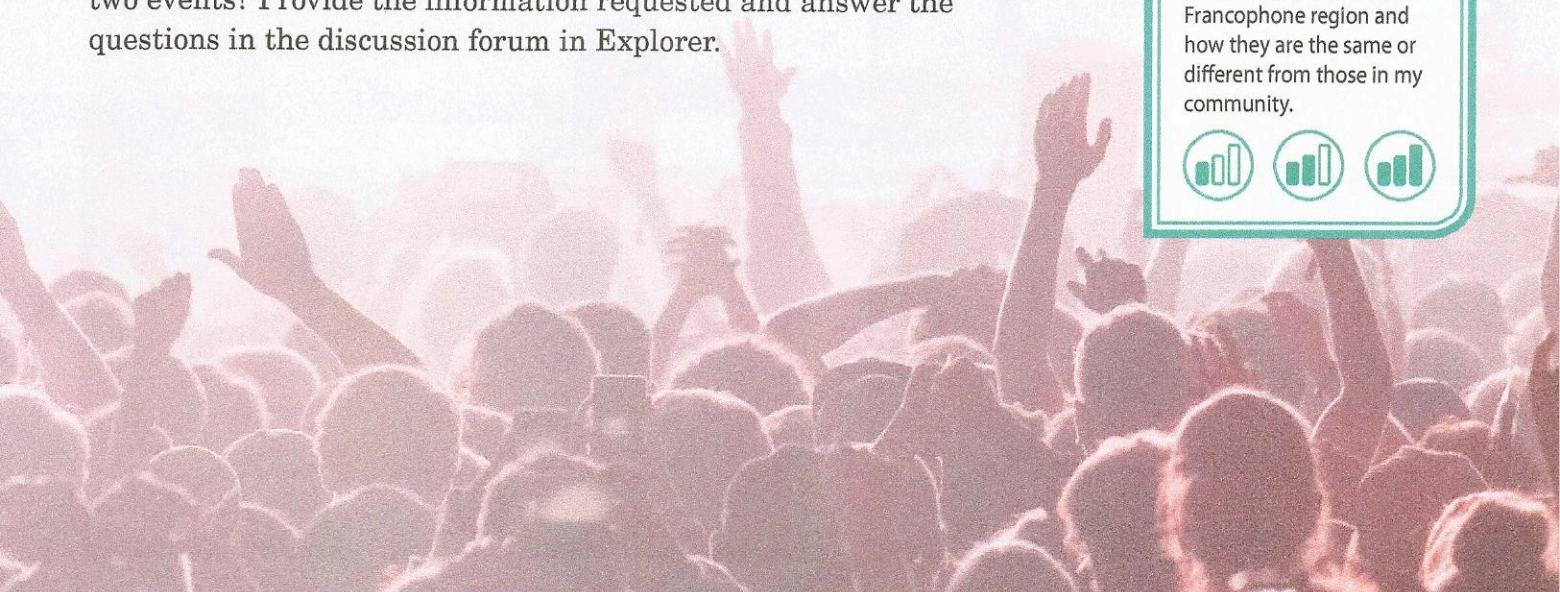
1. How does their identity influence their music? What can you learn about their life from their art?
2. Do you like their music? Why or why not?

Réflexion interculturelle

  Using the *Diagramme de Venn* in Explorer, compare a music festival or concert in your region to the *Festival d'été de Québec*. What is the same and what is different about the two events? Provide the information requested and answer the questions in the discussion forum in Explorer.

 **Mon progrès interculturel**

I can identify musical events and musicians in a Francophone region and how they are the same or different from those in my community.



Découvrons 3

Asking and Answering Questions

Bonjour! Comment t'appelles-tu?

Je m'appelle Jacques.

Tu as quel âge?

J'ai 7 ans.

D'où viens-tu?

Je viens de Montréal.

C'est intéressant! Tu parles quelles langues?

Je parle trois langues: le français et l'anglais et j'étudie l'espagnol à l'école.

C'est impressionnant!



Qu'est-ce que tu aimes étudier?

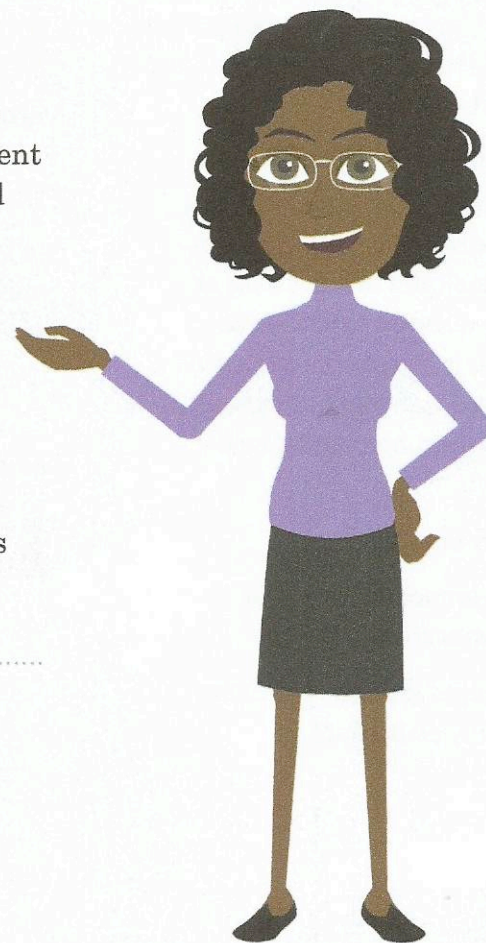
J'aime étudier le français et les cultures francophones.

Pourquoi est-ce que tu étudies le français?

Parce que j'aime voyager au Canada.

Découvertes

  Read the dialogues and notice the words in bold used to ask and answer questions. What do you observe about the different forms? Do you notice any patterns? Discuss with classmates and your teacher. View the **Découvrons 3** resources for this unit in Explorer and check the **Synthèse de grammaire** at the end of this unit.



Activité 22

Un sondage: Quel âge as-tu?

Are you and your classmates the same age? Ask five of them this question to find out.

Modèle

Élève A: Quel âge as-tu?

Élève B: J'ai 14 ans. Et toi?

Élève A: J'ai 15 ans.

Élève A: Quel âge as-tu?

Élève B: J'ai 15 ans. Et toi?

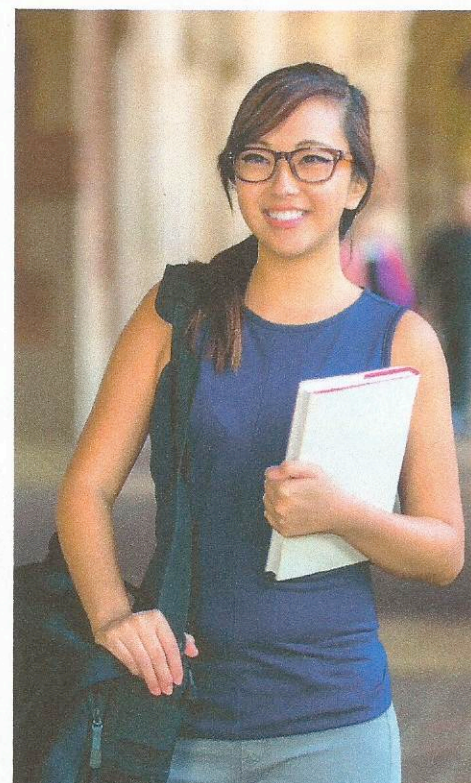
Élève A: Moi aussi!

Activité 23

Informations pratiques

It is a new school year and your French teacher asks you to answer the following questions to learn more about you. Write your answers using complete sentences.

1. Comment t'appelles-tu?
2. Tu as quel âge?
3. D'où viens-tu?
4. C'est quand ton anniversaire?
5. Tu parles quelles langues?
6. Quelles activités aimes-tu?
7. Pourquoi est-ce que tu étudies le français?



Détail grammatical

Est-ce que

Earlier, you learned that when **est-ce que** is placed at the beginning of a question, it indicates that it is a yes or no question. When **est-ce que** is placed after a question word, it should be followed by the subject and then the verb.

Par exemple:

Pourquoi est-ce que tu aimes chanter?

Quand est-ce que tu aimes jouer au basket?

Activité 24

Quelles langues est-ce que tu parles?

🗣️ Étape 1: Demandez et répondez

Is your class multilingual? Learning a language takes practice and sometimes classes to help you understand how to read, write, speak, and understand.

Ask your classmates questions to find out what languages they speak. Follow the model and include appropriate expressions such as **c'est intéressant!**, **c'est super!**, **moi aussi!**, or **moi non plus!** to acknowledge your classmates' answer.

Modèle

Élève A: Est-ce que tu parles italien?

Élève B: Non, je ne parle pas italien.

Élève A: Ah, _____.

Élève A: Est-ce que tu parles anglais?

Élève B: Oui, je parle anglais.

Élève A: _____.



   **Étape 2: Regardez**

It is common for young people to learn multiple languages in many countries. Look at this poster for language classes in France and organize your observations in an *Organisateur en forme d'Y*. Consider the questions: *qui?*, *quand?*, *où?*, *pourquoi?* and *comment?* while filling in the graphic organizer. Then, discuss your observations with a *partenaire* and add to your chart based on your discussion.

COURS de LANGUES

organisés par le
Centre de Formation Plurilingue



lundi, mardi, mercredi, jeudi, vendredi:
de 15h30 à 20h30

HORAIRE	samedi de 14h00 à 16h00 et de 17h30-19h30	dimanche de 10h à 11h30 et de 13h à 14h30
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Sessions cours du soir

3 février: anglais / turc

28 avril: russe / français

21 juillet: chinois / anglais

13 octobre: italien / allemand

C

F

P

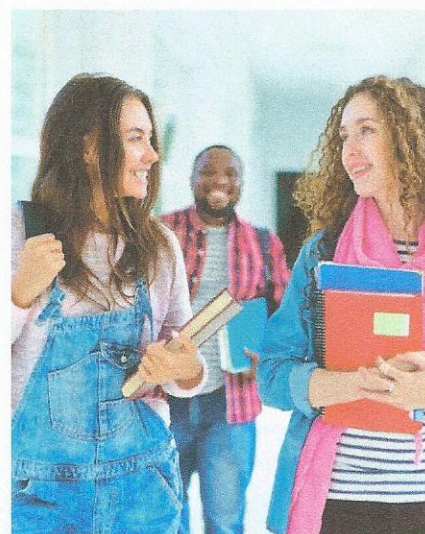
Plus d'informations
22 avenue du Maghreb Arabe 7000 Nabeul - Tunisie
Tél : 72 245 569 | Courriel : info@cfp.com | Web:www.cfp-formation.com

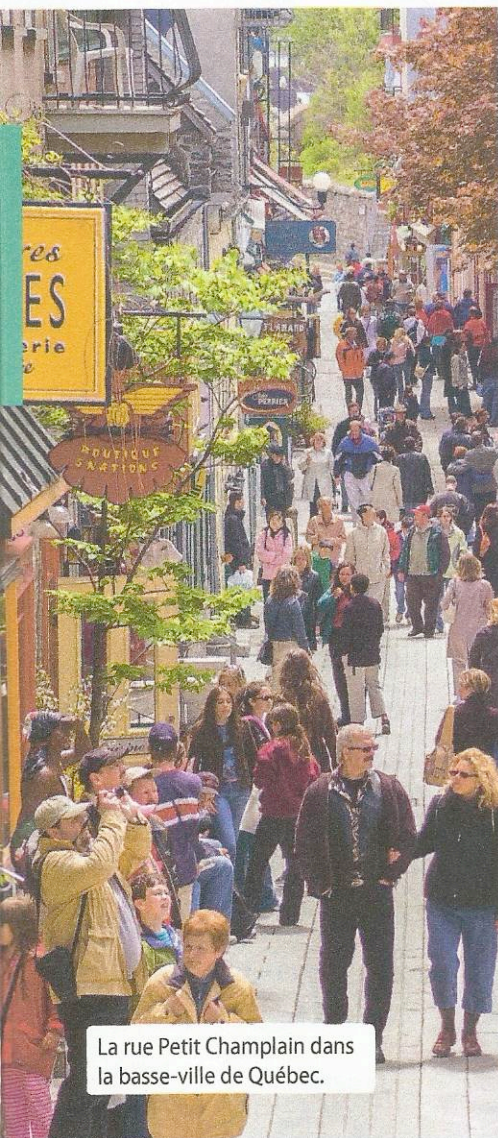
On peut aussi dire

Tu parles quelles langues?

Here are the names of some other languages you may have heard. Add to the list any other languages you or your friends speak or want to learn more about.

- | | |
|----------|--------------------|
| allemand | langues des signes |
| anglais | néerlandais |
| arabe | polonais |
| chinois | portugais |
| créole | vietnamien |
| espagnol | |
| italien | |





La rue Petit Champlain dans la basse-ville de Québec.



Activité 25

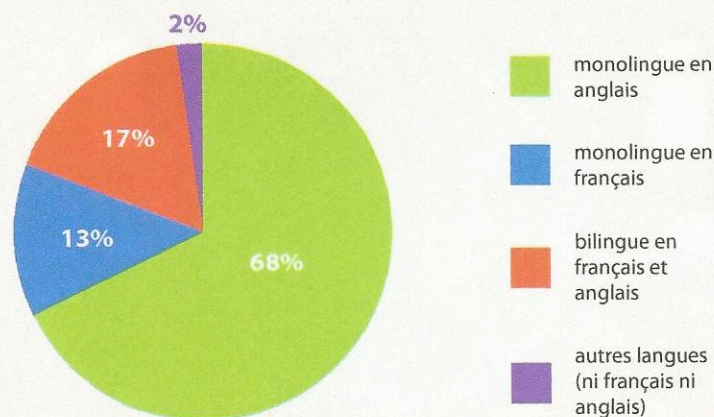
Les langues et l'identité

Look at the charts and decide whether the statements are true (*vrai*) or false (*faux*). If they are false, change them to be true.

1. 51% des Français parlent deux langues.
2. 25% des Canadiens sont bilingues en français et anglais.
3. Il y a plus de (*more*) Canadiens bilingues que de Français bilingues.
4. Plus de Canadiens parlent anglais que français.
5. 6% des Français parlent trois langues étrangères.

Langues parlées par les Canadiens et les Français

Canada



Statistics Canada (2013). "Population by knowledge of official language, by province and territory" (2011 Census). Data retrieved from <http://www.statcan.gc.ca/tables-tableaux/sum-som/101/st01/demo15-eng.htm>.

France

ne parlent pas de langue étrangère	49%
parlent une langue étrangère	51%
parlent deux langues étrangères	19%
parlent trois langues étrangères	5%

European Commission (2012). "Eurobaromètre spécial 386". Information retrieved from http://ec.europa.eu/commfrontoffice/publicopinion/archives/ebs/ebs_386_fr.pdf (p.17).

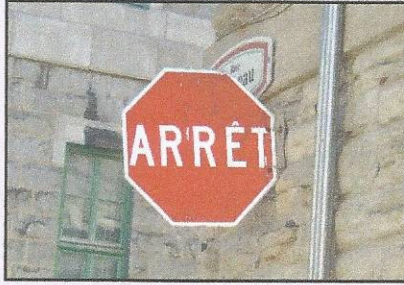
Zoom culture

Perspective culturelle: L'identité linguistique du Québec

Connexions

What do you already know about the history of Quebec? Do you think that French was always the official language of Quebec?

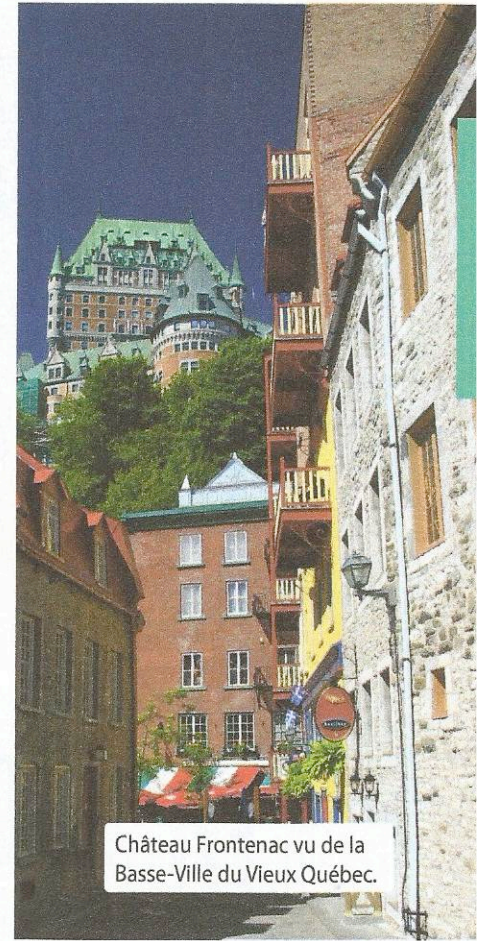
In 1608 when Samuel de Champlain founded the city of Quebec, the explorers brought not only supplies, but their language and culture to the New World. The language, however, began to evolve as explorers used maritime expressions in daily life (*embarquer/débarquer de la voiture*). The French colonists also interacted with native populations, including the Algonquin and Mohawk peoples, who introduced new words like *caribou* (deer; elk) and *toboggan* (sled, luge).



When France ceded the vast majority of its North American territory to Great Britain in 1763, there was a major linguistic and cultural transition as now these people were no longer French, but British. There were decades of discrimination and fighting to maintain the French language and culture. Finally, in 1977, *La Charte de la langue française* was passed into law, which decreed French as Quebec's only official language. This law, commonly known as Bill 101, gives Francophones the right to communicate in French at work.


Réflexion

What role did the French people and language play in the origins of the United States? Why is French an important language of communication in North America and across the world?




Château Frontenac vu de la Basse-Ville du Vieux Québec.

Réflexion interculturelle




 What languages have you heard in the media or spoken in your home, school or community? In what context do you hear or see each language?

What do you know about the linguistic diversity in your region? Search for some statistics to verify or correct your assumptions.

Provide the information requested or answer the questions in the discussion forum in Explorer.

 **Mon progrès interculturelle**

I can identify other languages spoken in my community and what they represent to people.



J'avance 3

Le nouvel élève

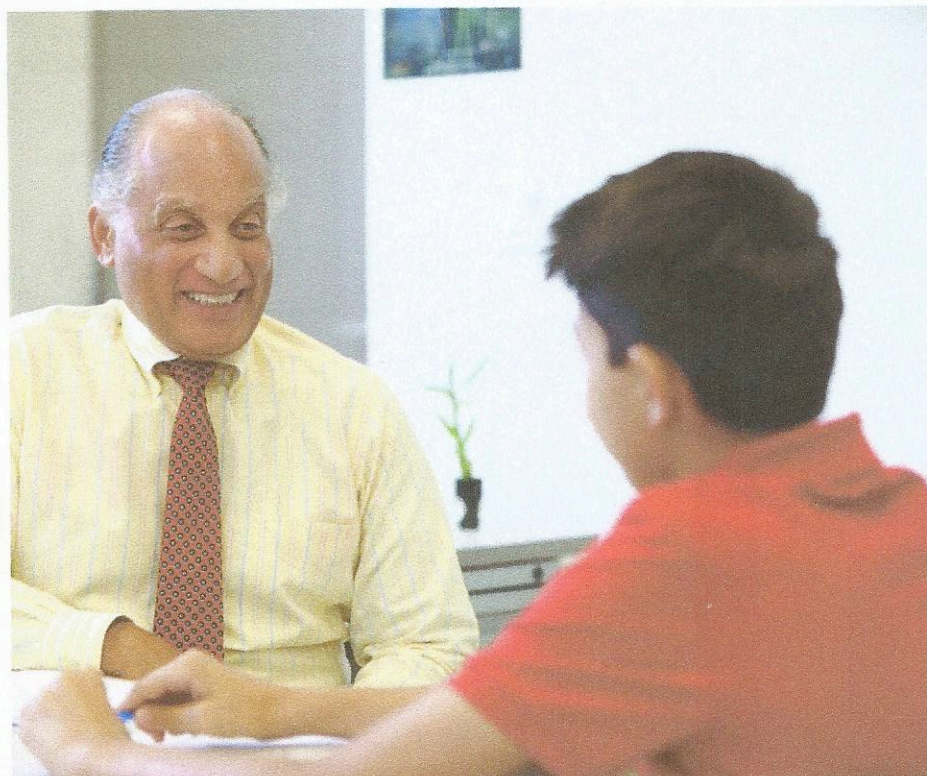
Étape 1: Écoutez et écrivez

You will hear a dialogue between a newly arrived Francophone exchange student and his bilingual school counselor at a high school. Look at the grid below, listen for the required information, and fill in the spaces. If information is not shared in the conversation, leave the box blank.

	nom (name)	origine	âge	anniversaire	sports
l'élève					
le conseiller					




Étape 2: Comparez et écrivez


How is the student in the dialogue similar and/or different from you and other students at your school? Identify at least two ways that you are similar and/or different from Olivier.






 **Mon progrès communicatif**

I can understand information related to identity and preferences.

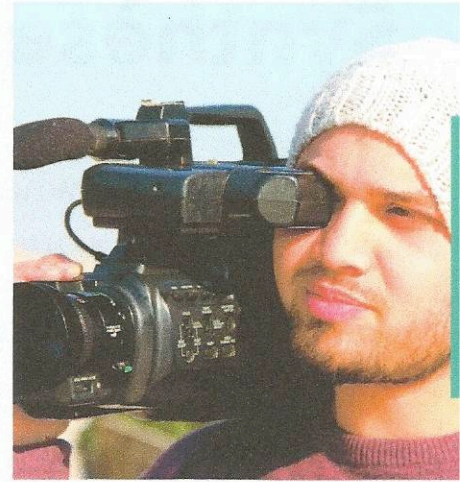
 **Mon progrès interculturel**

I can identify some similarities and differences between Francophone young people and myself.


  

 **Étape 3: Demandez et répondez**

Your school television station that broadcasts school news and events each morning is producing a feature on one of the visiting Francophone students. You will work in pairs and record an interview where both the host student and the visiting student (your *partenaire* and you) will ask each other questions. Use the list below as a guide to the nature of the questions that should be asked and answered. Each of you will ask three of the six questions and respond to the questions from your *partenaire*. Work together to ensure that together you ask all six questions.




Nature of questions
Name
Age
Place of origin
Likes and dislikes
Birthday
How he or she is doing



Mon progrès communicatif

I can ask and answer questions to get to know another person.



All of the materials for *J'avance 3* can be found in Explorer.



Reims, France

Synthèse de grammaire

1. Expressing who I am: *le verbe être et les adjectifs*

In this unit, you have seen three forms of the verb *être* (to be); all the present tense forms of this verb are given below:

	singular one person		plural two or more persons	
the speaker him or herself	je	suis	nous	sommes
the person spoken to	tu (<i>informal</i>)	es	vous (<i>formal or informal</i>)	êtes
	vous (<i>formal</i>)*	êtes		
the person or people spoken about	il	est	ils	sont
	elle	est	elles	sont

*The versatile subject pronoun **vous** may refer to either one person or any number of people since it can be found in both the singular and plural columns in the chart above. **Vous**, when referring to a singular person, has a formal tone as opposed to the word **tu**, which is used to reference someone informally, like a brother, sister or good friend. Use **vous** to refer to a teacher or an adult neighbor. For future reference, when you encounter a verb conjugation chart like the one above, **vous** will be located only on the plural side of those charts, no matter if it would be plural or singular, formal or informal.

The verb *être* can be used with adjectives to describe a person's identity:

— **Tristan est sérieux.**

Tristan is serious.

— **Carole est sérieuse.**

Carole is serious.

2. Expressing preferences: *j'aime/tu aimes*

In French, you can ask about a friend's likes and dislikes by using ***Est-ce que tu aimes*** ____, with the infinitive form of a verb (*-er, -ir, -re*) in the blank. To answer the question, use ***J'aime*** _____.

To express what you do not like, use ***Je n'aime pas*** _____.

—***Est-ce que tu aimes étudier?***

Do you like to study?

—***Oui, j'aime étudier, mais je n'aime pas écrire.***

Yes, I like to study, but I do not like to write.

For many verbs in French, the form used for ***je*** ends in ***-e*** and the form used for ***tu*** ends in ***-es***. You will learn other verbs that will have a different pattern.

3. Asking and answering questions: *questions et réponses*

Questions with a yes/no answer in French can be created in different ways:

- You can use the regular word order of a sentence and simply make it a question by using rising intonation, with the tone of your voice sounding higher at the end.

Tu parles français?

- Also, you can attach the question marker ***est-ce que*** to the beginning of a sentence, which signals the listener that what is to follow is a question.

Est-ce que tu parles français?

- Another way to make a question is to switch the order of the subject and the verb in the sentence. A regular sentence in French has the subject first and then the verb. Using the verb first and the subject second (with a dash in between) will make the sentence into a question.

Parles-tu français?

Information questions (in contrast to yes/no questions) require a question word or phrase (***qui, que, où, quand, pourquoi, comment, quel(le)(s)***). Sometimes you will see ***est-ce que*** after a question word as in the following examples:

Pourquoi est-ce que tu aimes chanter?

Quand est-ce que tu aimes jouer au basket?

Vocabulaire

Comment dit-on? 1: I can talk about who I am.

Qui suis-je?

américain/américaine

un/une artiste

un/une athlète

bilingue

un chanteur/une chanteuse

un/une élève

un musicien/une musicienne

sérieux/sérieuse

sportif/sportive

Who am I?

American

artist

athlete

bilingual

singer

student

musician

serious

athletic

Comment dit-on? 2: I can express my likes and dislikes.

Mes activités préférées My favorite activities

aller au café, cinéma

danser

dessiner

écouter de la musique

étudier

jouer au sport

jouer de la musique

lire

manger

passer du temps avec des amis

regarder une série, un film

surfer sur internet

to go to a cafe, movie theater

to dance

to draw

to listen to music

to study

to play a sport

to play music

to read

to eat

to spend time with friends

to watch a show, film

to surf the Internet, web

Comment dit-on? 3: I can ask and answer questions to get to know another person.

Mots interrogatifs

Comment?

Où?, D'où?

Pourquoi?

Quand?

Que, Qu'?

Quel(le)?

Qui?

C'est quand ton anniversaire?

Comment ça va?

Comment t'appelles-tu?

D'où viens-tu?

Est-ce que tu es élève?

Pourquoi est-ce que tu étudies le français?

Qu'est-ce que tu aimes étudier?

Quel âge as-tu?

Quelle est la date?

Qui est ton professeur?

Question words

How?

Where?, From where?

Why?

When?

What?

Which? What?

Who?

When is your birthday?

How are you?

What's your name?

Where do you come from?

Are you a student?

Why do you study French?

What do you like to study?

How old are you?

What is the date?

Who is your teacher?

Quelles langues est-ce que tu parles?

Which languages do you speak?

allemand

German

anglais

English

arabe

Arabic

chinois

Chinese

créole

Creole

espagnol

Spanish

italien

Italian

langue des signes

Sign language

néerlandais

Dutch

polonais

Polish

portugais

Portuguese

vietnamien

Vietnamese

Expressions utiles

Très bien!

C'est super!

C'est intéressant!

Moi aussi!

Moi non plus!

Useful expressions

Very good!

That's great!

That's interesting!

Me too!

Me neither!

J'y arrive

Questions essentielles

- How do I exchange information about my identity and that of others?
- What are cultural similarities and differences between myself and others in a Francophone community?

Un échange scolaire

Your school has been chosen to participate in an exchange program bringing students from Quebec or France to your community. You have volunteered to host one of the students in your home for three weeks. Before you begin, refer to the *J'y arrive* rubric in Explorer to familiarize yourself with the evaluation criteria.



Interpretive Assessment

Qui sont les élèves étrangers?

Get acquainted with François and Marianne, two of the exchange students, by watching the video blogs they have sent to your school.

Étape 1: Regardez

Watch the video blogs of François and Marianne. Using the graphic organizer in Explorer, mark the words you hear. Compare your list with the list of a *partenaire*.

Étape 2: Regardez

Watch the video blogs again to learn everything you can about François and Marianne. In Explorer, note what you learn in the organizer.

Étape 3: Identifiez

Using the checklist in Explorer, identify the characteristics of each video blogger.

Based on what the two students said in their video blogs, which traits of these students would make you more likely to host him/her in your home during the three week stay in your community?

Interpersonal Assessment

E-mail: Je me présente

Write an email to introduce yourself to one of the exchange students, following the instructions in Explorer.

Presentational Assessment

Étape 1: Présentez

You will create a video blog to share with the family with whom you will stay when you and your classmates travel to Quebec or France next summer. Follow the directions in Explorer to create and share your video.

Étape 2: Comparez

Of the two video bloggers you have met in this unit, who is the most similar to you? Copy and complete the sentences and share with a *partenaire* in the discussion forum in Explorer.

