

## UNITÉ 3

# La vie en famille



### Objectifs de l'unité

Exchange information about family and home life.

Interpret print texts, infographics, charts, graphs, audios, and videos about family life and activities.

Present a collection of images to share information about a home, a family and/or friends.

Explore family life in Francophone cultures.

## Questions essentielles

Who are the members of a family?

Which attributes and interests do family members share?

Which places and activities bring families together in our culture and in Francophone cultures?

**Family and traditions make us unique and define who we are.** Often when you meet new people, you want to talk about those closest to you and the things you do together. In this unit, you will meet Jeanne from southwest France, who will introduce you to her family through her video blog. You will also hear from other bloggers who will introduce you to their families.

### Rencontre culturelle 142

Meet Jeanne through her video blog. As you **watch** and **listen**, you will learn about the people and animals who make up her family.

### Communiquons 146

#### Comment dit-on? 1:

#### C'est ma famille 146

Learn to **talk about family members and relationships**. **Read** a French *comptine* and **compare** family demographics in various Francophone countries.

#### Découvrons 1:

#### Indicating Family Relationships 154

Learn to **indicate ownership** and say what people **have** using the **verb avoir**.

#### J'avance 1 Formative Assessment 159

Assess your progress. **Watch** and **respond** to questions about Ariane's family. **Create** a video of your family and/or other important people in your life.

#### Comment dit-on? 2: Comment sont les membres de ma famille? 160

Learn to **describe** yourself and other people. Count from 70–100.

#### Découvrons 2:

#### Describing Family Members 166

**Describe** yourself, family members, and other people in your life using the correct form of the adjective.

#### J'avance 2 Formative Assessment 170

Assess your progress. **Write** a description of yourself and **identify** characteristics of potential e-pals. **Ask and answer questions** about photos of different families.

#### Comment dit-on? 3:

#### Chez moi 172

**Describe** your home and activities that you do at home with your family and/or other important people in your life.

#### Découvrons 3:

#### Asking Informational Questions 178

Practice **asking and answering** questions using interrogative words including *combien*.

#### J'avance 3 Formative Assessment 182

Assess your progress. **Interpret** descriptions of rental properties, **leave a voicemail** with questions about the property, and **write** an online review.

### Synthèse de grammaire et vocabulaire 184

Learn to **express possession** (*adjectifs possessifs*), **describe members of a family** (*les adjectifs*), and **form questions** with interrogative words (*comment, quand, où, pourquoi, qu'est-ce que, à quelle heure, qui, combien*).

### J'y arrive 188

**Identify** characteristics and hobbies of Francophone students and their families. **Ask and answer questions** to learn more information. **Introduce** yourself and some important people/pets in your life to an exchange student.

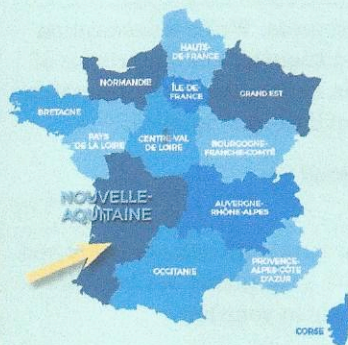




**Nom:** Jeanne

**Langues parlées:** français, espagnol, anglais

**Origine:** Pau, France



La Nouvelle-Aquitaine, une région dans le sud de la France



Le sud-ouest de l'Europe

# Rencontre interculturelle

## Le sud-ouest de la France

La Nouvelle-Aquitaine est bordée par l'Océan Atlantique (à l'ouest) et l'Espagne (au sud). Il y a aussi des montagnes dans la région, les Pyrénées. Pau, la ville d'origine de Jeanne, est dans la partie nord des Pyrénées. Bordeaux est la plus grande ville de la région.

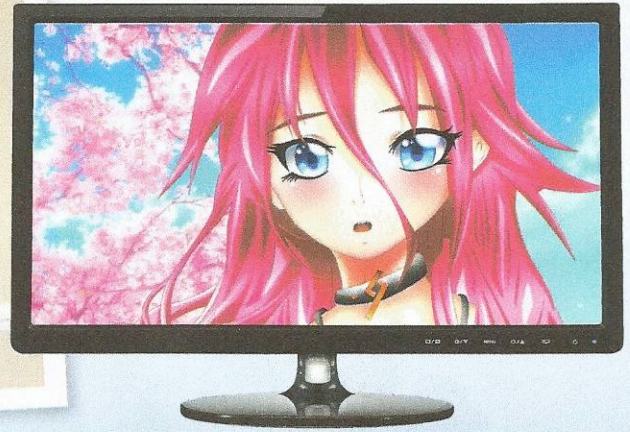


Biarritz, Nouvelle-Aquitaine, France

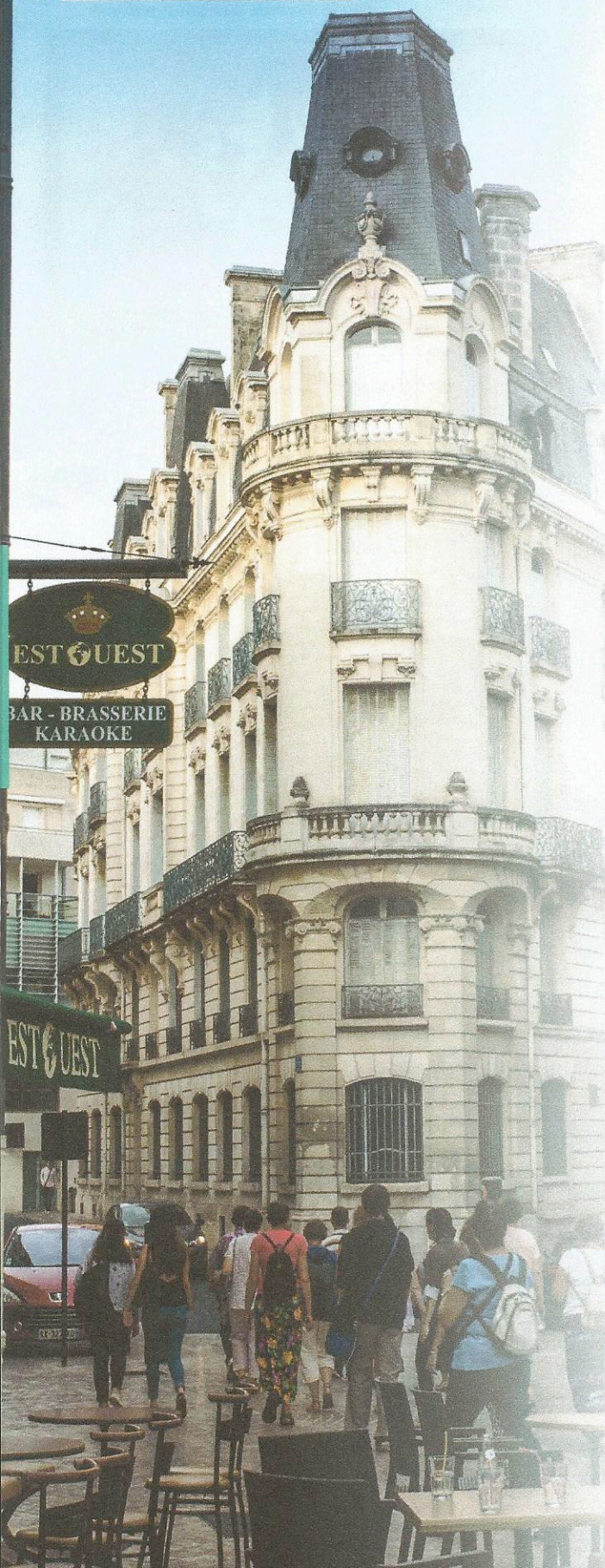
Jeanne aime les mangas, un genre de bande dessinée ou de dessin animé.



La famille de Jeanne: François, Lysia, Jeanne et Emmanuel



Poitiers, Nouvelle-Aquitaine, France



Je m'appelle Jeanne.

J'adore la musique et j'écoute particulièrement le rock.

Je joue du hautbois (oboe).

J'aime lire les mangas.

Tous les membres de la famille de Jeanne sont originaires de la Nouvelle-Aquitaine, dans le sud-ouest de la France. Elle habite avec sa maman, son papa et son frère, François. Elle a un chien, Loki.

## Activité 1

### Bonjour, Jeanne!

#### 📖 Étape 1: Préparez

Look at the photo of Jeanne and what is in her speech bubbles. Which types of information do you think she has included in her video blog? Which interests does she mention?

#### 📺✍️🌐 Étape 2: Écoutez et écrivez

Watch Jeanne's video blog and note some information about her family and interests in the **Diagramme de Venn** in Explorer. Do not try to write complete sentences: Use an image, word or short phrase to remind yourself of what you heard. If you have something in common with Jeanne, make sure to list it in the center of the **Diagramme de Venn**.

### Étape 3: Écrivez

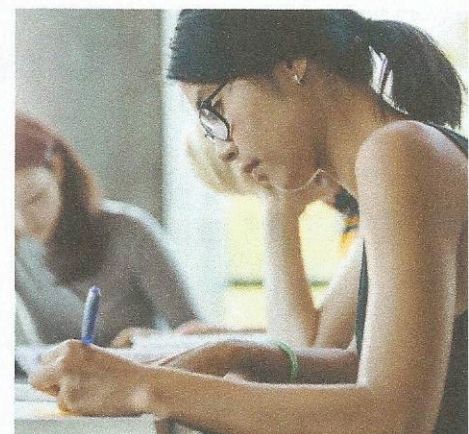
Now take some time to add images, words or short phrases to the circle in the *Diagramme de Venn* labeled *moi* that describe you, your family or those important to you, and your interests.

### Étape 4: Comparez et discutez

How is Jeanne similar to you and how is she different from you? Share some of your comparisons with a classmate and use your *Diagramme de Venn* to help you.

#### Modèle

Je suis comme Jeanne. J'aime la musique aussi.



### Réflexion interculturelle

Where are you from? Which activities do you like to do where you live? How is Jeanne similar to and/or different from you? Answer the questions in the discussion forum in Explorer.

#### Mon progrès interculturel

I can identify some similarities and differences between a Francophone teen and myself related to preferences and place of origin.



Saint-Martin-de-Ré, Nouvelle-Aquitaine, France



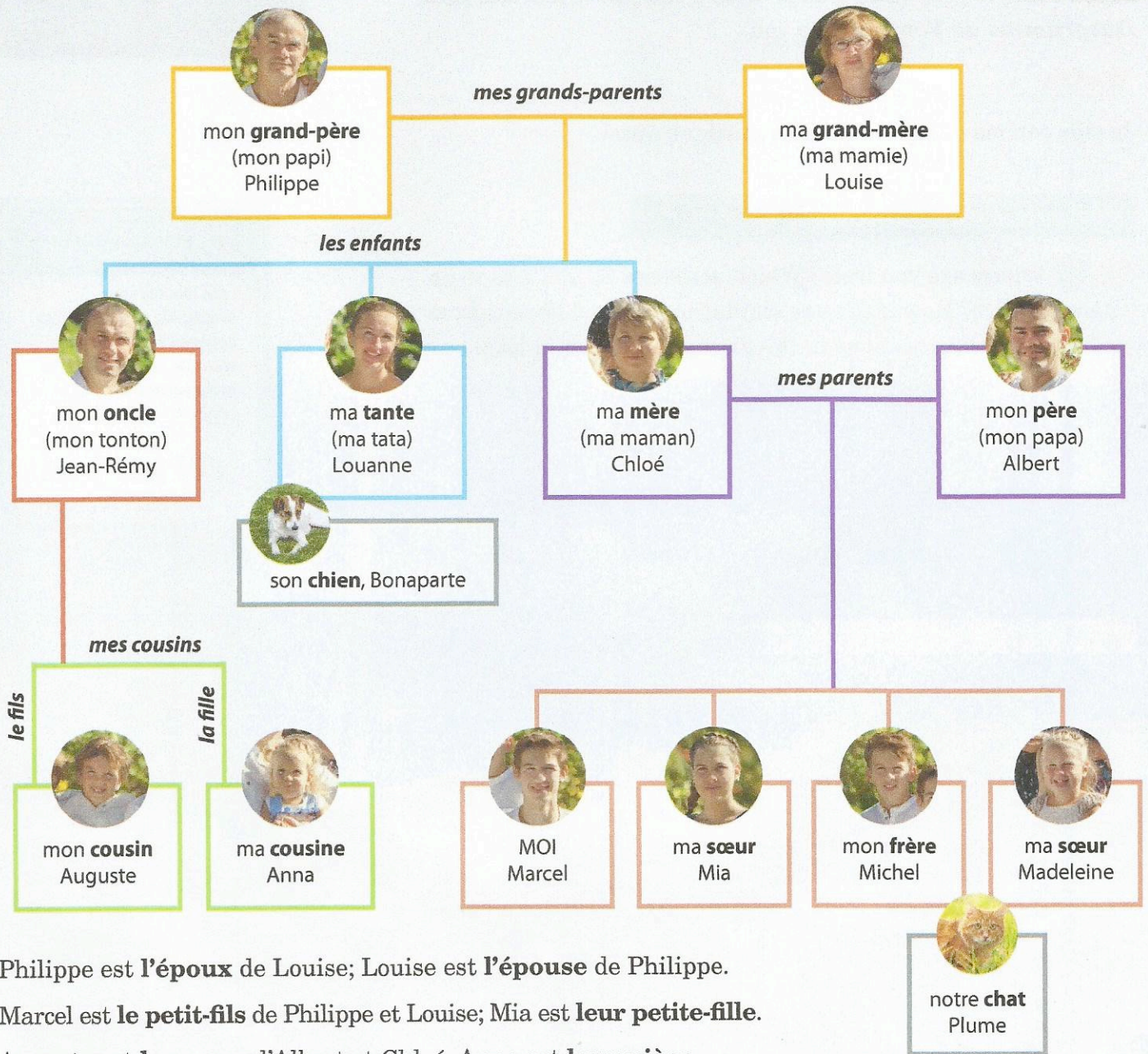
# Communiquons

## Comment dit-on? 1

 C'est ma famille



### La famille DURAND



Philippe est **l'époux** de Louise; Louise est **l'épouse** de Philippe.  
 Marcel est **le petit-fils** de Philippe et Louise; Mia est **leur petite-fille**.  
 Auguste est **le neveu** d'Albert et Chloé; Anna est **leur nièce**.  
**Nous sommes sept. J'ai** une mère et un père. J'ai aussi un frère, deux sœurs et un chat.

## Activité 2


**C'est qui?**

Decide if each sentence about Marcel's family is *vraie* (true) or *fausse* (false) based on the information in the family tree. Rewrite the false sentences to make them *vraies*.




1. Albert est le père de Mia.
2. Louanne est la sœur de Chloé.
3. Auguste est le frère de Madeleine.
4. Marcel est le fils de Jean-Rémy.
5. Louanne est la tante de Madeleine.
6. Philippe est l'oncle d'Anna.
7. Louise a six petits-enfants.
8. Michel est le petit-fils de Louise et Albert.



## Activité 3

**La famille de mon père**

Marcel has written you a message to tell you about other members of his family, specifically his paternal lineage.

À:	eceleve@waypd.com			
De:	marceld@wme.fr			
Objet:	ma famille			

Salut!

Dans ma famille, nous sommes sept avec notre chat Plume. J'ai un petit frère et deux sœurs. Mon frère, Michel, aime jouer du piano comme mon oncle, Luc. Luc est le frère cadet de mon père et il a une épouse qui s'appelle Émilie. Oncle Luc est très amusant mais avec le piano, il est très sérieux. Luc et Émilie n'ont pas d'enfants, mais ils ont un chien dynamique et un gros lapin 🐰. Tu as des animaux?

J'ai aussi une grand-mère, la mère de mon père, Albert. Elle s'appelle Alice et elle a 78 ans. Antoine est l'époux de ma grand-mère. C'est le beau-père d'Albert et Luc. Le père d'Albert et Luc est mort en 1975. Ma grand-mère et Antoine habitent à Bordeaux et ils aiment les vacances près de l'océan Atlantique, surtout avec nous. Nous aimons nager et passer du temps à la plage avec toute la famille. Qu'est-ce que tu aimes faire avec ta famille? Et toi? Décris-moi un peu ta famille ou les personnes que tu aimes.

Marcel





## On peut aussi dire

Families are made up of many different members. In French, we use different prefixes to indicate different family relationships. These prefixes can be added to different family member terms as needed.

**l'arrière-grand-mère**  
*great-grandmother*

**l'arrière-grand-père**  
*great-grandfather*

**le beau-père**  
*step-father, father-in-law*

**la belle-mère**  
*step-mother, mother-in-law*

**le demi-frère**  
*half-brother*

**la demi-sœur**  
*half-sister*

**aîné(e)**  
*oldest*

**le bébé**  
*baby*

**cadet(te)**  
*youngest*

**la femme**  
*wife*

**le mari**  
*husband*

## Étape 1: Complétez

To make sure you understand who the family members are, complete the sentences with the appropriate name that makes the sentence *vraie*.

- \_\_\_\_\_ est le beau-père d'Albert et Luc.
- \_\_\_\_\_ et \_\_\_\_\_ ont un chien dynamique.
- La grand-mère de Mia s'appelle \_\_\_\_\_.
- \_\_\_\_\_ et \_\_\_\_\_ jouent du piano.
- Le chat de Marcel s'appelle \_\_\_\_\_.

## Étape 2: Écrivez

Respond to Marcel's message by describing at least three people or animals who play an important role in your life. Be sure to include their names, relationship to you, and something interesting about them.

## Activité 4

### Les familles de Kate et de Jeanne

#### Étape 1: Regardez

Read the list of family words below, then watch the video of Kate, our video blogger from Togo, in which she tells us about her family. Put a checkmark (✓) next to the vocabulary words you hear in Kate's description.

- \_\_\_ famille
- \_\_\_ mère
- \_\_\_ tante
- \_\_\_ chat
- \_\_\_ chien
- \_\_\_ fille
- \_\_\_ frère
- \_\_\_ père
- \_\_\_ enfant
- \_\_\_ sœur



## Étape 2: Regardez

Now watch the video of Jeanne describing her family and mark the words you hear in the *représentation schématique* provided in your Explorer course.



## Étape 3: Parlez

Introduce your own family, an imaginary family or a famous one to present to Jeanne via video chat. Mention several members of the family and how you may be related to each person.

### Activité 5

#### L'arbre généalogique

Work with a *partenaire* to describe a real or imagined family tree. One *partenaire* starts by describing a family with at least three members while the other *partenaire* draws the accompanying family tree. The *partenaire* drawing the family tree should ask clarifying questions to get more information. Then switch roles and do it again.

#### Modèle

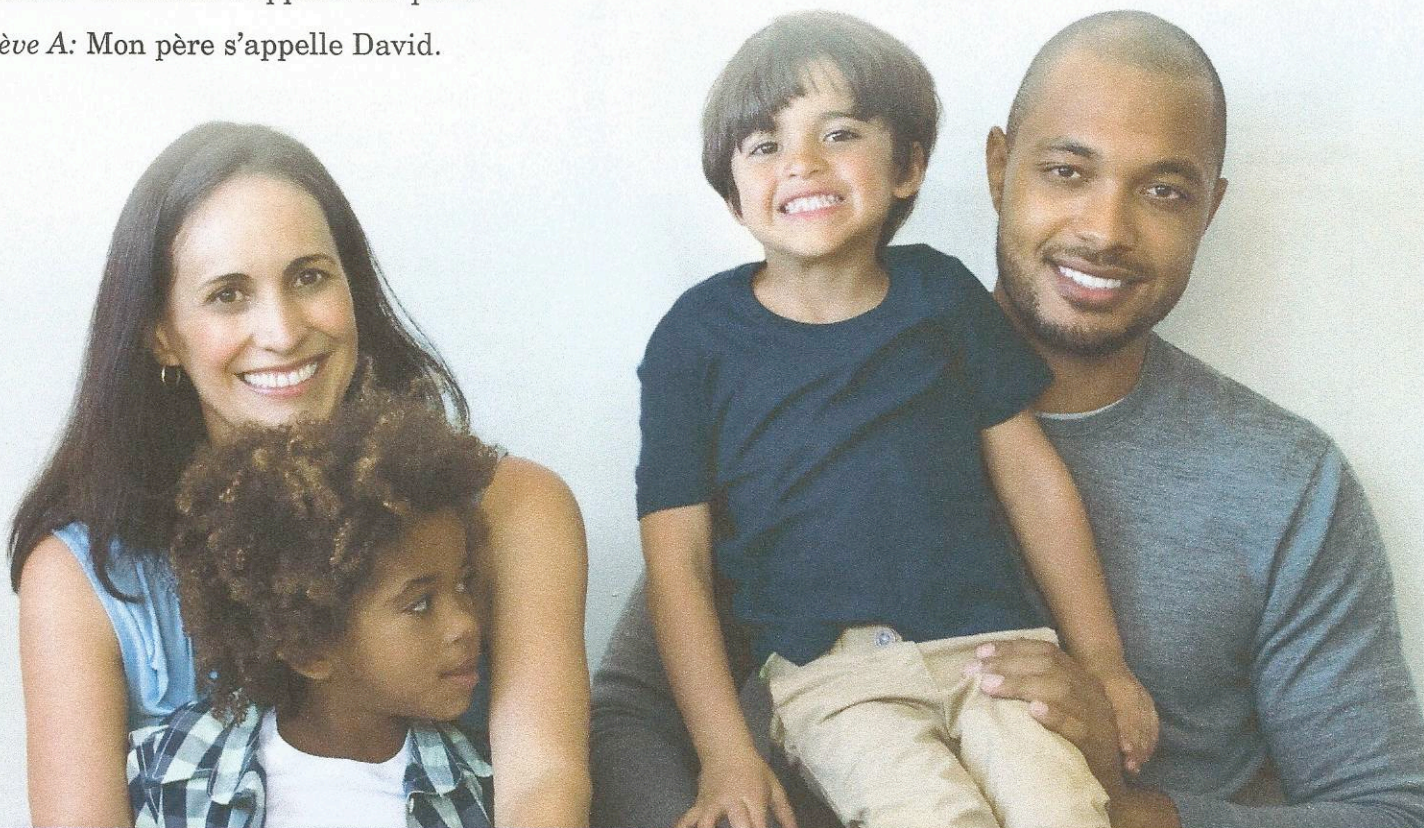
Élève A: J'ai un père et un frère.

Élève B: Comment s'appelle ton père?

Élève A: Mon père s'appelle David.

#### Mon progrès communicatif

I can identify family members when I hear someone talk about his or her family.



Activité 6

   **Toute la famille**

**Toute la famille** is a French *comptine*, similar to a nursery rhyme, that tells the tale of a family as they awaken for a new day. Match the family members with actions that are associated with them in the *comptine*.

- |                  |                        |
|------------------|------------------------|
| 1. Le père       | a. est à pied          |
| 2. La mère       | b. attrapent le chat   |
| 3. La grand-mère | c. met de la musique   |
| 4. Les enfants   | d. démarre la voiture  |
| 5. Le grand-père | e. fait des confitures |
|                  | f. fait sa gymnastique |



<sup>1</sup> la famille se réveille



<sup>2</sup> les volets



<sup>3</sup> il fait sa gymnastique



<sup>4</sup> elle met de la musique



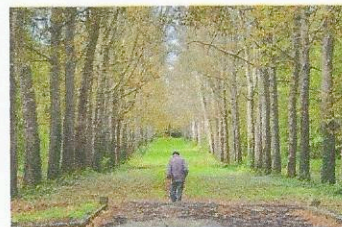
<sup>5</sup> ils attrapent les chats



<sup>6</sup> il démarre la voiture



<sup>7</sup> la confiture



<sup>8</sup> il est parti à pied



Mon progrès  
communicatif

I can identify the actions of family members in a *comptine*, a French nursery rhyme.



## Toute la famille

par Bernard François  
et Pierre Lozère

Toute la famille se réveille<sup>1</sup>,  
ouvrez, ouvrez les volets<sup>2</sup>  
toute la famille se réveille  
la journée peut commencer.

Papa fait sa gymnastique<sup>3</sup>  
un, deux, trois, quatre,  
Maman met de la musique<sup>4</sup>  
les enfants attrapent le chat!<sup>5</sup>

Toute la famille se réveille,  
ouvrez ouvrez les volets  
toute la famille se réveille  
la journée peut commencer.

Papa démarre la voiture<sup>6</sup>  
Un, deux, trois quatre,  
Grand-mère fait des confitures<sup>7</sup>  
Les enfants attrapent le chat!

Toute la famille se réveille,  
ouvrez, ouvrez les volets  
toute la famille se réveille  
la journée peut commencer.

Grand-père est parti à pied<sup>8</sup>  
Un, deux, trois, quatre,  
La confiture est brûlée  
Les enfants attrapent le chat!<sup>5</sup>

Toutè la famille se réveille,  
ouvrez, ouvrez les volets  
toute la famille se réveille  
la journée peut commencer.

© Pierre Lozère and Bernard François (www.papadown.com), "Toute la famille", with the permission of Editions Mapière, (1983).

## Activité 7

## Combien de personnes?

  **Étape 1: Lisez**

Read the descriptions of different families from an online survey about Francophone families. Note how many people and animals make up each family.

**ma famille et nos chats**

Moi, j'ai une sœur, Estelle, et deux chats. J'adore mes chats. J'habite aussi avec ma mère qui s'appelle Vivienne. J'adore ma famille.

**une grande famille**

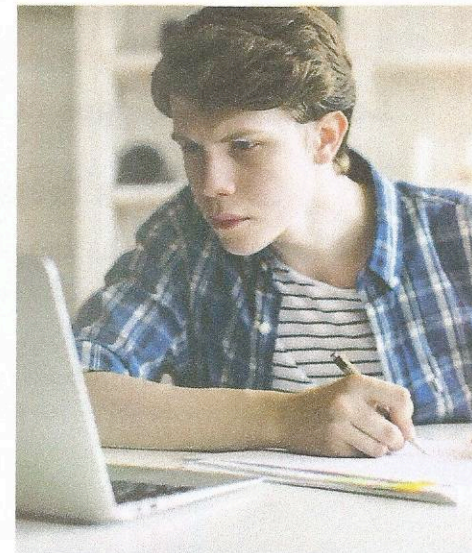
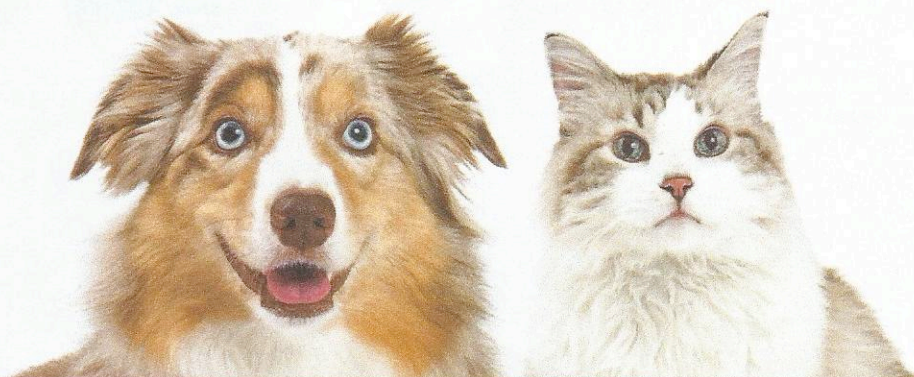
J'ai une grande famille. Moi et mon frère, Armand, nous habitons avec mes grands-parents et mon oncle, Jacques. Jacques a une épouse et trois enfants. Mes cousins s'appellent Camille, Léo et Victor.

**la famille Dubois**

J'habite avec mon père, Arthur, et son épouse, ma belle-mère. J'ai aussi un beau-frère qui habite avec nous. Nous avons un chien qui s'appelle Bisou.

  **Étape 2: Écrivez**

You decide to practice your French by answering the survey questions as well. Write a short description like the examples in **Étape 1**. Don't forget to add a title and include at least three people or animals whom you consider part of your family.

**Détail linguistique****Les petits noms familiaux**

The names that people use to refer to family members may vary between families in Francophone countries and regions. Which family members do you think these nicknames represent?

mémé

bonne-maman

bon-papa

pépé

tatie

nanou

mimi

papichou

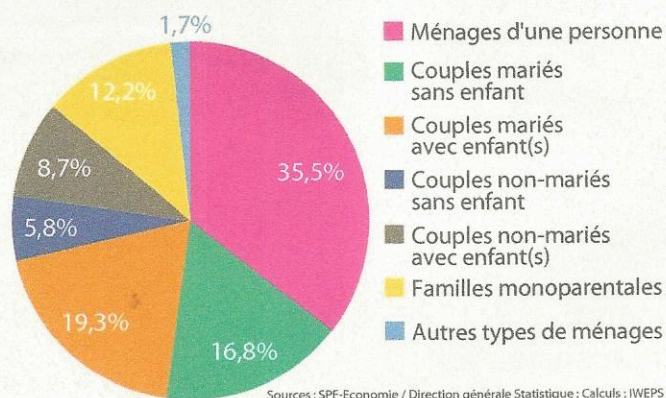
## Activité 8

### Les familles belges et françaises

#### Étape 1: Préparez

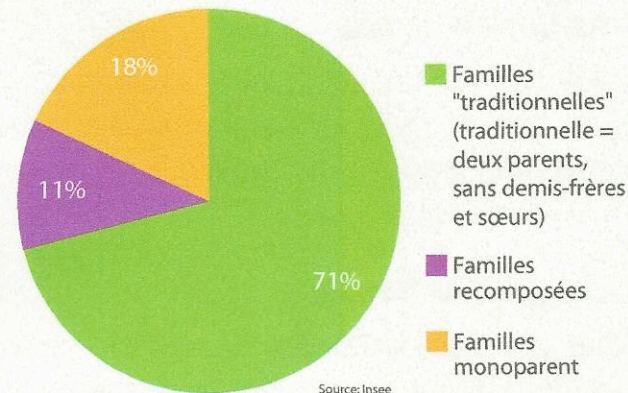
Look at the two graphs and note what you see, what you think, and write some questions in the *représentation schématique* in Explorer.

Répartition des ménages privés wallons selon le type au 1<sup>er</sup> janvier 2017 (en pourcentage)



© Iweeps (2017), "Répartition des ménages privés wallons selon le type au 1er janvier 2017 (en pourcentage)". Retrieved from <https://tinyurl.com/yccgos8j>.

Dans quel type de famille vivent les enfants ?

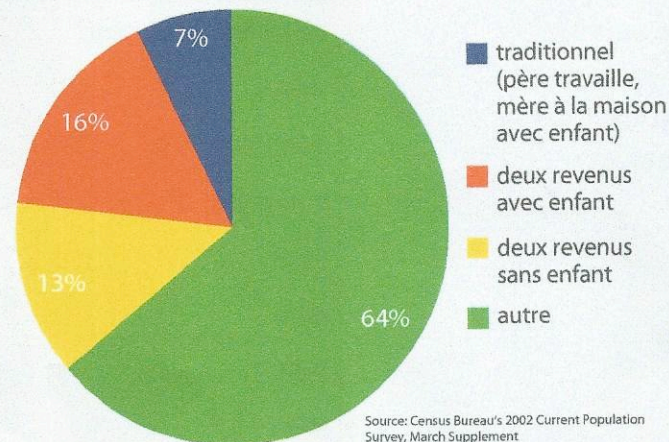


© Centre d'observation de la société (2017), "Dans quel type de famille vivent les enfants?". Retrieved from <https://tinyurl.com/y863n9sa>.

#### Étape 2: Comparez et discutez

Compare your findings from Belgium and France with this data from the United States and add to your chart. Then discuss what you learned about families in all three countries with a *partenaire* or small group.



Types de ménages américains, 2002



© Rcragun (2009), "Types of U.S. Households, 2002", CC BY 3.0, Retrieved from <https://tinyurl.com/ydbj7pko>.



## Réflexion interculturelle

  What are the different definitions of a family? What information from the different countries surprises you? Answer the questions in the discussion forum in Explorer.

### Mon progrès interculturel

I can identify whom people consider to be part of their family in my culture and in a Francophone culture.



## Zoom culture

### Pratique culturelle: Les animaux de compagnie



Un chien au café



Jeanne et son chien, Loki

### Connexion

How does the importance of household pets reflect the perspectives of a region or country?

France ranks in the top nine countries in the world for cat, dog, bird, and fish populations. There are 17 dogs for every 100 people in France. It is not uncommon for pets to be considered and treated as family members. Grooming facilities and pet bakeries are popular, and there are pet cemeteries in some communities. Pets may be seen accompanying their owners on outings around town, even in many restaurants and shops. In Quebec, pet friendly excursions are offered to well-behaved, leashed dogs. In Belgium, one in four families owns a cat and one in five a dog.

### Réflexion

Research the facts about pet ownership in other Francophone countries or regions. How common is it for a family to have a pet? Do pets tend to live indoors or outdoors and do they participate in family outings or activities? What does the status of pets reveal about cultural perspectives in any given community? Provide your answers in the discussion forum in Explorer.



# Découvrons 1

## Indicating Family Relationships

Voici Jean-Rémy, **mon** oncle. Il a deux enfants. **Sa** fille s'appelle Anna et **son** fils s'appelle Auguste. **Ses** enfants sont **mes** cousins.

Louanne est **ma** tante et la sœur de Jean-Rémy. Elle a un chien. Bonaparte est **son** chien.

Voici Auguste, **mon** cousin. J'ai deux cousins, **mon** cousin Auguste et **ma** cousine Anna.

C'est **ma** sœur, Mia.

Chloé est **notre** mère. Chloé et Albert sont **nos** parents.

C'est **mon** frère, Michel.

C'est Anna, **ma** cousine. Nous avons les mêmes (same) grands-parents. Philippe et Louise sont **nos** grands-parents. Jean-Rémy est **leur** fils.

Louise est **ma** grand-mère et Philippe est **mon** grand-père. Ils ont trois enfants. Chloé, Louanne et Jean-Rémy sont **leurs** enfants.

C'est moi, Marcell!

Voici **ma** sœur, Madeleine.

C'est **notre** père, Albert.

Notre chat, Plume, est adorable.

Bonaparte est le chien de **ma** tante Louanne.

### Découvertes

📖 🎥 🌐 Read Marcel's descriptions of his family members, noticing the words in bold. What do you observe about the different forms? When does he use **mon** as opposed to **ma** or **mes**? When are **son**, **sa**, and **ses** used? How about **notre** and **nos**? What family relationships do these words indicate? Discuss with your classmates and teachers, view the **Découvrons 1** resources for this unit in your Explorer course, and check the **Synthèse de grammaire** at the end of this section to find out.



## Activité 9

## Qui sont-ils?

  **Étape 1: Lisez**

Combine a phrase from the left column with a phrase in the right column to create a sentence that Marcel could use to describe his family.

- |                            |                       |
|----------------------------|-----------------------|
| 1. Louanne est             | a. mon frère          |
| 2. Mia et Madeleine sont   | b. ma grand-mère      |
| 3. Louise est              | c. notre tante        |
| 4. Anna et Auguste sont    | d. mes cousines       |
| 5. Philippe et Louise sont | e. mes sœurs          |
| 6. Albert est              | f. ma cousine         |
|                            | g. mes cousins        |
|                            | h. nos grands-parents |
|                            | i. mon père           |

  **Étape 2: Écrivez**

Identify members of a famous family using sentences like the ones in **Étape 1**. Or, introduce your own family members as Marcel has done in **Découvrons 1**. If you choose to use a famous family, take the identity of one of the members of the family as if it's your own. Two family trees of famous families are available to you in Explorer. Use vocabulary from **Comment dit-on? 1, On peut aussi dire, Découvrons 1**, or look up the words you need.

**Modèle**

Ma mère est Cecilia.

Yannick est mon père.


**Détail grammatical**
**Le verbe avoir**

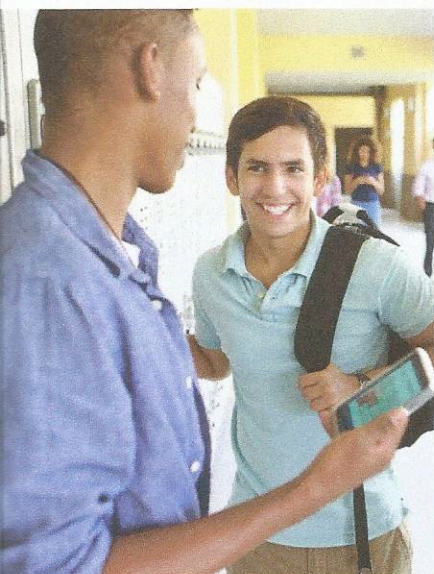
The verb **avoir**, one of the most commonly used verbs in French, allows people to say what they have.

<b>j'ai</b>	<i>I have</i>
<b>tu as</b>	<i>you have</i> <i>(informal, one person)</i>
<b>il/elle a</b>	<i>he/she has</i>
<b>nous avons</b>	<i>we have</i>
<b>vous avez</b>	<i>you have</i> <i>(formal or more than one person)</i>
<b>ils/elles ont</b>	<i>they have</i>

Note that to talk about what one does not have, **ne** and **pas** surround the verb. Since all the forms of **avoir** begin with a vowel, **ne** will become **n'** such as in:

je **n'**ai pas  
nous **n'**avons pas  
elles **n'**ont pas





## Activité 10

### Les relations familiales

Marcel is a new student at your school and he will shadow you for a day to help him become acquainted with the school routines and meet people. You can see from Marcel's family photo that he has siblings and also extended family, but you want to remind yourself of their names so you will be able to talk about his family to your friends.

#### Étape 1: Notez

Write a few questions that you'd like to ask Marcel about his family.

#### Modèle

Qui sont tes sœurs?

Comment s'appelle ta cousine?

#### Étape 2: Demandez et répondez

How would Marcel answer your questions? Take turns with a *partenaire* being the one who asks questions.

#### Modèle

Élève A: Qui sont tes sœurs?

Élève B: Mia et Madeleine sont mes sœurs.

Élève B: Anna est ta cousine?

Élève A: Oui, Anna est ma cousine.

#### Étape 3: Parlez

Use the same information to introduce a few members of Marcel's family to a friend in your class.

#### Modèle

Mia et Madeleine sont ses sœurs.

Leur cousine s'appelle Anna.



**Mon progrès communicatif**

I can ask and answer questions about family members in a photo.





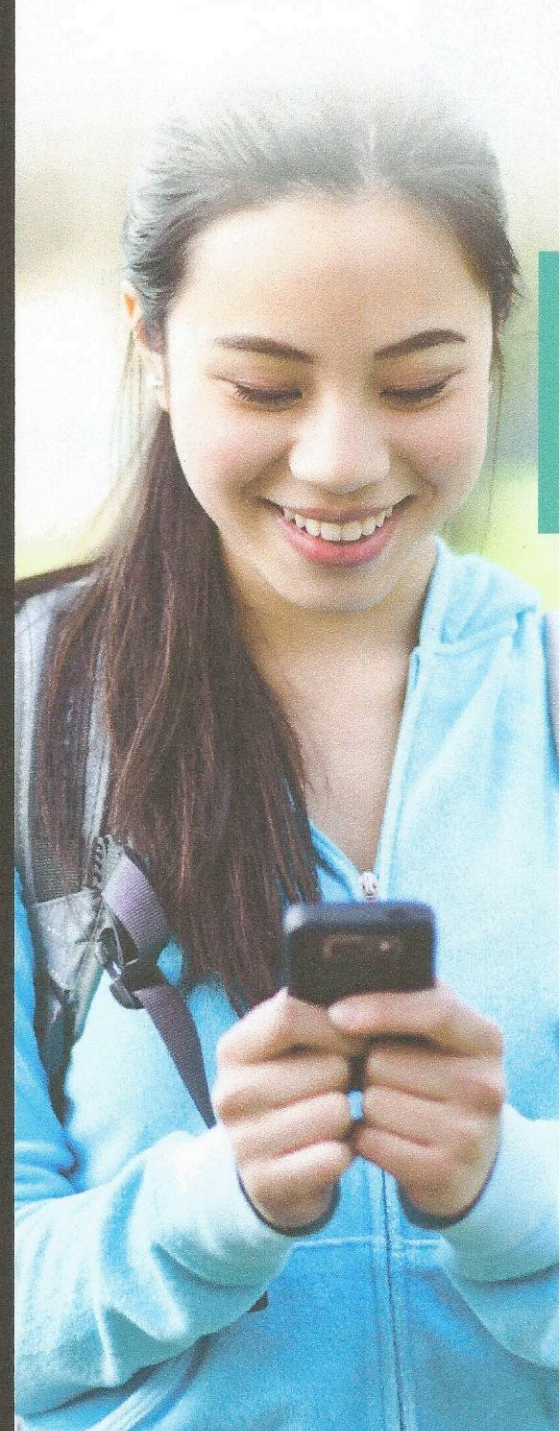
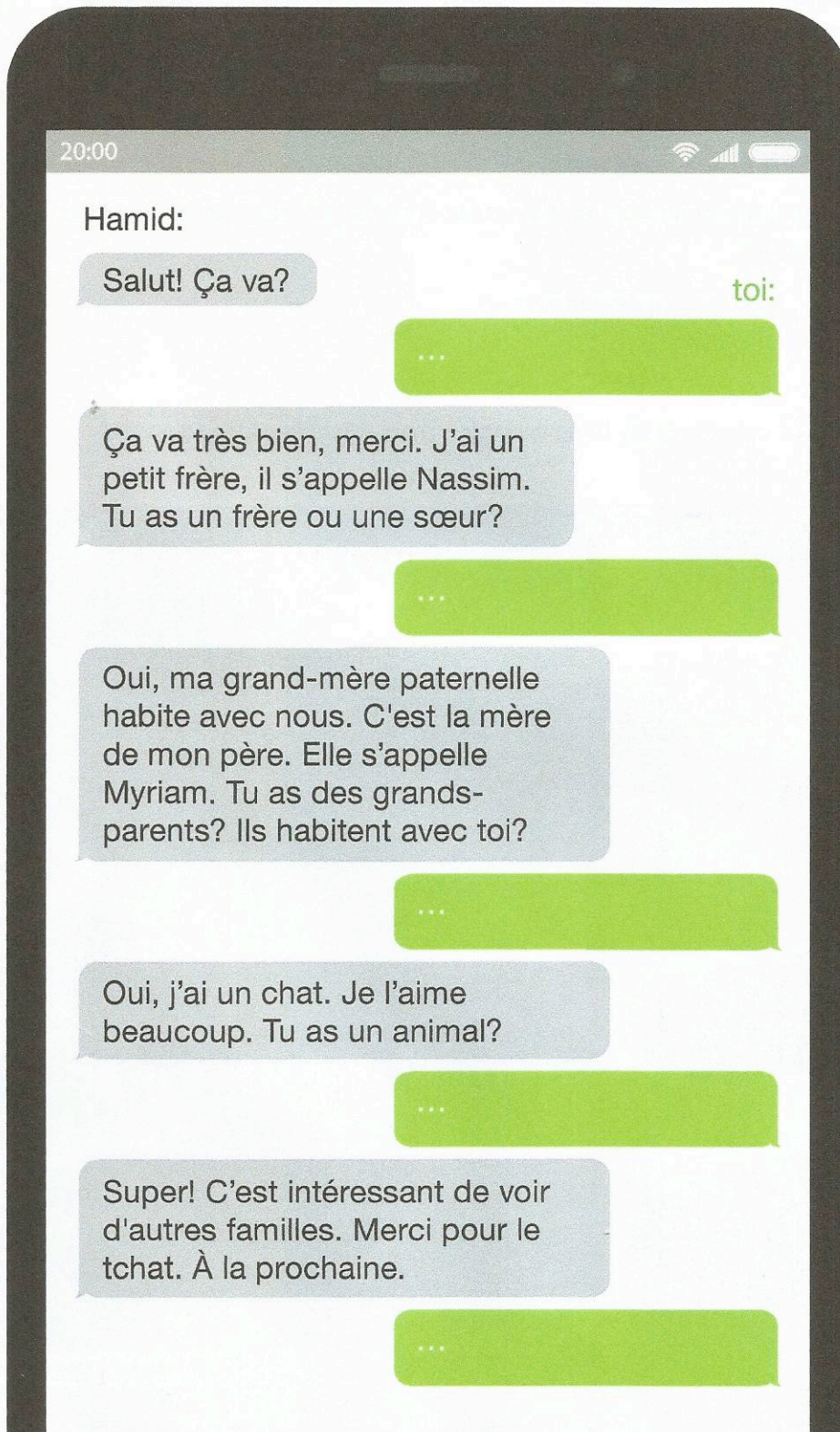
## Activité 11

 **Et ta famille?**

To learn more about Francophone families around the world, you decide to set up a *tchat* with Hamid. Read his messages and respond appropriately.


**Mon progrès  
communicatif**

I can respond to questions to provide information and simple details about family members.



## Prononciation

### Liaison

In French, you will often see a consonant at the end of words that is generally silent.

vous mangez                      les chiens                      mes tantes

However, if the following word starts with a vowel or silent **h**, the final consonant is pronounced and it sounds like the words are connected. The letters **s**, **z**, and **x** all sound like a **z** when connected to the following words.

nous étudions                      les enfants                      mon oncle  
vous avez                      deux élèves                      leurs amis

Sometimes you will have a **liaison** multiple times in a single sentence. Try saying these sentences out loud, deciding where there should be a **liaison**.

Vous avez trois oncles?                      Mon époux a des ordinateurs  
américains.

Mes amis habitent à Lourdes.                      Ils ont des enfants?

Watch the video in Explorer and listen to François say these examples. Then watch the video again and practice saying the phrases with him.



Poitiers, Nouvelle-Aquitaine, France

# J'avance 1

## Voici ma famille



### **Étape 1: Regardez**

Ariane is a peer-mentor at your school for new students who speak French. As a part of her application, she created a video describing her family. Using the names she texted to you, watch the video, paying attention to the relationships between the different family members. Record your answers in the *représentation schématique* in Explorer.

### **Étape 2: Lisez et écrivez**

Respond to Ariane's text message from *Étape 1*, noting what you understood about who makes up her family and their names. Include any additional information if possible.

### **Étape 3: Présentez**

You are applying for the same peer-mentor program at your school and the application process also requires you to make a video about your family and/or other important people/pets in your life. Include at least four different people/pets and their relationship to you. Record your video in Explorer after you have practiced and remember that all materials for *J'avance 1* can be found in Explorer.



#### Mon progrès communicatif

I can identify some family members when I hear someone describe his or her family.



#### Mon progrès communicatif

I can respond to questions to provide information and simple details about family members.



#### Mon progrès communicatif

I can present information about family members, using a few simple details.



## Comment dit-on? 2

### Comment sont les membres de ma famille?



Voici des photos d'amis et de membres de la famille de Marianne.



Ce sont ma **jeune** cousine Élodie, qui a huit ans, et mon oncle Jean. Elle est très **courageuse**. Il est **patient**. Ils sont **beaux**, non?



Mes amis sont super **gentils**! Ils sont **canadiens** et très **actifs**!



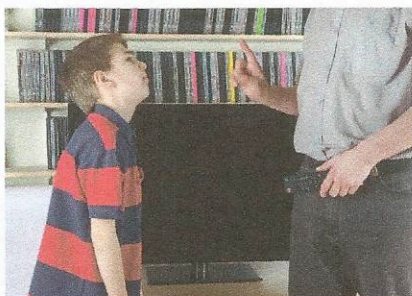
Mon **petit** frère joue avec notre **grand** chien.



Ma grand-mère est **âgée** (elle a soixante-dix ans). Elle est **française** et elle est très **créative** et **généreuse**!



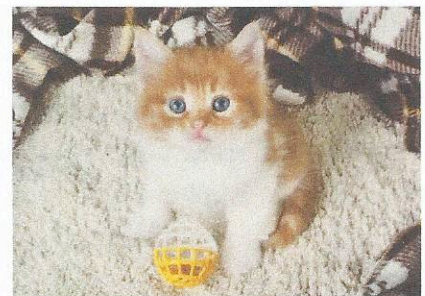
Ma tante, Carole, est **blonde**. Mon oncle, Amadou, et mes cousins sont **bruns**. Mon cousin, Florian, a seize ans et il est très **intelligent** et **ambitieux**. Carole et Amadou sont **québécois**.



Mon voisin est souvent **strict** et **méchant** envers son fils.



Mes deux chiens: Lourdaud est **grand** et **gros** et Pitchoun est **petit** et **mince**.



Mon **petit** chat Abricot est **roux** et très **mignon**.

Activité 12

  **Créons des mèmes**

Jeanne is attempting to write captions for pictures for a website in French. She has asked for your help. Using adjectives from the box, complete each sentence describing the pictures below. Pay careful attention to the placement of the adjectives!

petit	rousse	sérieux	jeune	gentille
	âgés	mignon	patient	



1 Le \_\_\_\_\_ chien est \_\_\_\_\_.

Je suis un génie!



2 Le \_\_\_\_\_ garçon est \_\_\_\_\_.

Touche pas!



3 La fille \_\_\_\_\_ est \_\_\_\_\_ avec le chien.

Activité 13


Quel âge ont-ils?

   **Étape 1: Écoutez et écrivez**

Listen to the friend of our blogger, Noah, as he shares the ages of some of his family members. Complete each sentence below with the number that you hear for each person's age.

1. Mon oncle, Jean, a \_\_\_\_\_ ans.
2. Ma grand-mère, Caroline, a \_\_\_\_\_ ans.
3. Mon grand-père, Stéphane, a \_\_\_\_\_ ans.
4. Ma mère, Claire, a \_\_\_\_\_ ans.
5. Mon beau-père, Paul, a \_\_\_\_\_ ans.
6. Mon demi-frère, Emmanuel, a \_\_\_\_\_ ans.
7. L'arrière-grand-mère de mon meilleur ami a \_\_\_\_\_ ans!
8. Moi, j'ai \_\_\_\_\_ ans.

Comment dit-on?

 **Les numéros de 70 à 100**

In previous chapters, you learned numbers up to 69. The patterns you have thus far seen change a bit starting at 70.

- 70 soixante-dix
- 71 soixante et onze
- 72 soixante-douze
- 73 soixante-treize
- ...
- 80 quatre-vingts
- 81 quatre-vingt-un
- 82 quatre-vingt-deux
- 90 quatre-vingt-dix
- 91 quatre-vingt-onze
- 92 quatre-vingt-douze
- 100 cent



## Mon progrès communicatif

I can share information about the ages of some family members.



## Mon progrès communicatif

I can ask and answer questions about characteristics of family members or friends.



## Stratégies

### Interpersonal Speaking

It can be intimidating to speak another language when you are just starting to learn it. However, here are some helpful tips to practice.

1. Talk about familiar topics.
2. Show pictures to help you get your point across.
3. Make comments and ask questions to keep the conversation going.

Watch the Interpersonal Speaking Strategies video in your Explorer course for more examples and tips.

## Étape 2: Parlez

Now, it is your turn to share the ages of some family members. Select five people in a family, state their ages as Noah's friend did in **Étape 1**, and record yourself sharing this information in Explorer.

### Activité 14

## Nos caractéristiques

### Étape 1: Lisez et écrivez

Complete each sentence below with an activity that the person described is likely to enjoy doing.

#### Modèle

Je suis sportif. J'aime faire du sport.

1. Elle est sérieuse. Elle aime \_\_\_\_\_.
2. Tu es créatif. Tu aimes \_\_\_\_\_.
3. Il est timide. Il n'aime pas \_\_\_\_\_.
4. Elle est sociable. Elle aime \_\_\_\_\_.
5. Je suis bavarde. J'adore \_\_\_\_\_.

## Étape 2: Parlez

With a **partenaire**, ask each other about the characteristics of family members or friends, then answer by stating what that person likes or does not like to do.

#### Modèle

*Élève A:* Ta tante est paresseuse?


*Élève B:* Oui! Elle déteste travailler./Non, elle travaille beaucoup!



Ask a question to keep a conversation going.

## Activité 15

## Comment suis-je?

 Étape 1: Parlez

You are meeting up with your classmate's best friend to get help with an assignment, but you have never met. You ask your classmate what his or her friend looks like and your classmate will answer either positively or negatively. Use the *modèle* as a guide.

## Modèle

Élève A: Est-ce que ton ami(e) est brun(e)?

Élève B: Oui, il/elle est brun(e).

Non, il/elle n'est pas brun(e). Il/elle est blond(e).

  Étape 2: Écrivez

To ensure a successful rendezvous, your classmate provides his or her best friend with your cell phone number. When you receive his or her text message, you will respond with a description of yourself. There should be a minimum of five descriptors in this message.

## Rappel

américain/américaine  
bilingue  
sérieux/sérieuse  
sportif/sportive

## On peut aussi dire

<b>amusant(e)</b>	<i>funny</i>
<b>bavard(e)</b>	<i>talkative</i>
<b>célibataire</b>	<i>single</i>
<b>divorcé(e)</b>	<i>divorced</i>
<b>énergique</b>	<i>energetic</i>
<b>marié(e)</b>	<i>married</i>
<b> paresseux/ paresseuse</b>	<i>lazy</i>
<b>sociable</b>	<i>sociable</i>
<b>timide</b>	<i>shy</i>

## Modèle

L'amie de Robert

Ici Suzanne, l'amie de Robert. Rendez-vous au café du Parc à 16h?

Toi

Bien sûr!

D'accord. J'ai besoin de ta description.

...



Mon progrès  
communicatif

I can write a description of  
myself to share with others.







## Zoom culture

### Pratique culturelle: Le Pacs et le mariage en France

#### Connexions

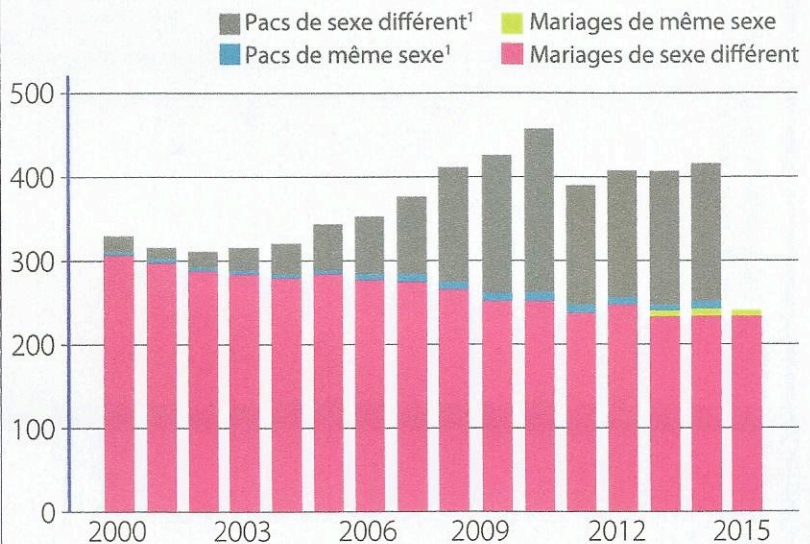
How are the perspectives of a region or county mirrored in the options available to couples?

In France, individuals have options for legally committing to each other. One option is **le mariage**, as is possible in other countries. Another option is for couples to enter into a **Pacte civil de solidarité**, or **Pacs**, which is a contract much like marriage, but that has different obligations for the couple. One significant difference between the two involves the ability to adopt a child. With a **Pacs**, the couple cannot adopt a child, unless they do so as individuals; but with marriage, adoption is possible as a couple. The **Pacs** has been incredibly popular in France, as shown by this graph, which depicts the evolution of the number of **Pacs** and marriages since the **Pacs** first became an option for couples in 1999.

#### Réflexion

Research some of the similarities and differences between a traditional marriage and the **Pacs** in France. How is family structure affected by the **Pacs**? Provide your answers in the discussion forum in Explorer.

Mariages et Pacs conclus



<sup>1</sup> données 2015 non disponibles pour les Pacs et provisoires pour les mariages.  
Champ: France hors Mayotte jusqu'en 2013 et y. c. Mayotte à partir de 2014.

© INSEE (2016), "Mariages et Pacs conclus", Retrieved from <https://insee.fr/fr/statistiques/1194000>.




#### Mon progrès interculturel

I can identify some legal practices related to traditional marriages and civil contracts between two people in France.



## Réflexion interculturelle

 Research marriages and civil unions in other Francophone countries and in your region. Is there anything similar to the **Pacs** in the area where you live? Provide the information requested or answer the questions in the discussion forum in Explorer.



Paris, France

## Découvrons 2

### Describing Family Members



Ma cousine  
Sophie est **jeune**  
et **gentille**.

Mes parents sont  
**intelligents** et  
**patients**.

Mon cousin  
Raoul est **mince**  
et **patient**.

Mon oncle  
Robert est un peu  
**gros** et **gentil**.




Jean-Paul est le plus  
**jeune** petit-fils de  
mes grands-parents.

Ma tante Juliette  
est **grande** et  
**créative**.

Je suis **brune**  
et **grande**.

Ma grand-mère  
est **âgée**.

### Découvertes

   Look at the words in bold that Christelle uses to describe the members of her family. What do you observe about the different forms? Can you figure out when to use **gentil** vs. **gentille**? **Grand** vs. **grande**? **Patient** vs. **patients**? Discuss these examples with your classmates and teacher, view the **Découvrons 2** resources in Explorer, and check the **Synthèse de grammaire** at the end of this unit.



## Activité 16

## Comment sont-ils?

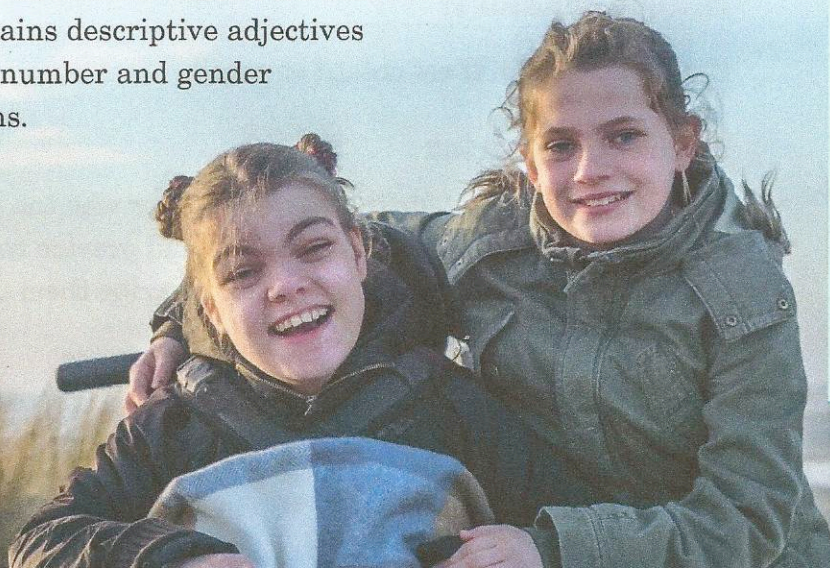
  Étape 1

Combine an expression from the left-hand column with a description from the right-hand column to make sentences that Noah could say about his family. **ATTENTION!** The descriptions are possible only if they agree in gender and number and, for some items, more than one response can be correct.

- |                       |                       |
|-----------------------|-----------------------|
| 1. Ma famille         | a. est gentil         |
| 2. Mes grands-parents | b. sont âgés          |
| 3. Mes cousines       | c. est stricte        |
| 4. Mon oncle          | d. est grande         |
| 5. Ma grande-mère     | e. sont intelligentes |
| 6. Mon chat Pierre    | f. est créatif        |
|                       | g. sont patients      |
|                       | h. est petit          |
|                       | i. sont belles        |
|                       | j. est mignon         |

  Étape 2

Write original sentences similar to the ones that were formed in **Étape 1** to describe either your own family, an imagined family, or even a famous family. Use vocabulary from **Comment dit-on 1 & 2** as well as **On peut aussi dire** or look up any additional words needed. Make sure that each sentence contains descriptive adjectives that agree in number and gender with the nouns.



## Expressions utiles

Here are some expressions to help you be more descriptive in using adjectives. These expressions always go before the adjective.

Mon cousin est **vraiment** (really) grand.

Ta mère est **si** (so) gentille.

Mes grands-parents sont **toujours** (always) patients.

Leur chat est **trop** (too) mignon!

Other expressions that modify adjectives are **rarement** (rarely), **assez** (rather), and **souvent** (often).

## Rappel

## Le verbe être

As you have noticed, the most commonly used verb in French is often used with adjectives as in phrases like these: **Mon cousin Paul est ambitieux**; or, **Mes grands-parents sont gentils**. Let's take a look at all forms of this verb:

je suis	nous sommes
tu es	vous êtes
il/elle est	ils/elles sont

**Mon progrès communicatif**

I can identify which person is being described.



**Activité 17**

**De qui parle-t-on?**

Listen to Océane describe different members of her family. Of the four possibilities below, whom could she be referring to? Listen carefully to the gender and the number of the adjectives to figure it out. Write both the letter of the person(s) being described and the adjective used to describe him, her, or them.

- a. La tante Pauline
- b. L'oncle Georges
- c. Les grands-parents
- d. Les cousines Delphine et Caroline

**Modèle**

(You hear) *Il est actif.* (refers to) b. L'oncle Georges

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

**Activité 18**

**Décrivons la famille**

**Étape 1: Écrivez et parlez**

Imagine that three of these photos represent members of your family. For each photo, write simple sentences: one sentence identifies who that person is (using *c'est/ce sont*) and a second sentence describes that person (those people) using two adjectives (using *il/elle est* or *ils/elles sont*). Compare your sentences with those of an *autre élève dans la classe*.

**Modèle (photo#1)**

C'est mon cousin. Il est créatif et gentil.

**Étape 2: Parlez**

Working with a *partenaire*, ask each other who the people are in the three photos that you have chosen and provide responses that identify their relationship to you and describe them using at least one adjective.

**Modèle**

*Élève 1:* Qui est-ce?

*Élève 2:* C'est ma cousine. Elle est sportive.

Activité 19

La description d'une famille

You will write a description of a famous family. This family could be an actual family (past or present) or from a film, a television show, a novel, or other source. Your teacher will read the descriptions out loud to see if the class can guess the famous family.

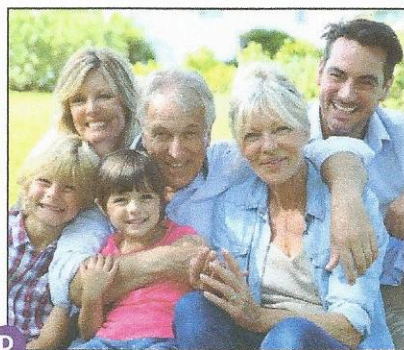
✍️🗣️🌐 Étape 1: Préparez

Working with a *partenaire* or small group, create your description by writing out the answers to the following questions. Do not use any names or other obvious information.

1. Combien de personnes est-ce qu'il y a dans la famille?
2. Qui sont-ils? (un père, une mère)
3. Quel âge a chaque (*each*) personne?
4. Comment sont les membres de la famille? Utilisez des adjectifs.

🎧🌐 Étape 2: Écoutez

Now listen to the family descriptions. Can you identify the family being described?



Détail grammatical

C'est vs. Il/Elle est

**C'est** (plural form is **ce sont**) and **il/elle est** (plural forms are **ils/elles sont**) are two very common expressions used to introduce and describe people and things. Since these expressions can both mean "he/she/it is" or "they are," the best way to choose which expression to use is this: **c'est (ce sont)** will be followed by a noun.

**Voilà Paul. C'est mon cousin.**  
*There's Paul. He is my cousin.*

**Voilà Paul. Il est grand.**  
*There's Paul. He is tall.*

## J'avance 2

### Mon/ma correspondant(e)

**Mon progrès communicatif**

I can write a description of myself to share with others.

**Mon progrès communicatif**

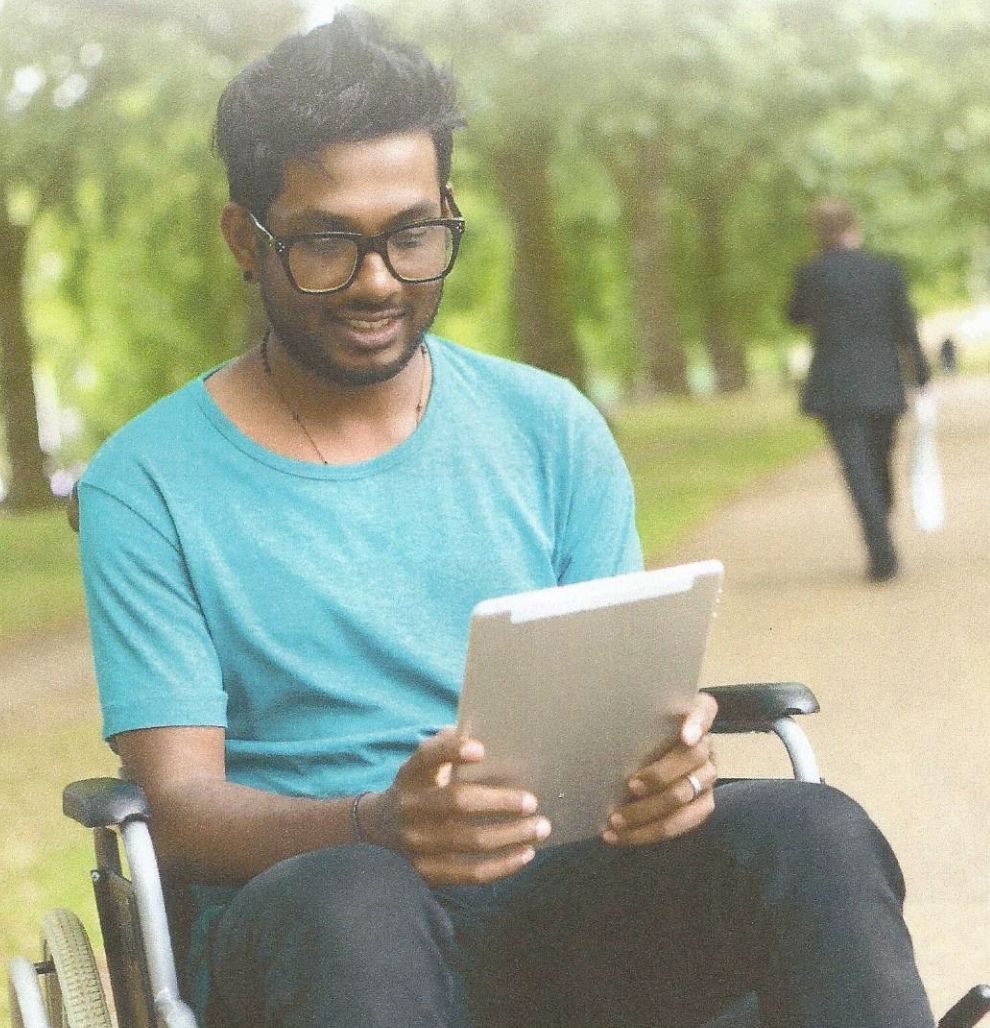
I can identify which person is being described.

#### Étape 1: Écrivez

Your French teacher is establishing an e-pal program with adolescents from the French region of *La Nouvelle-Aquitaine* for your French class. Write an email to a prospective correspondent in which you describe yourself using a minimum of six adjectives. Ask questions about your future e-pal and his or her family using a minimum of four adjectives.

#### Étape 2: Regardez

In Explorer, you will see a series of sentences describing potential e-pals from France followed by photos of these same young people. Match the sentences with the photos.





**Étape 3: Parlez**

In a round table discussion with *un petit groupe*, ask and answer questions about each other's family or about the family pictured at the beginning of the *Découvrons 2* section. This exchange of information should include such items as number of members in immediate or extended family, names, ages, and descriptions of family members. All of the materials for *J'avance 2* can be found in Explorer.


**Mon progrès  
communicatif**

I can ask and answer questions about characteristics of family members or friends.





# Comment dit-on? 3

## Chez moi

### J'habite dans...



1

une maison



2

un appartement dans un immeuble



3

en ville



4

à la campagne

### Ma maison a...



5

une cuisine



6

une salle à manger



7

un salon



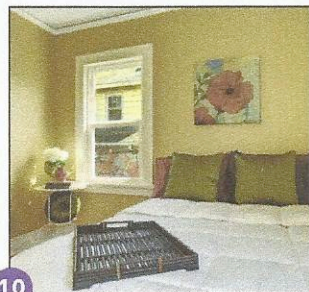
8

une salle de bains



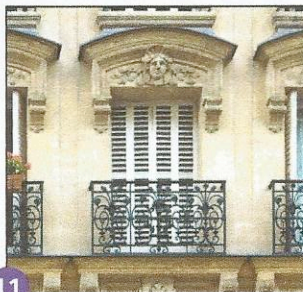
9

des toilettes



10

une chambre à coucher



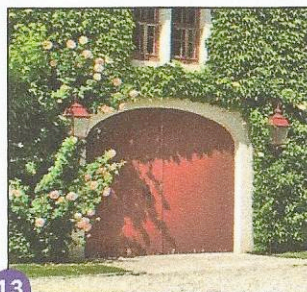
11

un balcon



12

un jardin



13

un garage

Activité 20

Où dans la maison?

  **Étape 1: Écrivez**

List the parts of the house where you generally do each activity.

1. étudier
2. manger
3. parler au téléphone
4. regarder des films
5. jouer d'un instrument de musique
6. jouer aux jeux vidéo
7. surfer sur internet
8. danser
9. être seul(e) (*alone*)
10. être avec la famille

   **Étape 2: Comparez**

Compare your answers from *Étape 1* with a *partenaire* by asking and answering questions.

**Modèle**

*Élève A:* Où est-ce que tu étudies?

*Élève B:* J'étudie dans ma chambre.

Activité 21

Un nouvel appartement

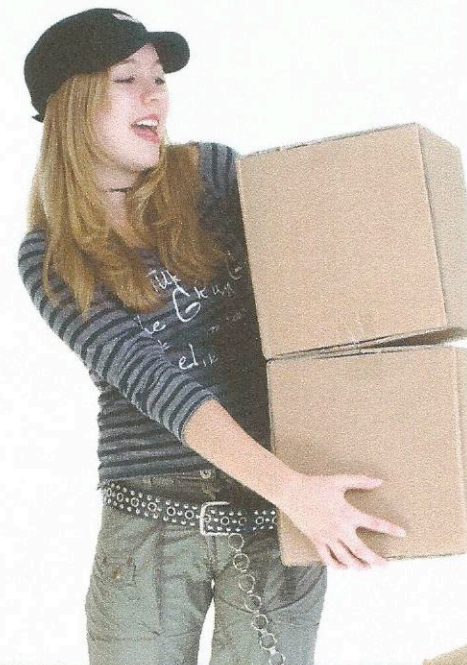
  **Étape 1: Écoutez**

Suzanne has just moved into a new apartment and she describes it in the conversation with her cousin *Éric*, who lives on the island of Guadeloupe. Listen and indicate which elements on the list she mentions.

- |   |  |
|---|--|
| <input type="checkbox"/> une salle de bains | <input type="checkbox"/> une salle à manger    |
| <input type="checkbox"/> une cuisine        | <input type="checkbox"/> la chambre de Suzanne |
| <input type="checkbox"/> le garage          | <input type="checkbox"/> le balcon             |

On peut aussi dire

- une buanderie**  
*laundry, utility room*
- un bureau**  
*desk*
- un canapé**  
*couch, sofa*
- une chaise**  
*chair*
- une commode**  
*dresser*
- un lit**  
*bed*
- un placard**  
*closet*
- une table**  
*table*



  **Étape 2: Réécoutez**

Listen again and note any adjectives that Suzanne uses to describe elements of her new apartment in the *représentation schématique*.

**Activité 22**

**La maison de Claire**

   **Étape 1: Regardez et anticipez**

Watch (without the sound) Claire, *la tante* of our blogger Jeanne, as she gives a video tour of her apartment. Write down as many details in French as you can about what you think she may be saying.

  **Étape 2: Regardez et vérifiez**

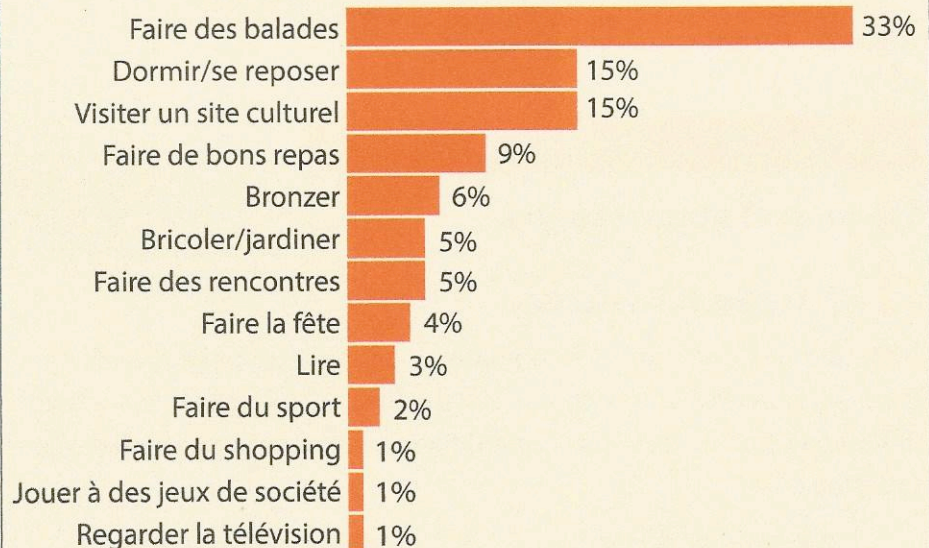
Now watch and listen to Claire's tour to see how many details you were able to predict in *Étape 1*.

**Activité 23**

**Les activités en vacances**

**Les activités préférées des Français pendant leurs vacances**


Vous personnellement, qu'aimez-vous faire en priorité en vacances?



© Direct Matin (2013). "Les activités préférées des Français pendant leurs vacances", Retrieved from <https://tinyurl.com/joysoax>.

 **Mon progrès communicatif**

I can understand simple descriptions of Francophone homes.





  **Étape 1: Lisez**

You were reading some French blogs to learn more about preferred vacation activities and found this infographic. With a *partenaire*, work together to understand all the activities listed. Record your preferences and those of your *partenaire* in the *représentation schématique*.

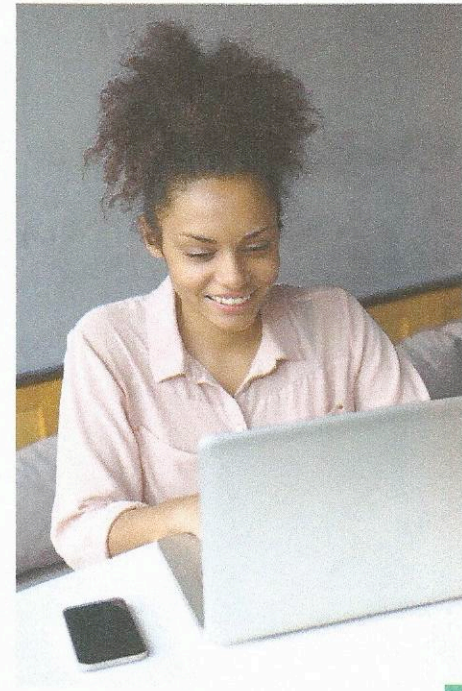
moi	nous deux	mon partenaire

   **Étape 2: Répondez**

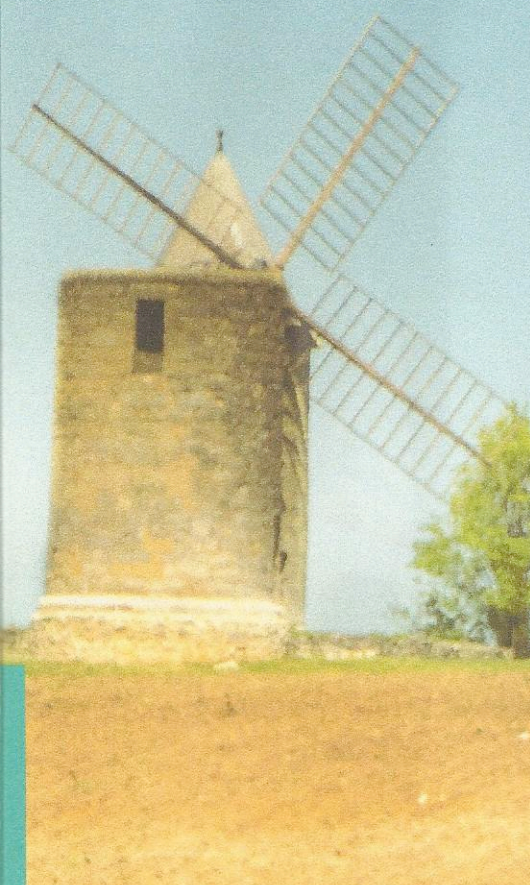
In the comment section of the blog, the authors have asked readers to respond to the survey question: *Vous personnellement, qu'aimez-vous faire en priorité en vacances?* Add your top three activity preferences to the class discussion forum for this *Étape*. You can include activities from the list or other activities you know in French. Then, respond to other entries with a question or an *Expression utile*.

  **Étape 3: Comparez**

Compare the preferences listed in the discussion forum to the preferences identified in the chart. How are the activity preferences similar and or different? Use the *représentation schématique* to help you compare the information.



Dordogne, France



## Zoom culture

### Produit culturel: Les bâtiments et le logement

#### Connexions

How do we describe the structure of buildings and houses in our community in comparison to how it is done in the Francophone world? Can you recognize signs important in everyday life?



Knowing how to refer to the various parts of buildings in the French-speaking world is an important skill. The most significant difference is the names given to the various floors of buildings. What you would call the ground or first floor in your community is called **le rez de chaussée** in many Francophone countries. The second floor is called **le premier étage** and the third floor is called **le deuxième étage**.

In many French apartment buildings, **le rez de chaussée** is the level where the **concierge** (caretaker/superintendent) would live.

Having a working knowledge of these signs is a necessary aspect of your time in Francophone regions. Public bathrooms are referred to as **toilettes** or **WC** as compared to **la salle de bains** or **la salle d'eau**, which are found in one's home. At the far right is one of 420 **sanisettes** found in Paris. These automated public bathrooms feature self-cleaning toilets and doors that automatically open and close.



 **Mon progrès interculturel**

I can identify how signage in public buildings and spaces in Francophone cultures is similar to and different from that in my culture.



#### Réflexion

Research how the term **rez de chaussée** came to mean the ground floor. What is the difference in the role of the **concierge** in a French apartment building as opposed to that person's role in an American hotel? Provide your answers in the discussion forum in Explorer.

Saint Émilion, Nouvelle-Aquitaine, France

Activité 24

Tu fais quoi en famille?

✍️ 🌐 Étape 1: Identifiez

You are responsible for categorizing the following photos of Francophone families for an online database. Write three or four words or short phrases that could be used to tag each image.

Modèle



regarder un film  
famille  
cinéma

**Mon progrès communicatif**

I can write descriptions of the places and activities that bring families together in my culture and in Francophone cultures.



✍️ 🌐 Étape 2: Écrivez

Choose one image from *Étape 1* and write a detailed description of the activity, location, and people. Be sure to use a variety of vocabulary and expressions that you have learned.

# Découvrons 3

## Asking Informational Questions

**Salut, Claude! Tu as une grande famille! Où est-ce que tu habites avec tes parents?**

**Nous habitons à Biarritz dans une maison.**

**Ton cousin Raoul habite où?**

**Il habite un appartement à Paris avec sa famille.**

**Combien de chambres est-ce qu'il y a dans l'appartement de Raoul?**

**Il y a deux chambres.**

**Et dans la maison de ta grand-mère, il y a combien de chambres?**

**Il y a trois chambres.**



Des appartements dans un immeuble à Paris, en France.



Une maison individuelle à Biarritz, en France.

### Découvertes

📺 📖 🌐 Observe the words in bold that Claude's friend uses to ask him questions about his family. What do you observe about the different forms? What do you notice about how questions can be formed in French and where you see **où** or **combien** in a question? Discuss your hypotheses with your classmates and teacher. Also be sure to look at the **Découvrons 3** resources in Explorer and the **Synthèse de grammaire** at the end of this unit to find out more.

Activité 25

Comment est-ce que nous formons des questions?

  Étape 1: Lisez

Find out more about Claude's family, whom you have met in **Découvrons 2** and **3**. Match the questions to the answer. There may be two questions for one answer.

- |  |   |
|--|---|
| 1. Où est-ce qu'il habite?                           | A. Sa grand-mère habite à Biarritz.     |
| 2. Qu'est-ce que Sophie aime faire?                  | B. Claude habite à Biarritz, en France. |
| 3. Comment est sa cousine Sophie?                    | C. Elle est gentille.                   |
| 4. Sophie aime faire quoi?                           | D. Juliette                             |
| 5. Il habite où?                                     | E. Parce qu'il adore les grandes villes |
| 6. Qui est sa tante?                                 | F. Au 2 <sup>e</sup> étage              |
| 7. À quel étage est-ce que Raoul habite?             | G. Elle aime lire dans sa chambre.      |
| 8. Dans quelle ville habite la grand-mère de Claude? |   |
| 9. Raoul habite à quel étage?                        |   |
| 10. Pourquoi est-ce que Raoul habite à Paris?        |   |



Rappel

Les mots interrogatifs

Remember these questions that you asked and answered in **Unité 1**? Keeping them in mind will help you create new questions in this unit.

**Comment** ça va?

D'**où** viens-tu?

**Quelle** est la date?

**Quel** âge as-tu?

C'est **quand** ton anniversaire?

**Qu'est-ce que** tu aimes étudier?

**Pourquoi** tu étudies le français?

**Qui** est ton professeur?

**Est-ce que** tu aimes le français?

Expressions utiles

**C'est génial!**  
*That's awesome!*

**D'accord!**  
*Ok!*

**Je ne sais pas!**  
*I don't know!*

**Je sais!**  
*I know!*

**Vachement cool!**  
*Really cool!*



**Mon progrès communicatif**

I can ask and answer questions about a family home.



## Détail grammatical

### Le mot combien

**Combien** is a handy question word for amounts, to ask either how much or how many of something. It is usually used along with other words that represent the objects or people being counted. It is often used in combination with **il y a** (*there is/there are*).

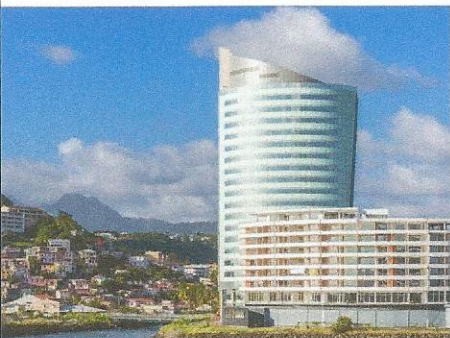
Look at these questions to see if you can figure out what is being asked:

**Combien de chaises** est-ce qu'il y a dans le salon?

Il y a **combien de chaises** dans le salon?

Tu as **combien de frères**?

**Combien de frères** est-ce que tu as?



## 🗣️ Étape 2: Demandez et répondez

Now ask a **partenaire** a few different questions about a familiar home. Use the ideas below to help you form the questions.

Remember to try out different ways of forming the questions and to react to the answers with a comment from the **Expressions utiles** or another expression that you know.

### Modèle

*Élève A:* Combien de personnes habitent ta maison?

*Élève B:* Quatre personnes habitent ma maison.

*Élève A:* C'est intéressant! Dans ma maison aussi!

Here are some ideas to ask your **partenaire**:

- name of city or town
- house or apartment (which floor?)
- why he or she likes/dislikes where he or she lives
- how many rooms (and names of the rooms)
- activities that bring families together in different rooms

## Activité 26

### Une chambre d'hôtel

#### ✍️ Étape 1: Préparez

Your grandmother is flying to Martinique for a vacation and needs to reserve a hotel room, but has asked you to call the hotel to get some information on available rooms. Since you know her well, you understand her specific needs and have jotted them down on a piece of paper so you remember what to ask the hotel:

- She uses a wheelchair, so she needs to have an elevator.
- She loves high floors because of the view.
- She likes to have just one bed.

Prepare the questions that you will need to ask to ensure that she gets the best room for her particular needs.

## 📞 🌐 Étape 2: Appelez

You are now ready to call the hotel, but when you call, you are greeted by a recorded message asking you to leave a message including your name and telephone number. Record your message in Explorer.

### Activité 27

## Les vacances de famille

### 📖 📧 🌐 Étape 1: Lisez et écrivez

Imagine that you hosted a student from the city of Bordeaux. Having heard so much about this area of France, you are planning a trip to the southwest of France this summer. You have asked your host student to look through local newspapers for a suitable rental property for your stay. He found this ad that may be suitable. Time is of the essence, so you send a *texto* (text message) to your friend to ask questions about this property.



Grand appart au centre-ville/  
vue des Pyrénées

4 chambres/2 sdb/  
10 personnes

garage pour une voiture

3 bicyclettes incluses

85€/nuit

### 📧 🌐 Étape 2: Invitez

Now that you have selected a rental property for your upcoming vacation, you have been asked to invite an aunt, who only speaks French and whom you do not get to see very often, to join you on this vacation. Write her an email describing the rental property and inviting her to join you on this vacation.

#### 🌐 Mon progrès communicatif

I can understand online descriptions of rental properties.



#### 🌐 Mon progrès communicatif

I can ask appropriate questions to inquire about a rental property in a Francophone country.



#### 🌐 Mon progrès communicatif

I can write a description of a rental property in a Francophone country.



## J'avance 3

### Cherchez une location de vacances



**Mon progrès  
communicatif**

I can understand online  
descriptions of rental  
properties.



#### Étape 1: Lisez et choisissez

You and your friends or family are planning on renting a house or an apartment near Sherbrooke, Quebec for a few days so that you can visit this beautiful city over the summer and practice speaking French. In Explorer, you will find listings from a rental property website. Select the one that you feel would best meet your group's needs and explain your reasoning using the *modèle* as a guide.

#### Modèle

L'appartement à \_\_\_\_\_ est parfait parce qu' il

\_\_\_\_\_.



  **Étape 2: Demandez**

Now that you have selected the rental property that best fits your family’s or friends' needs, you need to seek more information to ensure that this property will be perfect for your family or friends. When you call the rental company, you get their voicemail. Record a message (in Explorer) asking questions that would help you gain a better understanding of all that is offered by the property that interests you. Be sure to introduce yourself and to leave a telephone number so that they can return your call!

  **Étape 3: Évaluez**

Upon returning from your vacation, you decide to write an online **appréciation** (a review) of your thoughts on the property to share with future renters. In order to ensure that the review is helpful, be sure to be specific! All of the materials for **J'avance 3** can be found in Explorer.

☆☆☆☆☆

Titre

Appréciation


Soumettre

 **Mon progrès communicatif**




I can ask appropriate questions to inquire about a rental property in a Francophone country.





 **Mon progrès communicatif**

I can write a description of a rental property in a Francophone country.

Mauricie, Québec, Canada

# Synthèse de grammaire

## 1. Indicating Family Relationships: *Les adjectifs possessifs*

Possessive adjectives help us designate ownership and take the place of articles.

un frère = *a brother*

**mon** frère = *my brother*

la calculatrice = *the calculator*

**ma** calculatrice = *my calculator*

The form of the possessive is determined by the person or object “owned”.

*She has her calculator in her backpack.*

Elle a **sa** calculatrice dans **son** sac à dos.

*He has his calculator in his backpack.*

Il a **sa** calculatrice dans **son** sac à dos.

possessive	masc./fem./plural	possessive	singular/plural
my	mon, ma, mes	our	notre, nos
your	ton, ta, tes	your	votre, vos
his/her	son, sa, ses	their	leur, leurs

The French language goes to great lengths to maintain a fluid sound. If you wanted to talk about a friend who is a female, rules would dictate that you would come up with **ma amie**. However, the correct structure is **mon amie** because **ma amie** features consecutive vowels, which sounds much less fluid than **mon amie**.

### *Le verbe avoir*

The verb **avoir** is one of the most frequently used verbs in French and means “to have.”

Le verbe **avoir**

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

**Tu as des frères et des sœurs?**

**Oui, j'ai une sœur.**

*Do you have brothers and sisters?*

*Yes, I have a sister.*

## 2. Describing Family Members: *Les adjectifs*

Most French adjectives have four forms, for example:

Masculine singular	grand	Masculine plural	grands
Feminine singular	grande	Feminine plural	grandes

Adjectives that end in *-e* only have two endings (*-e*, *-es*); they do not distinguish between masculine and feminine, but show only plural agreement:

Ma sœur est **jeune**. Mon frère est **jeune** aussi. Mes grands-parents ne sont pas **jeunes**.

Some adjective groups display unique patterns.

masculine	feminine
canadien	canadienne
courageux	courageuse
créatif	créative
gentil	gentille
gros	grosse

## 3. Asking Informational Questions: *Les questions*

The French language offers more than just one way to structure questions.

Here are many of the essential interrogatives to form questions:

***comment, quand, où, pourquoi, qu'est-ce que, à quelle heure, qui.***

To ask someone with whom they like to chat, the options are:

- 1) Avec **qui** est-ce que tu aimes discuter?
- 2) Tu aimes discuter avec **qui**?

The two formulas that you have seen are as follows:

- 1) interrogative + **est-ce que** + subject + verb
- 2) subject + verb + interrogative

### Asking questions with *combien*

**Combien** is a useful question word that can mean either “how much” or “how many.” It is used with the preposition **de** followed by a noun that can refer to either people or objects. It is often used with the expression **il y a**.

**Combien d'oncles** est-ce que tu as?

Tu utilises **combien de cahiers**?

**Combien de musique** est-ce qu'il y a dans ta tablette?

# Vocabulaire

Comment dit-on? 1: I can identify members of my family.

## Les membres de la famille

le cousin/la cousine

l'enfant (m. or f.)

la fille

le fils

le frère

la grand-mère

le grand-père

les grands-parents (m. pl.)

la mère

l'oncle (m.)

les parents (m. pl.)

le père

la sœur

la tante

## Family Members

*cousin*

*child*

*daughter*

*son*

*brother*

*grandmother*

*grandfather*

*grandparents*

*mother*

*uncle*

*parents*

*father*

*sister*

*aunt*

Comment dit-on? 2: I can describe members of my family.

## Les adjectifs

actif/active

âgé/âgée

ambitieux/ambitieuse

beau/belle

blond/blonde

brun/brune

canadien/canadienne

courageux/courageuse

créatif/créative

français/française

généreux/généreuse

gentil/gentille

## Adjectives

*active*

*old*

*ambitious*

*beautiful*

*blond*

*brunette*

*Canadian*

*courageous*

*creative*

*French*

*generous*

*nice, kind*

## Les adjectifs

grand/grande

gros/grosse

intelligent/intelligente

jeune

méchant/méchante

mignon/mignonne

mince

patient/patiente

petit/petite

québécois/québécoise

roux/rousse

strict/stricte

## Adjectives

*tall*

*fat, big*

*smart, intelligent*

*young*

*mean*

*cute*

*thin*

*patient*

*small, short*

*from Quebec*

*red-headed*

*strict, firm*

**Les numéros de  
70 à 100**

soixante-dix	70
soixante et onze	71
soixante-douze	72
soixante-treize	73
...	
quatre-vingts	80
quatre-vingt-un	81
quatre-vingt-deux	82
...	
quatre-vingt-dix	90
quatre-vingt-onze	91
quatre-vingt-douze	92
...	
cent	100

**Numbers  
70 through 100****Comment dit-on? 3: I can describe where I live.****Chez moi**

<b>l'appartement (m.)</b>
<b>le balcon</b>
<b>la campagne</b>
<b>la chambre à coucher</b>
<b>la cuisine</b>
<b>le garage</b>
<b>l'immeuble (m.)</b>
<b>le jardin</b>
<b>la maison</b>
<b>la salle à manger</b>
<b>la salle de bains</b>
<b>le salon</b>
<b>les toilettes (f. pl.)</b>
<b>la ville</b>

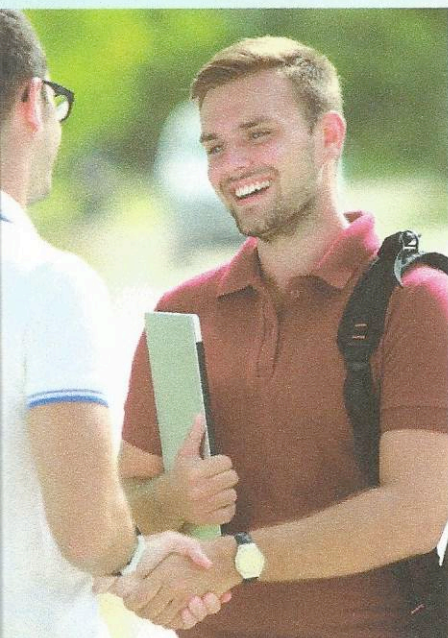
**My house**

<i>apartment</i>
<i>balcony</i>
<i>countryside</i>
<i>bedroom</i>
<i>kitchen</i>
<i>garage</i>
<i>apartment building</i>
<i>garden</i>
<i>house</i>
<i>dining room</i>
<i>bathroom</i>
<i>living room</i>
<i>WC, toilets</i>
<i>city</i>

**Expressions utiles**

<b>assez</b>	<i>rather</i>
<b>rarement</b>	<i>rarely</i>
<b>si</b>	<i>so</i>
<b>souvent</b>	<i>often</i>
<b>toujours</b>	<i>always</i>
<b>trop</b>	<i>too</i>
<b>vraiment</b>	<i>really</i>





# J'y arrive

## Questions essentielles

- Who are the members of a family?
- Which attributes and interests do family members share?
- Which places and activities bring families together in our culture and in Francophone cultures?

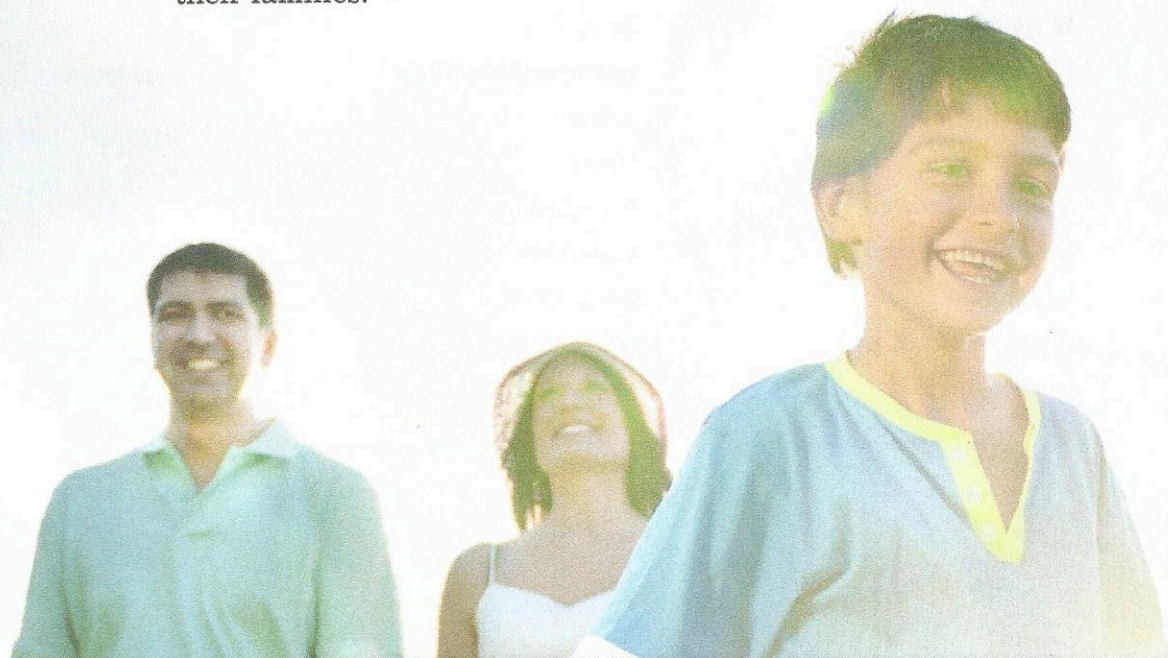
## Une nouvelle famille, une nouvelle culture

You have another opportunity to participate in an *échange scolaire* through the website [jeveuxapprendreleslangues.com](http://jeveuxapprendreleslangues.com). The following assessments are based on the ads and blogs posted by Jeanne, Ariane, and Noah. Before you begin, refer to the *J'y arrive* rubric in Explorer to familiarize yourself with the evaluation criteria.

### Interpretive Assessment

#### Ma famille d'échange

Jeanne, Ariane, and Noah are looking to improve their English by participating in an exchange program with an English-speaking host family. Watch all three of their videos and use the chart of attributes in *Explorer* to take notes on the three bloggers and their families.



### Interpersonal Assessment

#### Une conversation avec Jeanne, Ariane, ou Noah.

You have selected which person you would like to host as part of the summer exchange. Both of you have arranged to speak on the phone at 4:00 p.m. your local time (France is six hours ahead of Eastern time in the U.S. and Rwanda is seven hours ahead of Eastern time in the U.S.). You have agreed to speak in French for this telephone call. In order to prepare for the call, a *partenaire* and you will practice asking and answering questions about your families.

### Presentational Assessment

#### Voici ma famille!

Create a digital album to share written information and photographs about your family, important people and/or pets, and home to make your exchange student feel comfortable when he or she visits.

