

Judy Comley | Nathalie Marchand

# QUOI DE NEUF?



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STUDENT BOOK • 2ND EDITION

FRENCH LANGUAGE



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Judy Comley  
Nathalie Marchand



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## Student Book

The **Student Book** explores French language and culture through bandes dessinées drawn by a French artist, up-to-date photographs shot on location and authentic French texts and realia.

The book is designed to engage students and support learners' understanding of the links between language and culture.



## Activity Book

The **Activity Book** is designed to consolidate learning. Using carefully sequenced activities focused on language structures, macro skills and learning covered in the Student

Book, the learners are encouraged to apply their understanding of French, francophone communities and cultures.



## Teacher Guide

The **Teacher Guide** supports teachers at all levels of experience in lesson preparation and implementation. The Teacher Guide has clearly mapped all resource in this series so that they're

visible and aligned to the Student Book. The guide also has clear learning goals, updated teaching notes plus answers to the Student Book and audio scripts.



Senior resources also available

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# How to use

Let's explore what's in your *Quoi de neuf?* Second Edition Student Book, Reader+ our eBook platform, and Activity Book.

## Classroom expressions

You can find some useful classroom expressions that your teacher will be using and some you can learn to say on page viii. Have a go at practising these expressions and using them during your French lessons.

## Chapter opener page

The first page of every chapter offers a selection of authentic spark visuals that allow you to predict what you will cover in the chapter. Take time to discuss these in class. What is interesting? What similarities and differences do you see compared with where you live?

**Avant de commencer...** asks three inquiry questions that you can consider as a group. The first question is factual, the second conceptual and the third debatable. These questions act as prompts to allow you to tap into your personal understanding and experience of life and general knowledge.

Your Reader+ eBook provides a video you may want to watch now and revisit later on, or you could wait until you get into the chapter to watch it. Each episode features a French teenager and her friends and family, and gives you the opportunity to discover real-life situations.

The Learning goals list what you will be able to do, talk about, ask about and read about when you have finished the chapter.

- **Communication** – outlines the new communication skills you will be acquiring
- **Compréhension** – lists the different language points you will be covering
- **Culturel et interculturel** – shows some of the cultural information you will explore and opportunities to help develop your intercultural understanding.

## Before you start

There is a link to the Activity Book, where you will find related intercultural thinking tasks to complete before you start the chapter, and which you can revisit at the end.

## Bande dessinée

In France, Belgium, Switzerland and many other **francophone** communities around the world, comic books, or **bandes dessinées (BD)**, are enjoyed by people of all ages.



The story in *Quoi de neuf?* is set in the French town of **Montauban**. It introduces **Léo**, **Nina**, **Kim** and **Quentin** and allows you to make your own observations of many interesting aspects of French culture. Through the **BD**, you'll hear and learn new language and expressions used in context that you can use to communicate in similar situations. The **BD** has been drawn by a professional French graphic novel artist, **Clémentine Bouvier**, who lives and works in Lyon.

In your Reader+ eBook, you will find an interactive version of the **BD** that allows you to watch it with or without sound and text.

## Suivez la piste...

This is a four-part trail. As you follow the path and gather information, watch out for clues and do a bit of problem-solving, until you arrive at a complete understanding of what's happening in the **BD**.

## Connexions culturelles

Notice, compare and reflect on cultural aspects shown in the **BD**. This section includes information about a French gesture that is presented in the **BD** in context and in the chapter video. There are also links to other **francophone** communities around the world.

## Prononciation

Develop good French pronunciation. This section will help you correctly spell and pronounce the new words and expressions introduced in the **BD**.

## Qu'est-ce que ça veut dire ?

This section takes you to your Activity Book. Its purpose is to develop your skills in intelligent guessing as you use different clues from the **BD** and what you already know of the French language to work out the meaning of new words and expressions.

## Jouez un rôle

By the time you reach this point, you will have a good understanding of what's happening in the **BD**. Practise imitating the voices and intonations of the characters, then choose who you want to be, rehearse with some friends and perform for the class. Use some props and make it as realistic as you can. Remember the gesture too!



## Ça, c'est le français

Think about and understand how the French language works, and compare it to your own language. The main language points of each chapter are explained with supportive examples and the **À vous** drills help you use these new structures with confidence.

You will also practise the new language points by doing the reading, writing and listening tasks in your Activity Book.

## Conversations

Now that you can confidently act out the **BD**, and understand more about the French language, you are ready to try these structured conversations. They provide you with secure guidelines, while offering you some choice, so you can create a variety of conversations with your classmates.

## En plus

Here you'll discover a variety of additional language and useful information that gives you more scope for talking about the themes of each chapter.

## Un peu de lecture

Read a range of extra texts in French, based on what you've already learnt. The context will help you guess the meaning of any new words and you can check how well you've understood the texts by doing the associated tasks in your Activity Book.

## Vous avez la parole

This is where you put together what you've learnt and develop an oral presentation of your own. Whether it's a role-play, interview or survey, it's your chance to show what you can do by the end of the chapter.

## Allez-y !

The last page of each chapter offers a variety of activities to choose from. You will work independently or collaboratively to put into practice the language and skills you have learnt, using technology when needed. These activities can be done at any time that seems appropriate – when you've finished all your work, or you may even start working on one before you finish the chapter.



Languages and their rules can change over time, and French is no exception. The spelling of words in *Quoi de neuf ?* follows updated official spelling changes. In the **Dictionnaire** at the back of the book, you will see the old spelling provided as reference too, as both are correct.

## An introduction to Content and Language Integrated Learning

Content and Language Integrated Learning (CLIL) refers to studying subjects such as science, history and geography through another language, such as French. You will find some CLIL lesson tasters at the back of the book. These can also be used as extension content for your learning of French.

Finally, at the back of your book, you'll find some useful support:

**Annexe 1 : Le mot juste** contains some helpful hints on how to use a bilingual dictionary effectively. You can test your skill by doing the dictionary activity in your Activity Book from **Chapitre 2** onwards.

**Annexe 2 : Conjugaison des verbes** has a summary of the regular and irregular verbs you have learnt in this Student Book.

**Annexe 3 : Glossaire** is a handy list of numbers, colours, days of the week and months of the year.

**Dictionnaire : Français–anglais / Anglais–français** are French–English and English–French vocabulary lists of the words and expressions that appear in this Student Book.

We hope you will find your *Quoi de neuf ?* resources clear and supportive and that they will give you an enjoyable, relevant and rewarding learning experience.

### Icons used in your *Quoi de neuf ?* Student Book

-  Listen to French native speakers and practise your comprehension and pronunciation skills.
-  Watch video content to support your learning of French grammar and pronunciation, or view a live action episode related to the chapter.
-  Develop your intercultural language learning awareness. Observe, explore, compare and record your point of view.
-  Work out French language using deductive and thinking skills.
-  Learn something extra about French and francophone culture or language.
-  Notice something about the French language.
-  Develop your 21st century skills with activities that involve collaboration, communication, critical thinking, creativity and ICT skills.

Alors, on y va !

# Le français en classe



## Routine lesson openers and closers

<b>Entrez !</b>	Come in! / Go in!
<b>Bonjour, tout le monde / les garçons / les filles.</b>	Good morning/afternoon, class/boys/girls.
<b>Asseyez-vous.</b>	Sit down.
<b>Levez-vous.</b>	Stand up.
<b>Quelle est la date aujourd'hui ?</b>	What is the date today?
<b>Quel jour sommes-nous ?</b>	What day is it today?
<b>Au revoir, tout le monde.</b>	Goodbye, everyone.
<b>N'oubliez pas les devoirs.</b>	Don't forget your homework.
<b>Bon weekend !</b>	Have a good weekend!

## Classroom instructions

<b>On y va ! / Allons-y !</b>	Let's go!
<b>Est-ce que vous comprenez ?</b>	Do you understand?
<b>Parlez...</b>	Speak ...
<b>Répondez à la question (aux questions).</b>	Answer the question/s.
<b>Dans votre cahier, écrivez...</b>	In your notebook, write ...
<b>Commencez (l'activité B).</b>	Begin (activity B).
<b>Ouvrez le livre à la page...</b>	Open your book to page ...
<b>Fermez vos livres.</b>	Close your textbooks.
<b>Continuez...</b>	Continue ...
<b>Faites (le quiz).</b>	Do (the quiz).
<b>Écoutez (l'enregistrement).</b>	Listen (to the audio).
<b>Regardez (l'image / l'exercice).</b>	Look at (the picture / the exercise).
<b>Complétez (les phrases).</b>	Complete (the sentences).
<b>Répétez (après moi).</b>	Repeat (after me).
<b>Lisez (le texte) et répondez aux questions.</b>	Read (the text) and answer the questions.
<b>Créez (une conversation).</b>	Create (a conversation).
<b>Arrêtez de (parler/lire) !</b>	Stop (talking/reading)!
<b>À tour de rôle.</b>	Take turns.
<b>Utilisez la site de vocabulaire / l'annexe !</b>	Use (the vocabulary list / appendices).
<b>À vous maintenant.</b>	Your turn now.
<b>Travaillez (en groupes / à deux / en silence).</b>	Work (in groups / in pairs / in silence).
<b>Écrivez (un paragraphe).</b>	Write (a paragraph).
<b>Décrivez (l'image).</b>	Describe (the picture).
<b>Vous avez dix minutes pour faire / finir l'exercice.</b>	You have ten minutes to complete this activity.

## Sentence starters for classroom objects

<b>J'ai...</b>	I have ...
<b>Je n'ai pas...</b>	I don't have ...
<b>Vous avez... ? / Tu as... ?</b>	Do you have ...?

## Asking and answering questions

<b>Je ne comprends pas.</b>	I don't understand.
<b>Pouvez-vous répéter, s'il vous plaît ?</b>	Can you repeat (that), please?
<b>Pouvez-vous parler plus lentement ?</b>	Can you please speak more slowly?
<b>J'ai une question.</b>	I have a question.
<b>Qu'est-ce que c'est... ?</b>	What is ...?
<b>Comment dit-on... ? / Comment dire... ?</b>	How do you say ...?
<b>Comment ça se prononce ?</b>	How do you say/ pronounce this?
<b>Comment ça s'écrit ?</b>	How do you write/ spell that?
<b>Qu'est-ce que ça veut dire ?</b>	What does that mean?
<b>Est-ce que je peux aller aux toilettes ?</b>	Can I go to the toilet?

## For students working in pairs or groups

<b>Moi, je suis A.</b>	I'm A.
<b>Toi, tu es B.</b>	You're B.
<b>Tu es d'accord ?</b>	Do you agree?
<b>Oui, je suis d'accord.</b>	Yes, I agree.
<b>Non, je ne suis pas d'accord.</b>	No, I don't agree.
<b>À moi, maintenant.</b>	My turn now.
<b>À toi, maintenant.</b>	Your turn now.
<b>C'est une bonne idée !</b>	That's a good idea!
<b>C'est génial/super !</b>	That's great!
<b>Pardon ! / Désolé/e !</b>	Sorry!

## Classroom objects

<b>le livre de l'élève</b>	the student book
<b>le livre d'exercices</b>	the activity book
<b>le cahier/carnet de notes</b>	the student notebook
<b>un stylo</b>	a pen
<b>une tablette</b>	an iPad/tablet
<b>un (ordinateur) portable</b>	a laptop
<b>un casier</b>	a locker

# Salut!



Léo habite à Montauban.



La bande dessinée *Quoi de neuf ?*

## Avant de commencer...

What language/s do you speak?

How much language do you need to know to make yourself understood?

Why is it important to learn another language, such as French?

### Communication

- Greet and farewell people
- Ask someone their name and say your name
- Talk about where you live
- Say you are sorry
- Use the numbers 0 to 10

### Compréhension

- Understand how to greet people appropriately
- Explore forms of address
- Use different tones of voice
- Learn about French accents and marks
- Master the pronunciation of **a** and **oi**

### Culturel et interculturel

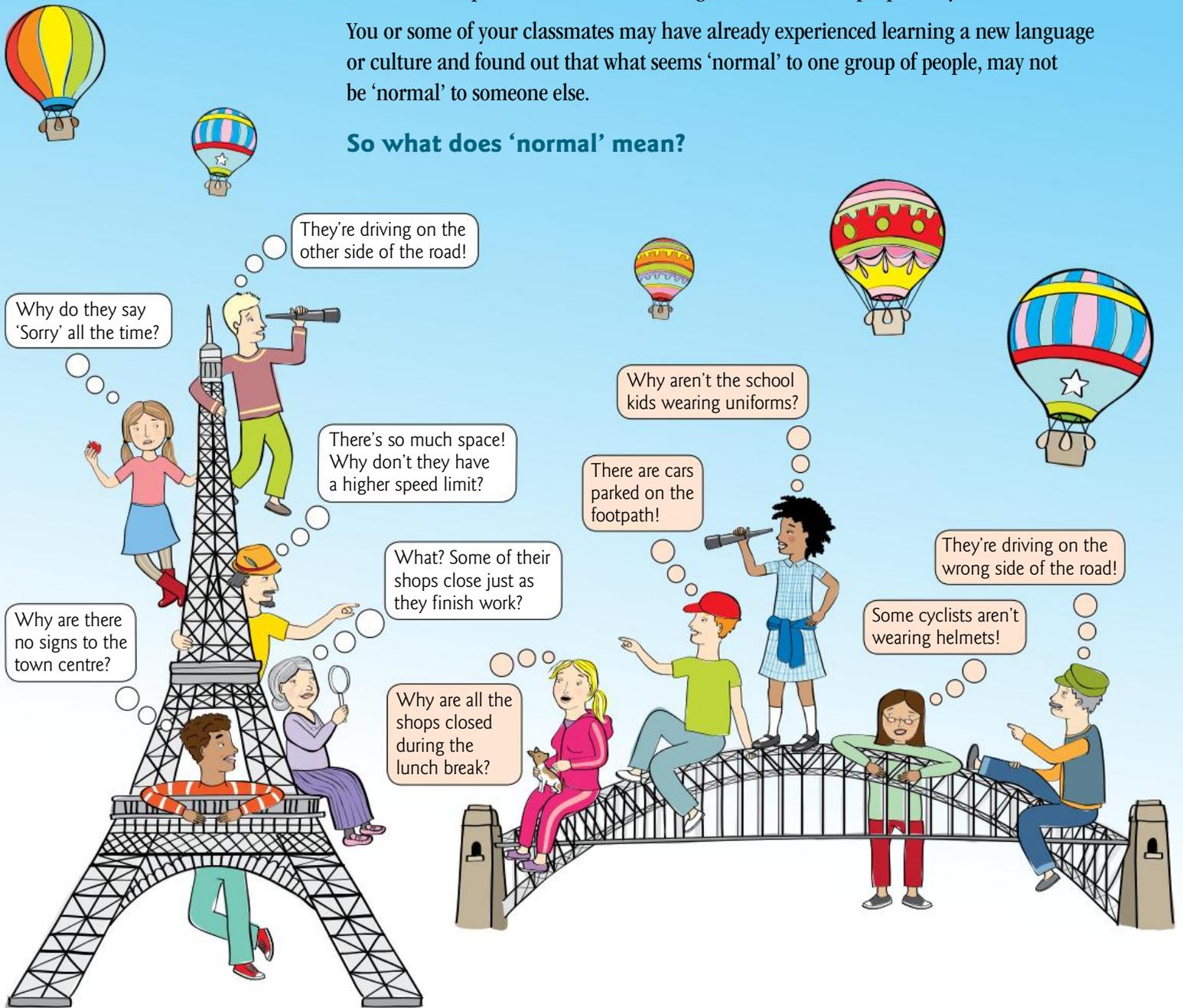
- Make some cultural comparisons
- See your own culture through new eyes
- Learn about French around the world
- Explore the geography of France
- Learn about **la bande dessinée**
- Find out about bread and **les boulangeries**
- Reflect on the **Oh, là, là !** gesture

Before you start, turn to page 1 of your Activity Book.

Learning a new language is not just about learning new words – it's also about discovering other cultures and becoming more aware of your own. It's about learning to see things from different points of view and thinking about how other people see you.

You or some of your classmates may have already experienced learning a new language or culture and found out that what seems 'normal' to one group of people, may not be 'normal' to someone else.

### So what does 'normal' mean?



### What do these people's thoughts show about what is 'normal' for them?

#### Réfléchissez

Our idea of 'normal' is shaped by our culture – where we live, how we live and the people we live with. What does 'culture' mean to you?

#### Remarquez !

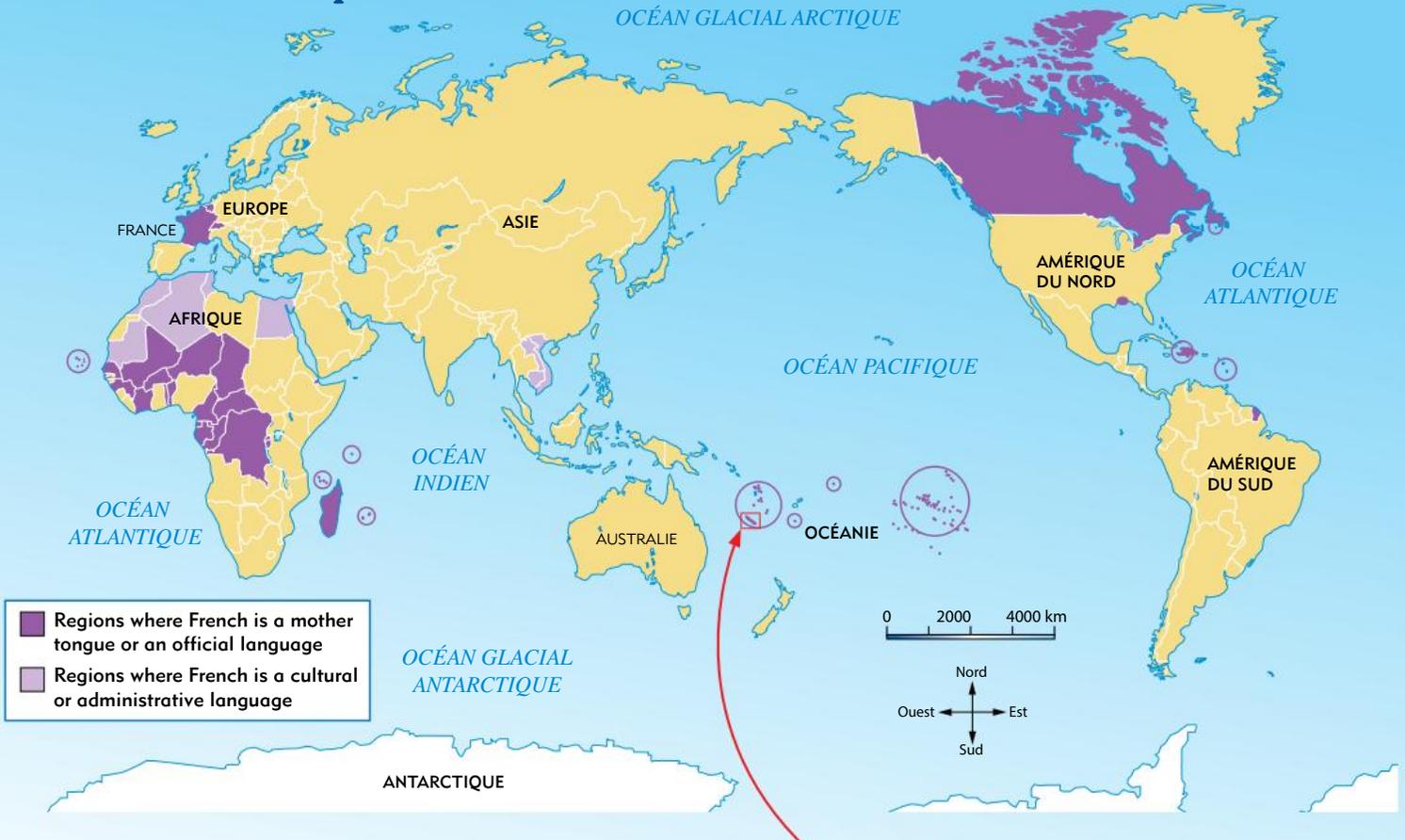
Describe your own culture. How is it similar to and different from your classmates' cultures?

Learning French will allow you to discover more than just the cultures of France – it may surprise you to know that French is spoken in more than 40 countries around the world ...

From the 1500s to the 1800s, many European countries expanded their territories through exploration and colonisation. France was one of them. The French brought their language and culture to many parts of the world. Although most of these countries have since regained their independence, French is still spoken in many of them. These countries and places are part of the French-speaking world known as **le monde francophone**. You will learn more about other **francophone** communities in this book.

The British were also expanding their territory through colonisation during this period. That's why we speak English in Australia and New Zealand.

## Le monde francophone

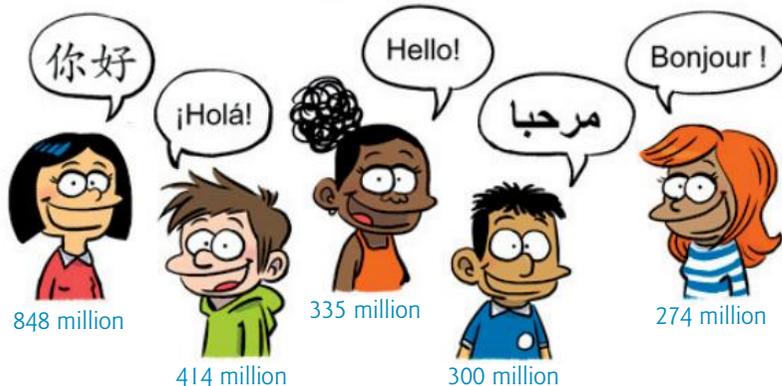


**Réfléchissez**

What are the top five languages spoken worldwide? Does this surprise you? Why?

There are 274 million people across the world who speak French. This includes 150 million people who speak French in Africa, and 1 million people in the South Pacific.

### The top five languages spoken worldwide



**La Nouvelle-Calédonie** (New Caledonia) is the closest **francophone** community to Australia. **La Nouvelle-Calédonie** is located 1400 km off the coast of Queensland and has a population of 280 000 people.

Let's take a closer look at France itself.



## La belle France - l'Hexagone

France is shaped roughly like a hexagon, with land on three sides and sea on the other three. It shares its borders with six countries and is one of the most popular tourist destinations in the world.

Everyone knows about the city of Paris with its leafy boulevards, rich architecture, arts, fashions and the famous Eiffel Tower (**la tour Eiffel**). But there's a lot more to France than Paris. Outside the capital city, majestic castles guard broad rivers, quaint medieval villages perch on cliff tops; there are deep gorges and jagged snow-capped mountains, sparkling surf beaches and wild, rocky coastlines ...

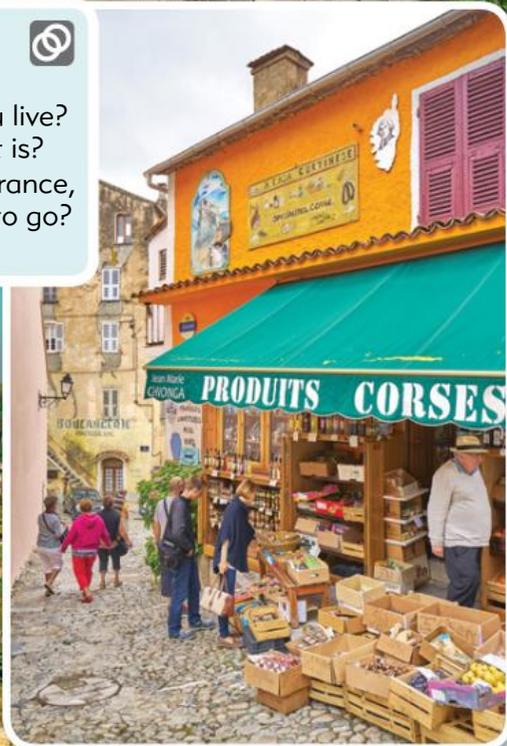
French is one of the official languages of **Monaco**, **la Suisse** (Switzerland), **le Luxembourg**, **la Belgique** (Belgium) and **l'Andorre** (Andorra). Can you find these places on the map?



### Réfléchissez



How do these images compare to where you live? Why do you think that is? If you were going to France, where would you like to go? Why?



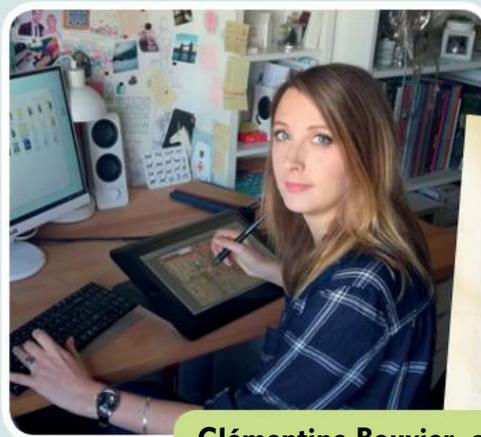
# Bande dessinée : Tu habites où ?

Nina is new in the neighbourhood.  
She is returning home from the bakery ...





Do you read comic books? In France, Belgium and other **francophone** places, comics are very popular and are read by people of all ages. You may have read the adventures of **Astérix**, **Tintin** or **Lucky Luke**, all of which were originally written in French, two by Belgian cartoonists. If you visit a library or bookshop in France, or **francophone** places such as **la Nouvelle-Calédonie** or **le Québec** (Quebec) in Canada, you will find an extensive **bande dessinée** or **BD** section, with hundreds of different comic titles.



**Clémentine Bouvier**, a graphic novel artist from Lyon in France, has drawn the **BD** for **Quoi de neuf ?**



### Qu'est-ce qui se passe ?

- 1 Do the people in the **BD** already know each other?
- 2 What caused the accident?

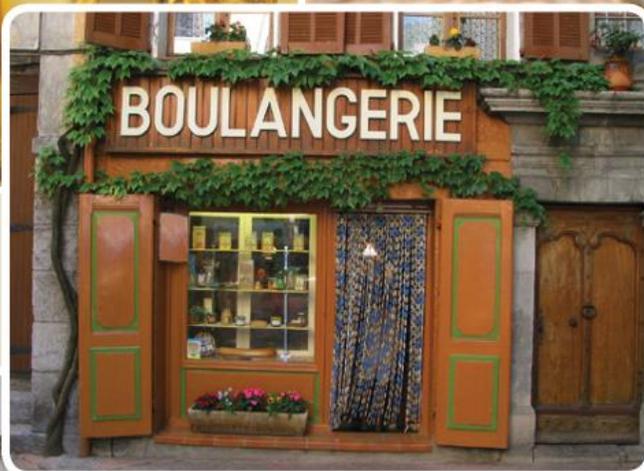
### Remarquez !

- Take a closer look at the **BD**. What details can you see that suggest this is not a street scene from where you live?
- Look again at the elderly man in Frame 4. What do you think his body language is saying? (You'll learn more about this gesture on the next page.)

### Suivez la piste...

With some classmates, select roles and act out all or part of the **BD** for the class. To ensure you fully understand the **BD** and give your best possible performance, prepare by working through steps 1 to 4 on the following pages.

## 1 Connexions culturelles



### La boulangerie et la baguette

**Nina** was on her way back from **la boulangerie** when she met **Léo**. **La boulangerie** is an important part of daily life in France and French bakers bake several times a day to ensure there's always a supply of fresh bread. In traditional French cuisine you would eat bread with every meal, particularly with cheese.

Vietnam was once a **francophone** country and some influences of French culture and cuisine can still be seen today. An example of this is **la baguette**, which was introduced to Vietnam in the mid-19th century. *Bánh mì* means 'bread' in Vietnamese. A *bánh mì* sandwich is made of a **baguette**-type roll filled with various ingredients, often a fusion of Vietnamese and French flavours!



### Café ou résidence ?

**Léo's** mother manages **le Café de la poste** and the family lives above **le café**. In the older parts and high-density quarters of French cities and towns, it is common for buildings to have a shop or cafe on the ground floor and apartments above.

### Réfléchissez

Do we always need spoken language to communicate? Can you think of any instances when we communicate without words?

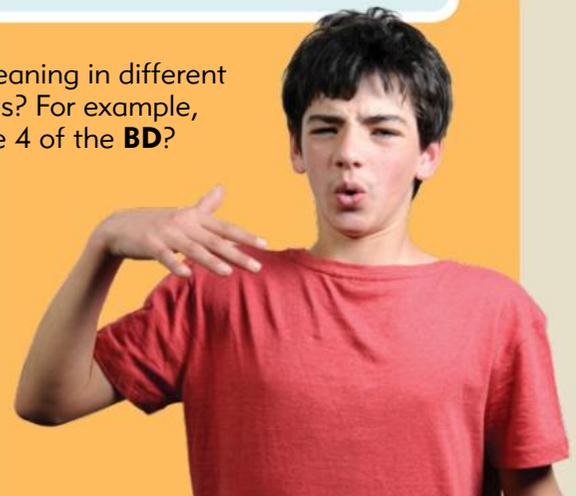
### Oh, là, là !

We often use body language to show what we are thinking and feeling, but does the same body language have the same meaning in different countries? Do all cultures have the same gestures? For example, how did you interpret the man's gesture in Frame 4 of the **BD**?

### Et chez vous ?

Is there a gesture you use when you are alarmed or concerned?

French speakers use this gesture to show alarm, concern or distress. To mean the same thing, younger people may simply put their hand to their mouth with a sharp intake of breath. You can say **Oh, là, là !** with either gesture, but the gesture alone will convey the meaning.



## 2 Pronunciation

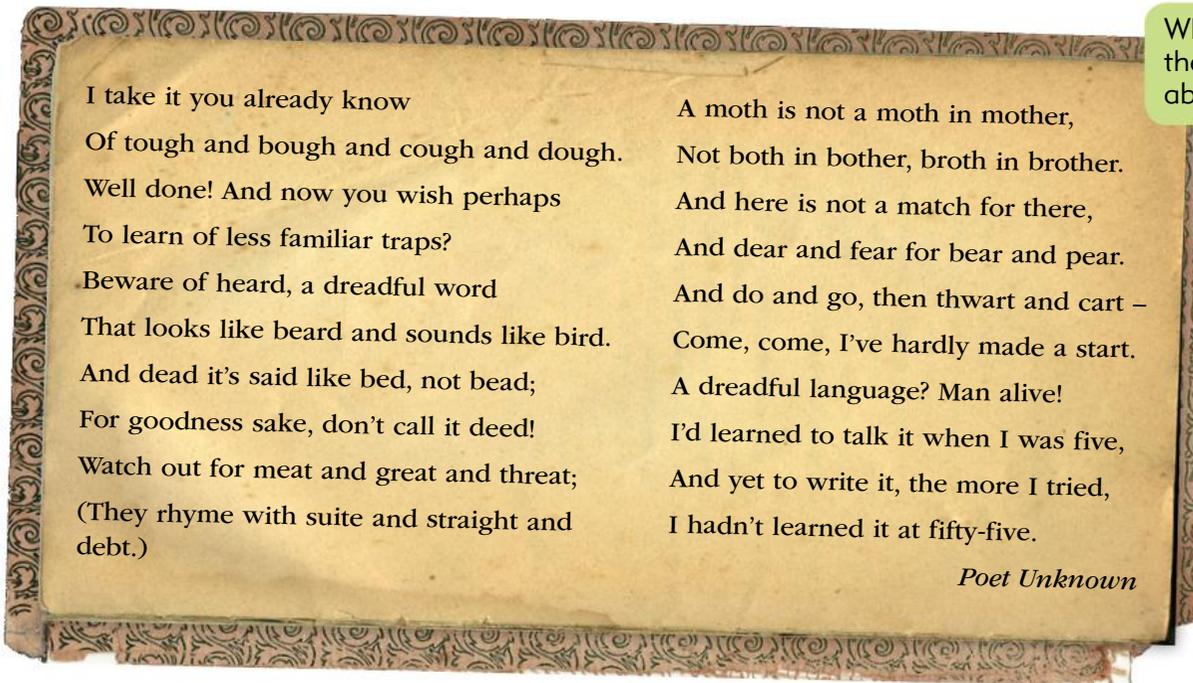
Take a look at these French words – you'll find it easy to guess the meanings.

 adorable attention chocolat famille grand-parent horrible numéro pardon

Now listen to how they are pronounced.

Surprised? Although French and English share the same alphabet and many words look the same, you don't pronounce them the same way. French has its own rules of pronunciation, but at least it *does* follow some rules!

Read this poem and imagine you're a French speaker trying to learn English:



What point is the poet making about English?

French spelling and pronunciation are quite easy, once you make some basic observations.

For example, how is the letter **a** pronounced in French?

Listen to the audio or watch the pronunciation video. 

 **a** ça ne va pas salut oh, là, là je m'appelle là-bas

→ **a** is usually pronounced 'ah'. Now practise saying the words above.

How are the letters **oi** pronounced in French?

 **oi** quoi (de neuf) moi toi au revoir Boileau

→ The **oi** is pronounced 'wah'. Now practise saying the words above.



## Silent last letters

You may have already noticed that the final **s** and **t** of some French words is not pronounced, for example: **tu t'appelles** and **à bientôt**. In French, the final letter of a word is often silent. How do you pronounce **tu habites** and **idiot**?

Learning to speak a new language also means *listening* and *imitating* what you hear.

After you hear these new words and expressions from the **BD**, have a go at saying them. Remember the pronunciation of **a** and **oi** and spot the instances of silent final letters.



### Greetings

bonjour  
salut  
au revoir  
à bientôt

### Talking about yourself

moi  
je suis  
je m'appelle  
j'habite

### Talking to someone else

toi  
Tu t'appelles comment ?  
Tu habites où ?

### Useful words

madame  
monsieur  
et  
mais  
oui  
non  
merci  
alors  
où  
ici  
là-bas  
(au) numéro  
(la) rue

### Asking and saying how you are

Ça va ?  
Ça va.  
Ça ne va pas.

**Quoi de neuf ?**   
means 'What's new?' in English.

### Exclamations and expressions

Mince !  
Aïe !  
Oh, là, là, (là, là) !  
Idiot ! / Idiote !  
Oh pardon !  
Je suis désolé/e !  
Ah bon ?

### Et à Maurice ?

On the island state of Mauritius, when greeting someone, you can say *Bonzur, ki nuvel ?* What does this correspond to in French?



## 3 Qu'est-ce que ça veut dire ?

When you can confidently pronounce the new words above, do the **Qu'est-ce que ça veut dire ?** task in your Activity Book.

As a last resort, you can use the **Dictionnaire** section at the back of the book to look up any meanings you can't guess.

You'll remember the meanings better if you work out as many as possible using your powers of deduction and the context of the **BD**.

First, have a class discussion about what sort of clues there are to help you do this.

## 4 Jouez un rôle

Now return to the **BD** and listen several more times, imitating the voices until you are confident. Then, in groups, choose roles and rehearse before you perform for the class. Remember to include the gesture.

# Ça, c'est le français

Good morning, sir.

Hello.

G'day!

How ya goin'?

Good afternoon, madam.

## 1 Greeting people

Would you greet all of these people in exactly the same way? Why? / Why not?

- your school principal
- your best friend
- a high court judge
- your grandmother
- an adult you're meeting for the first time.

There is also more than one way to greet people in French.

Look again at the **BD** to see what greetings and farewells you can find.

- **Bonjour** can be used with people you don't know well and with friends. It can mean 'Hello', 'Good morning' or 'Good afternoon'.
- **Salut** is more casual – like 'Hi' – and is used among friends. You can also use **Salut** to say goodbye to friends – a bit like 'See you!' or 'Bye'.
- If you expect to see someone again soon, you can use **À bientôt** to say 'See you soon'.
- **Au revoir** is also used to say 'Goodbye' in both formal and informal situations.

**Coucou !** is another casual French greeting. You will hear it, and see it in emails and messages. 

### Et au Québec ?

In **Québec**, you will hear **bon matin** (good morning) and **à tantôt** (bye).

Why not give yourself a French name? See page 14 for some ideas.

### À vous

With a partner, practise some French greetings.

Then try using your own names instead of those in **bold**.

Change roles. Practise more by changing partners.

**A** Bonjour, **Nina** ! Ça va ?

**B** Salut, **Léo**. Oui, ça va, merci.

**A** Au revoir, **Nina**.

**B** Au revoir, **Léo**. À bientôt.

## 2 Forms of address

How would you translate the words **monsieur** and **madame**?



- **Monsieur (M.)** can mean 'Mr' or 'Sir'.
- **Madame (Mme)** can mean 'Ms' or 'Mrs' or 'Madam'.
- **Mademoiselle (Mlle)** is like 'Miss', and is used to address younger females.

All these forms of address can be used with or without a surname but the capital **M** and the abbreviations are only used with a surname.

And here?

**Monsieur** Lenoir

**Madame** Lenoir



The words **monsieur**, **madame** and **mademoiselle** are used far more often in French than 'sir', 'madam' and 'miss' are in English, but young people in France rarely use the title **mademoiselle** – it's considered old-fashioned.

What different forms of address are used in your culture? Are these forms of address the same for all generations? 

### 3 Voice tone

When speaking, your tone of voice can be very important in making your meaning clear. For example, try making 'That's great!' mean different things by changing your tone.

It's the same in French. **Ah bon**, for example, can have different meanings:

- Said in a questioning tone, it's like saying 'Oh, really?'
- Said with enthusiasm, it can mean 'Oh, I get it!'
- Said with a flat expression, it's like saying 'Whatever'.

**Ça va** can also change meaning with the tone of voice.

- Said with a rising intonation, it is a question meaning 'How are you?' or 'How are things?'
- As a statement, it can mean 'I'm OK' or 'Everything's fine'.

What do you think **Nina** meant when she said **Ça va** in Frame 5 of the **BD**?



Watch the pronunciation video and practise your French voice tone.



### 4 Accents

Written French uses different types of accents or marks:

-  acute accent (l'**accent aigu**), e.g. **désolé**
-  grave accent (l'**accent grave**), e.g. **oh, là, là !**
-  circumflex accent (l'**accent circonflexe**), e.g. **à bientôt**
-  dieresis (le **tréma**), e.g. **aïe !**
-  cedilla (la **cédille**), used with the letter **c**, e.g. **ça va**

#### Réfléchissez

Look at the keyboard on the phone. What differences do you notice between this one and yours? Why do you think these differences exist?

Accents are part of French spelling, and can affect pronunciation, so remember to include them. You can discuss with your teacher how to type them. 



## 5 Numbers 0-10

### Remarquez !

Notice how the numbers 1, 7 and 9 are written in French.



When you've learnt how to say the numbers, with the help of the audio, practise saying the names of these people and where they live.



Prénom : **Sarah**

Adresse :  
**10, rue Valoir**



Prénom : **Samuel**

Adresse :  
**7, rue Benoît**



Prénom : **Yasmine**

Adresse :  
**9, rue de Victor Hugo**



Prénom : **Thomas**

Adresse :  
**8, rue du Réservoir**



Prénom : **Alice**

Adresse :  
**6, rue Desmoines**

### À vous

- Now work with a partner, each of you choosing one of the people above.
- Introduce yourselves to one another using the example on the right.
- Substitute the words in **bold** with the **name** and **address** of the person you've chosen.
- Practise until you can say your part confidently.
- Try different combinations of people. Be sure to change roles.

- A** Salut. Je m'appelle **Léo**. Et toi, tu t'appelles comment ?
- B** Bonjour. Je m'appelle **Nina**.
- A** Tu habites où ?
- B** J'habite ici, au numéro **sept**, rue **Boileau**. Et toi ?
- A** Moi, j'habite là-bas, au numéro **deux**.
- B** Ah bon ? Au revoir, **Léo**.
- A** Salut, **Nina**. À bientôt.



## Vous avez la parole

Work with a partner to create this scenario. You are in France. You meet someone for the first time as a result of an accident where one of you hurts the other. Introduce yourselves, using the French you've already learnt. Try to rearrange the dialogue so that it's different from **Léo** and **Nina**'s first meeting. Practise together until you're confident, then perform it for the class. **Bon courage !**



# Les prénoms français

Why not choose a French name for yourself? Below are some contemporary and traditional names that are popular in France. Before you make your choice, listen to your teacher and how the names sound, and say them after your teacher. If you decide to keep your own name, ask your teacher how it will sound when it's said the French way.

## Les prénoms de garçons

Abdou	Erwan	Léo	Sacha
Alexis	Étienne	Loïc	Samuel
Arthur	Fabien	Louis	Sébastien
Axel	Félix	Lucas	Simon
Bastien	Florent	Maxime	Théo
Benjamin	François	Mohamed	Thibault
Benoît	Gabin	Nathan	Thomas
Charles	Gabriel	Nicolas	Tristan
Clément	Grégoire	Noah	Valentin
Corentin	Guillaume	Olivier	Victor
Damien	Hugo	Paul	Vincent
David	Jean-Baptiste	Pierre	Xavier
Dorian	Jules	Quentin	Yanis
Dylan	Julien	Raphaël	Yannick
Emilien	Kaïs	Rémy	Yassine
Enzo	Kévin	Romain	

## Les prénoms de filles

Agathe	Flavie	Lucie	Rachel
Alice	Flora	Maelys	Romane
Amandine	Gabrielle	Manon	Rose
Amélie	Gwendoline	Marie-Hélène	Salomé
Anaïs	Héloïse	Marie-Louise	Samantha
Camille	Ilona	Marion	Sarah
Charlotte	Imane	Mathilde	Sophie
Chloë	Inès	Morgane	Thérèse
Clara	Jade	Nina	Tiffany
Clémentine	Jeanne	Noélie	Tiphaine
Coralie	Juliette	Noémie	Valentine
Danièle	Justine	Océane	Victoire
Élise	Kathy	Olivia	Yasmine
Élodie	Laura	Oriane	Zoé
Emma	Léa	Pauline	
Éva	Louna	Perrine	

# Allez-y!

## 1 Une présentation

Working in pairs, investigate a **francophone** community and create a multimedia presentation. Using an online map, select a country or community (not France) to investigate (each pair must investigate a different place). You can only use images, videos and audio in your presentation. Include the following information:

- a map of the country or region, with its capital city marked
- where the place is located in the world
- information about the historical and present-day influence of French culture and language, including why French is an important language there.

Your presentation can also include:

- images of 1–2 famous landmarks
- when French influence started
- whether French influence still exists today and, if so, what influence.

## 2 Une critique

Write a short review about a French or **francophone BD**. Select one of the following series in French or in English:

**Les aventures de Tintin**, **Astérix**,  
**Les Schtroumpfs** (*The Smurfs*),  
**Valérian et Laureline**, **Gaston Lagaffe**

or another **BD** after consulting your teacher. Your review should include:

- Series:
- Title:
- Author:
- Illustrator:
- Country of origin:
- Overview of the story:
- Popularity in Australia:
- Score: /10

# Qui est-ce ? ▶



Salut ! Ça va ?



Le chien adore le Café de la paix.



C'est le café de la rue Voltaire.

## Avant de commencer...

What questions would you ask a person you were meeting for the first time?

How would a greeting change if you were introducing yourself for the first time – online or in person?

Do you address everyone the same way? Why? / Why not?

### Communication

- Ask how someone is and say how you are
- Talk about who someone is and what they're like
- Talk about where other people live
- Say the days of the week
- Use the numbers 11 to 30

### Compréhension

- Use **tu** and **vous** appropriately
- Use subject pronouns **je, tu, il, elle**
- Learn about the definite articles **le, la, l', les**
- Understand the agreement of adjectives
- Conjugate the verb **être** in the present singular forms
- Master the pronunciation of **r** and **eu**

### Culturel et interculturel

- Reflect on levels of formality and different ways of greeting people
- Learn about **la bise**
- Discover **café** culture in **francophone** communities
- Find out about dog culture in France
- Analyse and use the **Chut !** gesture

Before you start, turn to page 13 of your Activity Book.

# Il est comment ?

A few days later, Nina meets Léo at the Café de la poste ...





8

À bientôt, Yannick.

Salut, Michelle.  
À dimanche.



9

Qui est-ce ? C'est le fleuriste ? Il est cool !

Oui, il s'appelle Yannick Bosquet. Il est super... et très amusant.



10

Alors, on y va ?

Bonjour, les enfants.  
Vous désirez quelque chose ?

Non merci, Michelle. On y va.



11

Bonjour, Monsieur Grognon.  
Comment allez-vous ?

Oh, là, là !

Mal, très mal !



12

Salut, Quentin ! Quoi de neuf ?

Pas grand-chose.  
Et toi, ça va bien ?

Oui, pas mal.



13

Qui est-ce ?

Le garçon ? Il s'appelle Quentin Legrand.

Il est comment ?

Il est... euh... un peu difficile, mais très intelligent.



14

Et la fille, elle s'appelle comment ?

Elle s'appelle Kim.  
Elle est sympa.  
Elle habite près de chez toi.

Ah bon ? Près de chez moi ?

### Qu'est-ce qui se passe ?

- 1 Where are **Léo** and **Nina**?
- 2 What is **Nina** asking **Léo** about?



### Remarquez !

- Take a closer look at the **BD**. What details do you notice that suggest this is not happening where you live?
- What do you think **Léo's** gesture means in Frame 13? Find out more about this gesture on page 18.

### Suivez la piste...

With some classmates, choose roles and act out all or part of this **BD** for the class. First, to ensure you fully understand the **BD**, work through steps 1 to 4 on the following pages.

# 1 Connexions culturelles

Learning a new language and becoming familiar with a different culture also involves understanding when to use the language you have learnt. For example, you know that both **Salut** and **Bonjour** are ways of saying 'Hello' in French. You also know that while it's fine to greet a friend with **Salut**, it would be inappropriate to use it with an adult you were meeting for the first time.

## Remarquez !



Look again at the **BD** and at the different times when people greet each other. Notice who is involved and what they say and do.

## Et chez vous ?

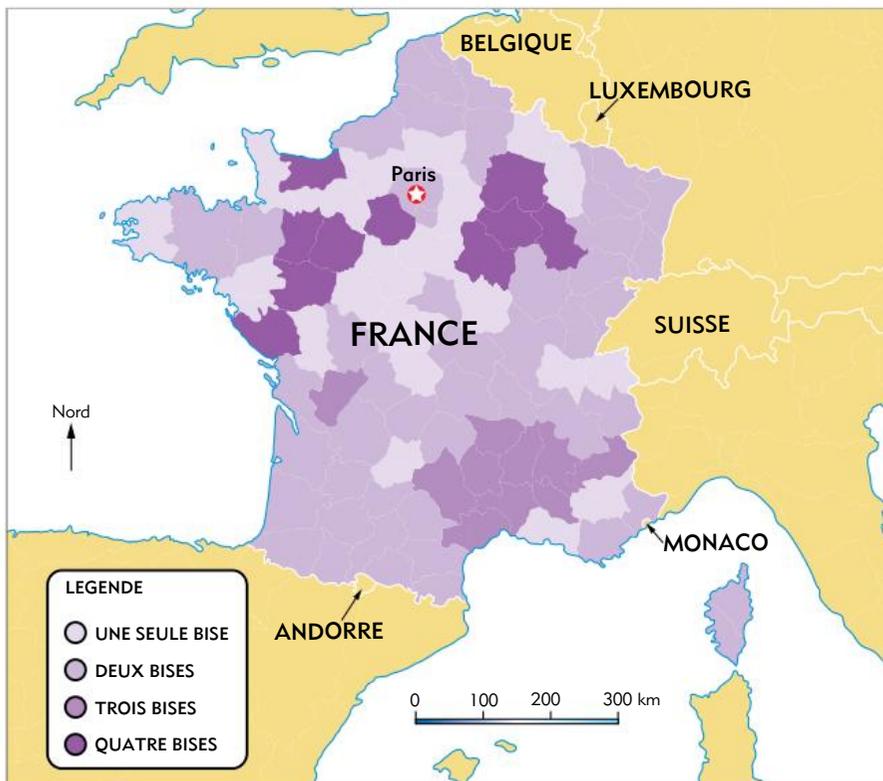


How do you greet people?  
What do you say and do?  
Does it depend on who you're greeting?

## La bise

The French custom of kissing first one cheek, then the other is called **la bise**. In France, it is a common way of greeting and saying goodbye to people you know. At school, or any other situation, **la bise** is typical when two females or a male and a female meet each other. Males usually do a more or less formal handshake unless they are greeting close friends or family, in which case they kiss hello.

The number of kisses can vary from one to five, depending on which part of France you are in.



How many kisses are usual:

- in Paris?
- east of Paris?
- in the north-western tip of France (Brittany)?

The custom also varies between different **francophone** communities. It's usually three kisses in **la Belgique** and **la Suisse**, but in other parts of the **francophone** world, such as **le Sénégal** and **la Nouvelle-Calédonie**, it is more common to greet both men and women with a handshake. A hug is not a common greeting in **francophone** communities unless it is a special occasion with a family member or a good friend. In **Québec** (Canada), though, it is a common greeting!

## Chut !



When a French person places their finger against their mouth, it means they want you to keep something to yourself, just like **Léo** at the end of the **BD**. On other occasions this gesture means to keep quiet and not make a noise. They may also say **Chut !** as they do this gesture. Can you think of some contexts you would use it in? Have a go at practising it.



## Et chez vous ?



How would you feel doing **la bise** in these different situations?

- with French people in France
- with people you meet in a **francophone** community
- with French people you meet in Australia
- with your friends

## France's cafe culture

**Le café** has two meanings in French – coffee and cafe. When coffee first came to France as a drink in the mid-17th century, the places serving the drink became known as **les maisons de café** (coffee houses). The term **café** quickly came to apply to any business that served drinks during the day.

Today **le café** remains a popular place for people, young and old, to socialise. Ordering a drink usually means that if there is plenty of space, you can stay as long as you like – to chat, listen to music, do homework or just read in a quiet corner. In small villages and towns, **le café** is often the centre of social life, a place for people to catch up and relax. In warm weather, tables are moved outside where everyone can enjoy the summer sun and watch the world go by.

Traditional French cafe culture is not common throughout the **francophone** world. In some regions, such as north-west Africa, it is mainly men who go to cafes. In Mauritius, more and more cafes are popping up in the major towns; however, in villages people usually meet up in small grocery stores called *tabajies*.

In **Vietnam, Cambodge** (Cambodia) and **Laos**, **le café** (the drink) has become an official word in the relevant local languages and has kept the French pronunciation.



### Et chez vous ?



In your community, where do young people go to meet up with friends? Do older people go to the same places? Do cafes serve the same purpose in your community as in France?

## Dogs in France

In France, people can take their dogs everywhere – on buses and trains, on shopping expeditions, even inside food shops, restaurants and cafes.

Small dogs can travel free on both buses and trains providing they don't bother other passengers and preferably are carried in a bag or basket. Large dogs can travel on trains only if they are muzzled, on a leash and have a ticket. Service dogs travel free on buses and trains.

### Mais attention !

With so many dogs in the streets, be careful where you step! Despite the use of street inspectors, community education programs and street-cleaning vehicles like the one used by **M. Grognon** in the **BD**, there is still a problem with litter. The responsibility for keeping the city clean has increasingly been placed on the locals. Cities have adopted **une tolérance zéro** approach, providing plastic bag dispensers and administering heavy fines for people who are caught littering or not cleaning up after their pets.



### Et chez vous ?



How does this compare to where you live?



## 2 Prononciation



Different languages have different sounds, but whatever the language, our mouths all have the same parts that enable us to speak. When you're learning another language, you often have to use your mouth in new ways to produce the different sounds.

The French letter 'r' is a soft sound that is created with a light gargle at the back of the throat. When pronouncing the **r**, the emphasis is on the vowel sound that comes right before or after it. Practise with these words.



**r**    numéro    merci    serveuse    fleuriste    rue    très

How are the letters **eu** pronounced in French? Listen to these words and then try saying them:

**eu**    ... euh ...    deux    serveuse    fleuriste    balayeur

Listen to the audio. Then, try for a really good French accent as you say these new words and expressions from the **BD**.

Tongue twisters are known as **les virelangues** in French. Practise your French **r** with this:  
**La robe rouge de Rosalie le rat est ravissante.**

### Talking about others

Qui est-ce ?  
c'est  
Il/Elle est comment ?  
il/elle est  
il/elle s'appelle  
il/elle habite  
il/elle déteste  
il/elle adore

### Saying how you feel

bien  
très bien  
pas mal  
mal  
très mal

### Nouns

le chien  
le garçon  
le monsieur  
le balayeur  
le/la fleuriste  
la boulangère  
la dame  
la fille  
la serveuse

### Adjectives

amusant/e  
gourmand/e  
intelligent/e  
méchant/e  
difficile  
cool  
super  
sympa(thique)

### Useful expressions

Comment allez-vous ?  
Comment vas-tu ?  
Vous désirez quelque chose ?  
Quoi de neuf ?  
pas grand-chose  
À dimanche !  
chez moi  
chez toi  
euh...  
on y va  
près de  
un peu

### Remarquez !



Did you notice that borrowed words from English are pronounced with a French accent? Practise saying **cool** and **super** with your best French accent.

## 3 Qu'est-ce que ça veut dire ?

Now complete the **Qu'est-ce que ça veut dire ?** task in your Activity Book and test your powers of deduction by working out the meanings of these words. Have a class discussion about what clues there are to help you.

## 4 Jouez un rôle

Return to the **BD** and listen several more times, imitating the voices until you are confident. Then rehearse with some friends (remember to include the gesture!) before you perform for the class.

# Ça, c'est le français

Tu habites où ?

Tu es gourmand !

Comment allez-vous ?

À vous !

Vous avez la parole.

Comment vas-tu ?

## 1 Tu and vous

Have you noticed there's more than one word for 'you' in French?



When you are talking to more than one person, you always use **vous**.



When you are talking to only one person, you can use either **vous** or **tu**.

When talking to only one person, it is very important to choose the right word, because your choice of **vous** or **tu** shows something about your relationship with that person. Here are some guidelines to help you make the decision.

**Vous** is a more formal and respectful form of address.

You would use it when speaking to:

- someone you don't know well
- someone quite a bit older than you
- someone you would not call by their first name
- someone in a formal situation.

**Tu** is a more familiar, casual form of address.

You can use it when speaking to:

- a friend
- a member of your family (including a pet)
- someone around your age or younger.

If you are unsure which to use, **vous** is the better option.

**Tu** used with the wrong person could be seen as disrespectful.

Look again at the **BD**. Why does:

- **Léo** use **vous** when talking to **Mme Brioché**? (Frame 5)
- **Mme Brioché** use **tu** when talking to **Léo**? (Frame 5)
- **Mme Brioché** use **tu** when talking to **Hugo**? (Frame 6)
- **Michelle Santi** use **vous** when talking to **Léo** and **Nina**? (Frame 10)
- **Kim** use **vous** when talking to **M. Grognon**? (Frame 11)



### Réfléchissez

As a class, think of some different situations where you would need to use **tu** or **vous**. Discuss which you would use, and why. It may not always be obvious!

### Et au Québec?

Some **francophone** communities have a more relaxed attitude to the use of **tu** and **vous**. In the Canadian province of **le Québec**, **tu** is used more readily than in France.

## 2 How to say 'the'

The word 'the' is used with *nouns* (naming words). In French, all nouns are either *masculine* or *feminine* – whether they refer to people, animals or non-living things. That's why there is more than one word for 'the' in French.

- **Le garçon ? Il adore le piano et l'accordéon.**

**le** is used with *masculine singular* nouns. Before a vowel, **le** becomes **l'**.



- **La fille déteste la musique, mais elle adore l'éducation physique.**

**la** is used with *feminine singular* nouns. Before a vowel, **la** becomes **l'**.

- **Les garçons et les filles adorent les BD.**

**les** is used with *plural* nouns, whether masculine or feminine.



Compare these French sentences with their English equivalents. What do you notice?

**Elle adore le café.** She loves coffee.

**Il déteste les chiens.** He hates dogs.

→ In French, unlike English, when talking about what you like, dislike or prefer, you always use the word for 'the' before the noun.

## 3 Describing people and things

Words we use to describe people, things, feelings and experiences – like 'funny', 'gorgeous', 'horrible', 'tiny' – are called *adjectives*. Can you identify the adjectives in these sentences?

Il est intelligent.

Tu es gourmand !

Elle est sympa.

Il est amusant.

Elle est amusante.

What do you notice about the last two? Can you suggest a reason for the change in spelling of **amusant/e**?

→ You will notice that in French, an adjective will often have an extra **e** when it describes a female or a feminine noun. This can make a difference to how you pronounce the end of the word, as the 'silent last letter' is no longer the last letter.

Try saying these after your teacher:



Je suis intelligent.  
Je suis méchant.  
Je suis amusant.  
Je suis gourmand.

Je suis intelligente.  
Je suis méchante.  
Je suis amusante.  
Je suis gourmande.





Look at what **Quentin** and **Nina** are saying. Can you suggest why there is no change to the adjective when **Quentin** talks about **Nina**?

→ Adjectives already ending in **e** don't add an extra **e** for the feminine.  
 You will learn more about adjectives in **Chapitre 2**.



## 4 Talking about yourself and others

So far you've seen that:

- when talking *about yourself*, you use **je**
- when talking *to someone else*, you use **tu** (or **vous**)
- when talking *about someone else*, you use **il** for a male and **elle** for a female.
- **Je, tu, il** and **elle** are called *subject pronouns* and they are used before *verbs*.  
 A *verb* is a word that expresses an action, feeling or state of being. When talking about yourself and another person in the singular these are really useful to know:

<b>je suis</b>	Apprenez par cœur	I am
<b>tu es</b>		you are
<b>il est</b>		he is
<b>elle est</b>		she is

(You'll learn more about using **vous** and the other subject pronouns in **Chapitre 2**.)



### À vous

With a partner, see how many sentences you can make. Take it in turns, each time using a different combination of sentence beginnings and endings. Be sure to pronounce the feminine endings when describing a female.

<b>Je suis</b>	super.
<b>Tu es</b>	sympa.
<b>Il est</b>	cool.
<b>Elle est</b>	amusant/e.
	méchant/e.
	intelligent/e.

# Conversations

- With a partner, decide who will take role **A** and who will take role **B**.
- Use the choices offered to vary your conversation each time.
- When you can say your part confidently, change roles with your partner.



Here's a French way to decide who will take roles **A** and **B**. It doesn't mean anything, but it is fun to say and useful when deciding who's doing what.

Am stram gram  
 Pic et pic et colégram  
 Bour et bour et ratatam  
 Am stram gram

## 1 Talk about the different male characters.

**A** Le monsieur là-bas,  
 Le garçon là-bas, il s'appelle comment ?  
 qui est-ce ?

**B** Il s'appelle Monsieur Grognon. C'est le balayeur.  
 Léo.  
 Quentin.

**A** Il est comment ?

**B** Il est intelligent.  
 cool.  
 un peu difficile.  
 méchant.



**A** Ah bon ? Alors, au revoir,  
 à bientôt, monsieur.  
 salut, madame.  
 à dimanche, Nina.  
 Kim.

## 2 Now talk about the different female characters.

**A** La dame là-bas,  
 La fille là-bas, qui est-ce ?  
 elle s'appelle comment ?

**B** Elle s'appelle Madame Brioché.  
 C'est Nina.  
 Michelle Santi.

**A** Elle habite où ?

**B** Elle habite au numéro six, rue Valoir.  
 numéro un, rue Benoît.  
 numéro sept, rue Boileau.

**A** Elle est comment ?

**B** Elle est très intelligente.  
 cool.  
 gourmande.  
 amusante.

3 Now talk about how you feel.

<b>A</b>	Bonjour,	Mademoiselle Santi. Monsieur Grognon. Madame Brioché. Monsieur Bosquet.	Comment allez-vous ?
----------	----------	--	----------------------

<b>B</b>	Salut, Bonjour,	Léo. Quentin. Nina. Kim.	Bien, merci. Très bien, merci. Pas mal, merci.	Et toi,	ça va ? ça va bien ? comment vas-tu ?
----------	--------------------	-----------------------------------	--	---------	---

<b>A</b>	Ça va très bien. Ça va bien, merci. Pas mal, merci. Ça ne va pas. Ça va mal, très mal.
----------	--



- Work with a partner, each choosing to be one of the **A** or **B** characters below.
- Be sure to listen to what your partner says so that you choose responses that make sense.
- Practise until you can say your part confidently, then change roles with your partner. After that, try different **A** and **B** characters.
- Use the choices offered to vary your conversation each time.



## Vous avez la parole

Create a French play with a partner, using the French you've already learnt. Practise together until you are confident, then perform your play for the class.

Scenario: **Alix** has just arrived at the swimming pool with **Nesrine**, who is new to the swimming class.

**Nesrine** asks **Alix** about some of the boys and girls nearby.

**Alix** tells **Nesrine** their names, where they live and what they are like. The conversation is interrupted by the swimming instructor's whistle.

The names **Alix** and **Nesrine** can be used for boys or girls. Or you may prefer to use your own name (French or English).



# En plus

## Les jours de la semaine

- lundi
- mardi
- mercredi
- jeudi
- vendredi
- samedi
- dimanche

## Les nombres 11-30

- 11 onze
- 12 douze
- 13 treize
- 14 quatorze
- 15 quinze
- 16 seize
- 17 dix-sept
- 18 dix-huit
- 19 dix-neuf
- 20 vingt
- 21 vingt-et-un
- 22 vingt-deux
- 23 vingt-trois
- 24 vingt-quatre
- 25 vingt-cinq
- 26 vingt-six
- 27 vingt-sept
- 28 vingt-huit
- 29 vingt-neuf
- 30 trente

### Remarquez !

Days of the week in French don't usually start with a capital letter, unless they are the first word of a sentence or in a heading.



Practise saying the days of the week and the numbers from 1 to 30, by substituting the words in bold with different days and dates.

- A** : C'est quel jour, le **vingt** ?  
**B** : Le **vingt**... euh... c'est **mardi**.  
**A** : À **mardi**, alors !

### Remarquez !

Saying the date in French is easy. Just say **le** before the number, except for the first day of the month when you say **le premier**.



### AVRIL

Lun	5	12	19	26	
Mar	6	13	20	27	
Mer	7	14	21	28	
Jeu	1	8	15	22	29
Ven	2	9	16	23	30
Sam	3	10	17	24	
Dim	4	11	18	25	

## La nouvelle orthographe

Languages and their rules can change over time, and French is no exception. For example, numbers ending in '... et-un' (like **vingt-et-un**) used to be written without hyphens. After official spelling changes, composite numbers are now written with hyphens. This is so people don't confuse **vingt-et-un** (21) and **vingt et un** (20 and 1). But don't be surprised if you still see them written without hyphens in some texts.

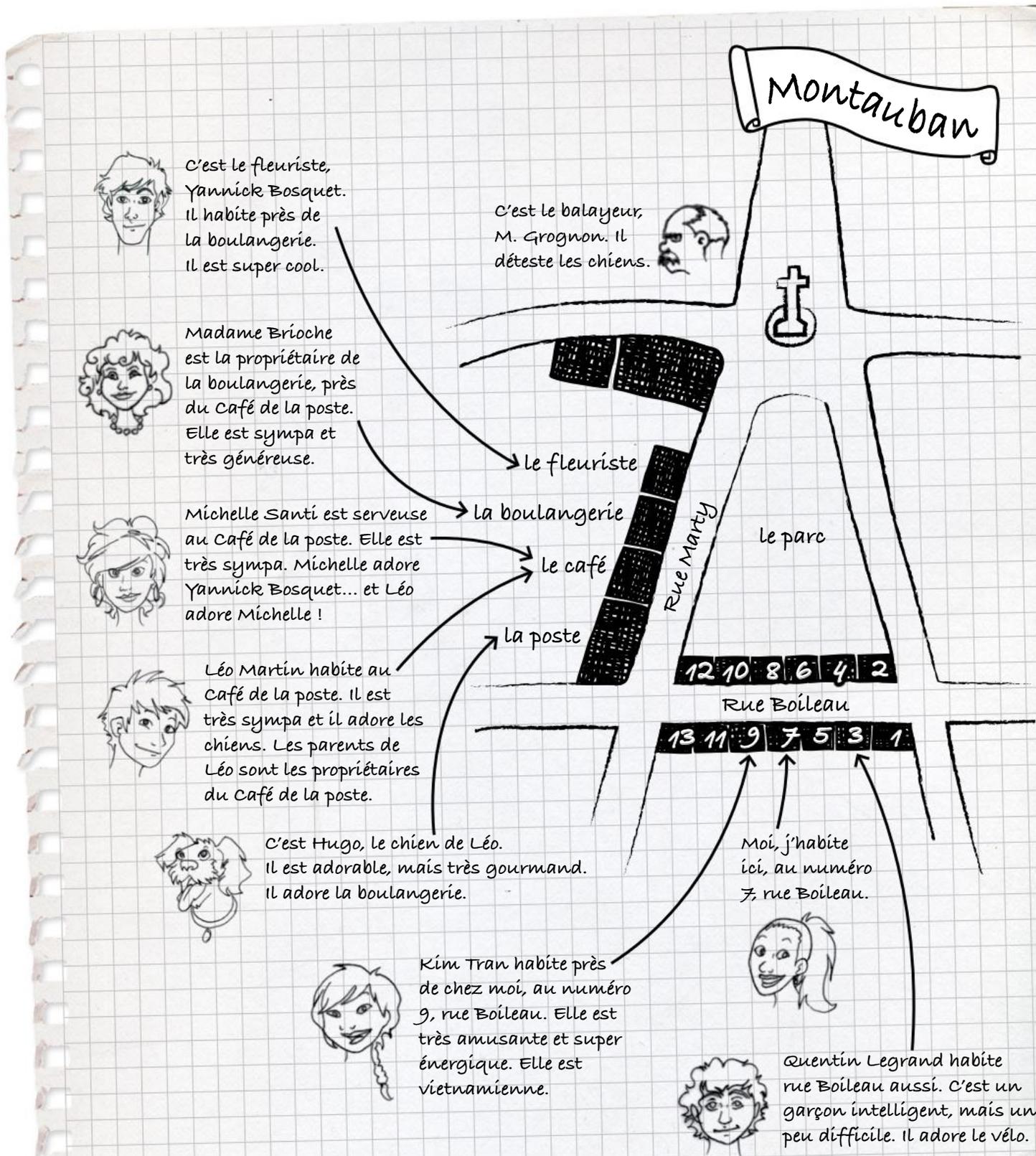
### Réfléchissez

How would you write 31 as a word?

# Un peu de lecture

## Nina adore dessiner...

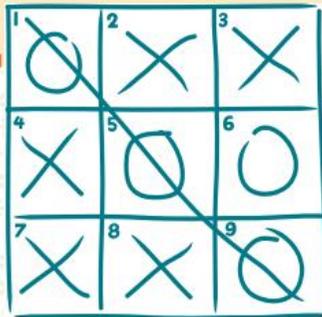
Nina loves drawing. She has written a (snail mail) letter to her cousin Abdou, in **Sénégal**, with some impressions of the people she has met since moving to her new neighbourhood in **Montauban**.



## 1 Le morpion

Here's a game the whole class can play. You need a large noughts and crosses grid on the board with squares numbered 1 to 9. Attach portraits of **Nina** and her new neighbours face down on each square – **Nina, Léo, Hugo, Kim, Quentin, Madame Brioche, Monsieur Grognon, Yannick Bosquet, Michelle Santi**. The class is divided into two teams – noughts and crosses.

Team members try to guess who is in each square. For example: **Numéro deux, c'est Léo**. If the guess is right, the picture is replaced by a O or X and that team continues to guess. If the guess is wrong, the other team has the next turn. The first team with a straight line of O O O or X X X wins.



## 2 Un poster

Create a poster by cutting out magazine photos, drawing portraits or finding images online of at least four well-known personalities. They could be cartoon or comic-strip characters or film, TV or sports stars. Arrange them in pairs on your poster so they look as if they are talking to each other. Then add speech bubbles using the French you've learnt. Be sure to use the appropriate forms of address for the people you have selected. You could have them:

- introducing themselves
- greeting each other
- asking/saying where they live
- asking/saying who one of the others is.

You could create your poster as a hard copy or a multimedia presentation, or even as a web page.



## 3 Les cafés

Cafes are an integral part of the culture in France. Is it the same in other **francophone** communities? Select one **francophone** community and investigate the importance of cafes or coffee in their everyday culture. Some examples for you to choose from: **le Burundi, le Cameroun, la Côte d'Ivoire, Haïti, le Laos, le Liban, Madagascar, Maurice, le Rwanda, le Vietnam**. Present your findings as a short explanation for a tourist to your chosen country.

## 4 Les prénoms français

How many people in **francophone** communities have your name? Is there a French equivalent of your name? Which were the most common names for males and females in France or a **francophone** community the year you were born? Do some research to find out the answers to these questions.

# Tu aimes les animaux ? ▶



J'aime les chiens !



Lilou adore les animaux.



Je préfère les chats.

## Avant de commencer...

Make a list of the types of animals people keep as pets.

What makes an animal a good pet?

Do you like dogs or cats? Which do you prefer? Or don't you like either? Explain.

### Communication

- Talk about likes, dislikes and preferences
- Describe pets
- Say what colour something is
- Ask and say why or why not

### Compréhension

- Understand indefinite articles **un, une, des**
- Conjugate the verb **être** in the present plural forms
- Understand the plural agreement of adjectives
- Use **ne... pas** to make negative sentences
- Understand and use **voici** and **voilà**
- Master the pronunciation of **i, in** and **en/an**

### Culturel et interculturel

- Compare shopping etiquette in France and Australia
- Find out about popular pets in France
- Compare animal sounds in French and English
- Reflect on and use the **Bof !** gesture

Before you start, turn to page 27 of your Activity Book.

# À l'animalerie

Quentin, Léo, Nina and Kim meet at the Café de la poste. They are going to help Quentin choose a pet ...





### Qu'est-ce qui se passe ?

- 1 Where are the four friends going? Why?
- 2 Does **Quentin** find an animal he likes? Explain.

### Remarquez !

- Why is **tu** used in Frames 6, 10, 11 and 14? Why is **vous** used in Frames 3, 9 and 14?
- Look again at Frames 4 and 14 of the **BD**. What do you think **Quentin's** and **M. Hassan's** body language mean? You can find out more about the **Bof !** gesture on the next page.

### Suivez la piste...

With some classmates, select roles and act out all or part of this **BD** for the class. First, work through steps 1 to 4 on the following pages.

# 1 Connexions culturelles



## Shopping etiquette

When you go into a shop in France, before you say what you want, it is usual to greet the shop assistant who will greet you in return. You may be seen as impolite if you fail to do this. The plural greeting '**Bonjour, messieurs-dames**' is often used to greet not only the assistant but also anyone else in the shop. Often some small talk (the weather etc.) will follow before the assistant asks, '**Qu'est-ce que vous désirez ?**' or '**Vous désirez ?**'. Then it's time to talk business. Note that unless you know the shop assistant, you wouldn't ask how they are.

### Et chez vous ?

Different groups, such as family, club or religious groups, have their own expectations of behaviour. Can you think of some places or situations where you are expected to follow certain rules? Have you ever felt uncomfortable because you didn't know 'the rules'?

## Pets

One out of two households in France has a pet (**un animal familier**), and the number is growing. Cats and dogs top the list, followed by fish, birds, rabbits and rodents. Cats and smaller animals are more popular in urban areas where space is restricted, but in rural areas where houses have gardens, dogs top the list. In **la Belgique** and **le Québec**, the cat is the favourite, perhaps because their owners do not have to take them for a walk during the cold winters.

In France, it is less and less common for pet shops (**les animaleries**) to sell pets. These days, people adopt pets unless they want a specific breed. Many owners love to spoil their pets by spending money on their grooming and accessories. In cities, for example, if your dog is sick, you can call a dog taxi to take it to a 24-hour clinic; if it's upset, you can take it to a psychoanalyst. If your dog is overweight, you can take it to a physiotherapy centre, and at the end of its life, it can be put to rest in a dog cemetery.

How does this compare with the 'pet scene' you know?



## Bof ! Je ne sais pas...

This famous French gesture (often called the 'Gallic/French shrug') can mean different things in different situations. It's usually a dismissive gesture, as if to say the answer is not worth putting into words. Practise this gesture. Raise your shoulders, bend your arms at the elbows, turn your palms upwards, fingers apart. Push your lips forward in a pout.

Look again at **Quentin** in Frame 4 and **M. Hassan** in Frame 14 of the **BD** on pages 30 and 31. What do you think the gesture is saying in each of these situations?

What do you think the gesture would mean in response to the following?

- What did you think of the concert?
- What's the square root of 87.434?
- You pinched my parking place!

**Gallic** is a term that is often used to describe the characteristics of France and/or French people. This relates back to the time of Julius Caesar when France was known as Gaul. You may already know this from reading **les BD Astérix**.



## 2 Prononciation



Listen to these words. How is the letter **i** pronounced?


**i**

qui   difficile   habite   ici   timide   fille   petit

→ In French, the vowel **i** is normally pronounced as the English 'i' in 'tip'.

Practise saying the words above.

Now listen to the words below. How are the letters **in** pronounced?


**in**

cinq   quinze   Quentin   enfin   lapin   intelligent   intéressant

Vowels are often pronounced quite differently when followed by the letter **n**, which makes the vowel sound nasal. You don't pronounce the **n** after a vowel. Practise saying the words above after you have listened to them on the audio.

Listen to the words below. What do you notice about the pronunciation of **en** and **an**?


**en**  
**an**

comment   enfant   méchant   amusant   barbant   blanc   orange

→ The letters **en** and **an** make the same nasal sound.

Practise saying these words. Your mouth should be more open compared to when you say **in**.

Now try for a good French accent as you say these new words and expressions from the **BD**.

Watch out for the nasal sounds.



### Adjectives

barbant/e  
grand/e  
intéressant/e  
joli/e  
parfait/e  
petit/e  
prêt/e  
gris/e  
noir/e  
blanc/he  
adorable  
horrible  
sale  
timide

### Nouns

un enfant  
un animal  
un chat  
un hamster  
un lapin  
un oiseau  
un poisson  
un rat  
une souris  
(blanche)  
une tortue  
une animalerie

### Shop talk

Qu'est-ce que vous désirez ?  
Vous avez... ?  
Tu aimes... ?  
Tu préfères... ?  
J'aime...  
Je n'aime pas...  
Je veux acheter...  
Tu veux adopter...  
Je préfère...  
Ils/Elles sont...  
Ils/Elles ne sont pas...

### Useful words & expressions

Voyons...	Berk !
peut-être	Bof !
(pas) beaucoup	enfin
Vous êtes prêt/e/s/ ?	trop
Nous sommes prêt/e/s.	voici
Pourquoi ?	voilà
parce que	
Minou, minou !	



## 3 Qu'est-ce que ça veut dire ?

Now do the **Qu'est-ce que ça veut dire ?** task in your Activity Book and test your powers of deduction by working out the meanings of these words. Discuss with your teacher what clues there are to help you.

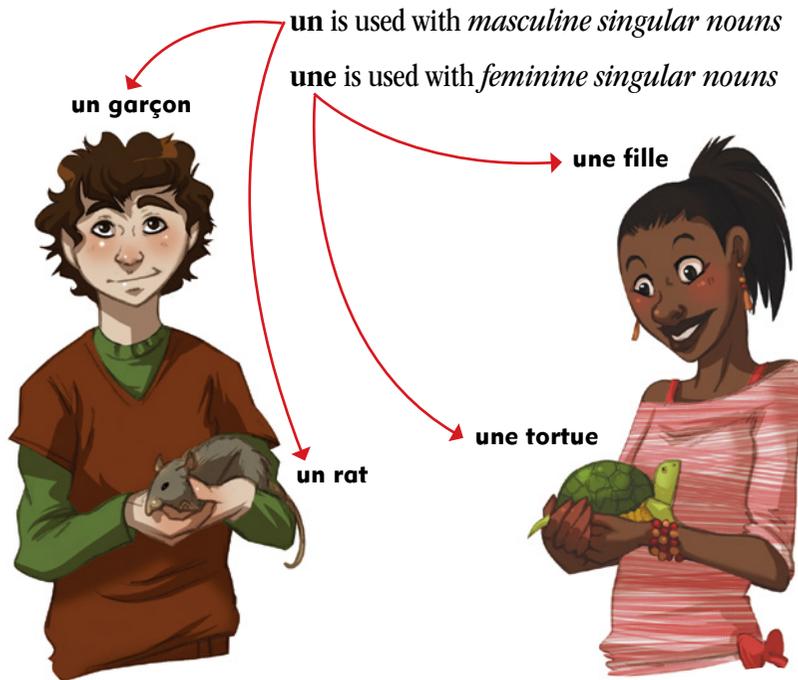
## 4 Jouez un rôle

Return to the **BD** and listen several more times, imitating the voices until you are confident. Then rehearse with some friends (remember to include the gesture!), before you perform for the class.

# Ça, c'est le français

## 1 How to say 'a'

There are two words for 'a' (or 'an') in French:



When you want to say 'some' or 'any', you use the plural form **des**.

**Vous avez des rats ?** Do you have *any* rats?

**Non, mais j'ai des hamsters.** No, but I have (*some*) hamsters.

How would you say the sentences below in English?

Il est fleuriste.



Elle est boulangère.



Je suis serveuse.



→ In French, when you say what job someone does, there is no **un/e** before the occupation.

Practise the pronunciation of **un** and **une**. They sound quite different.

### Articles

The little words 'the' and 'a' that are used before nouns, are called *articles*.

- The words **le, la, l'** and **les** (meaning 'the') are known as *definite articles*.
- The words **un** and **une** (meaning 'a/an') are known as *indefinite articles*.

### Réfléchissez

Why do you think they are called *definite* and *indefinite* articles?

## 2 The verb être - to be

You can already use the verb 'to be' to talk about a single person or thing.



Changing a verb's ending depending on the subject and tense is called *conjugating a verb*.

But when you are talking about more than one person or thing, you need to use the plural forms of the verb.

Present tense être - to be	
Singular	Plural
<b>je suis</b> I am	<b>nous sommes</b> we are
<b>tu es</b> you are	<b>vous êtes</b> you are
<b>il est</b> he/it is	<b>ils sont</b> they (m) are
<b>elle est</b> she/it is	<b>elles sont</b> they (f) are

Apprenez par cœur

Even if **vous** is used in a singular sense (polite 'you'), you still use the plural form (**vous êtes**).



If you are talking about a mixed group of males and females, you use **ils** and the relevant conjugation of the verb.

### À vous

With your teacher, practise the plural forms of the verb **être**. Read the model aloud, then substitute the words in **bold** with the listed alternatives.

Nous sommes **parfait/e/s**. (**intelligent/e/s** / **méchant/e/s**)

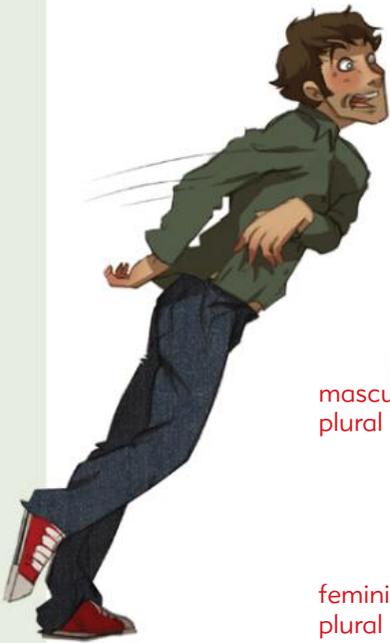
Vous êtes **timides**. (**amusants** / **difficiles**)

Ils sont **barbants**. (**grands** / **petits**)

Elles sont **jolies**. (**adorables** / **horribles**)

For the **nous** and **vous** examples above, what would it be if it was a group of females only?

### 3 More about using adjectives (describing words) ▶



Il est **amusant**.

Elle est **amusante**.

adjective

Remember that in French, when you describe a female (or a feminine noun), you usually add an extra **e** to the adjective.

- When you describe a *plural* noun, you add an extra **s** to the adjective – unless the adjective already ends in **s**.

• **Les poissons ? Ils sont barbants.**

masculine plural noun • **Les chats sont gris**.

- When you describe a noun that is *feminine* and *plural*, you add an extra **es** to the adjective.

• **Les tortues ? Elles sont barbantes.**

feminine plural noun



This matching of adjectives to the nouns they describe is called *agreement of adjectives*. It means most adjectives can have four different endings:

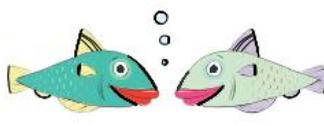
masculine singular



feminine singular



masculine plural



feminine plural



Le poisson est **petit**.

La tortue est **petite**.

Les poissons sont **petits**.

Les tortues sont **petites**.

#### Remarquez ! !

Notice the extra **e** can affect the pronunciation of the adjective. The extra **s** does *not*.

If you have a mixed group of males and females, or masculine and feminine nouns, the adjective takes the masculine plural ending no matter how many females, or feminine nouns, are in the group. **i**

- Note that adjectives already ending in **e** do not add an extra **e** for the feminine, but they *do* add an **s** for the plural.

adorable/s

bizarre/s

horrible/s

timide/s

sale/s

difficile/s

- Some adjectives – such as **cool** and **super** – are borrowed from other languages. These words do not change form with a feminine or plural subject.
- Some are abbreviations – such as **sympa** (**sympathique**). These words do not add an **e** in their feminine form, but they may add an **s** in their plural form, so you may see both **ils/elles sont sympa** and **ils/elles sont sympas**.

#### À vous

With your teacher, practise the different sounds of the masculine and feminine adjectives. Read the model aloud, then substitute the words in **bold** with the listed alternatives.

Les rats ? Ils sont **grands**. (**méchants** / **amusants** / **intelligents**)

Les souris ? Elles sont **grandes**. (**méchantes** / **amusantes** / **intelligentes**)

## 4 Negative sentences

To make a sentence negative in French, you need two words: **ne... pas**. They are used either side of the verb.



Ils **sont** sales. They are dirty.

verb



Ils **ne sont pas** sales. They are not dirty.

When the verb begins with a vowel sound, the **e** of **ne** is replaced by an apostrophe to make **n'**.

Il **aime** les chats. He likes cats.

verb

Il **n'aime pas** les chats. He does not like cats.

### À vous

Practise what you've learnt. Read the model aloud, then substitute the words in **bold** with the listed alternatives. Change roles.

- A Les tortues sont **barbantes**. (**amusantes** / **timides**)
- B Mais non ! Elles ne sont pas **barbantes**. (**amusantes** / **timides**)
- A Tu aimes **les rats** ? (**les poissons** / **les lapins**)
- B Non. Je n'aime pas **les rats**. (**les poissons** / **les lapins**)

## 5 Pointing things out

What do you think **voici** means in these situations?



→ **Voici** can mean 'here is' or 'here are', or 'this is' or 'these are'. It is used to point out something or someone nearby. It can also be used to introduce people.

What do you think **voilà** means in these situations?



→ **Voilà** is used to point out something or someone further away. It usually means 'there is' or 'there are'. But it can also mean 'There you are!' or 'There you go!' if you are presenting or giving something to someone.

# Conversations

- With two classmates, decide who will take roles **A**, **B** and **C**. Remember **Am stram gram !** (page 24)
- Use the choices offered to make your conversation different each time.
- Listen to your partner so that you choose responses that make sense.
- When you can say your parts confidently, change roles.

Watch out for the changing pronunciation of some adjectives!  
They are written in **red**.

**A** is the pet shop owner. **B** is looking for a pet with **C**, a friend.

<b>A</b>	Bonjour, Salut,	les garçons. les filles. les enfants.	Qu'est-ce que vous désirez ? Vous désirez quelque chose ? Vous désirez ?
----------	--------------------	---	--

<b>B</b>	Bonjour,	madame. monsieur.	Vous avez des chats ? Vous avez des chiens ? Je veux adopter un animal.
----------	----------	----------------------	---

<b>A</b>	Voyons, Alors,	tu aimes le	chat chien	blanc noir	là-bas ?
----------	-------------------	-------------	---------------	---------------	----------

<b>B</b>	Euh... non. Je n'aime pas beaucoup	les chats les chiens	blancs. noirs.
----------	------------------------------------	-------------------------	-------------------

<b>C</b>	Mais il est	parfait, adorable,	le chat ! le chien !
----------	-------------	-----------------------	-------------------------

<b>A</b>	Tu préfères	un poisson, un lapin,	peut-être ?
----------	-------------	--------------------------	-------------

<b>C</b>	Mais non.	Les poissons Les lapins	sont	barbants ! trop timides !
----------	-----------	----------------------------	------	------------------------------

<b>B</b>	Non, merci. Bof !	Ils ne sont pas très	intéressants, intelligents,	les poissons. les lapins.
----------	----------------------	----------------------	--------------------------------	------------------------------

<b>A</b>	Alors, voici	une tortue. une souris.	Elle est très	intéressante. amusante.
----------	--------------	----------------------------	---------------	----------------------------

<b>C</b>	Berk ! Mais non !	Elle est	horrible ! barbante !
----------	----------------------	----------	--------------------------

<b>B</b>	Elle n'est pas	horrible ! barbante !	J'aime beaucoup Oui, je veux adopter	la tortue. la souris.
----------	----------------	--------------------------	---	--------------------------



# En plus

## Les couleurs



- In French, adjectives of colour always *follow* the noun they describe. Work out what the cats are saying and compare the word order in English.
- Like other adjectives, most colours 'agree with' the noun they describe by adding extra letters – but not **marron**, **orange** and **bleu marine**. These are known as 'invariable adjectives' because they don't change.
- To say what colour you like, dislike or prefer, just say **le** before the masculine singular form of the colour (or **l'** if the colour starts with a vowel).

### Le drapeau (flag) de la France est **bleu, blanc et rouge**.

The French flag was born after the Revolution with the creation of the Republic in 1792. It is often called **le drapeau tricolore**.



### À vous

After you can pronounce all the colour words, practise talking about your colour preferences with a classmate using the two dogs' dialogue as an example. Remember to change roles.



### Et à Madagascar ?

**Le drapeau de Madagascar est rouge, blanc et vert.** The **rouge** and **blanc** represent the history of the island before French colonisation; the **vert** the peasant class who rebelled against the French.



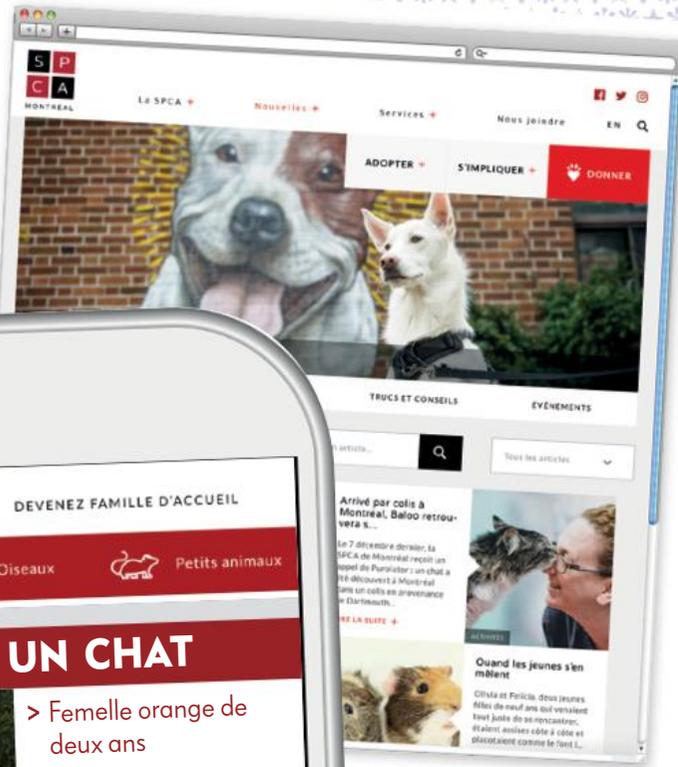
### Et en Haïti ?

Haiti is a former French colony. **Le drapeau de Haïti est bleu et rouge.** The coat of arms is in the centre.



# Un peu de lecture

In France and Canada, **la Société Protectrice des Animaux (SPA)** advertises lost or abandoned pets for adoption. Read this page from their website and do the associated task in your Activity Book.



S  
P  
C  
A

ANIMAUX EN ADOPTION    PROCÉDURES ET FRAIS    CONSEILS    DEVENEZ FAMILLE D'ACCUEIL

Chats 

Chiens 

Lapins 

Oiseaux 

Petits animaux 

## ADOPTER UN CHIEN



**Héros**

- > Croisé labrador crème
- > Mâle de quatre ans
- > Aime les enfants, les chiens, les chats
- > Affectueux, patient, intelligent
- > Préfère maison avec jardin



**Minette**

- > Femelle orange de deux ans
- > Énergique et curieuse
- > Aime la compagnie
- > Aime attraper les souris et les rats



**Bagel**

- > Terrier blanc et brun
- > Femelle stérilisée de cinq ans
- > Active, dominante
- > Maison ou appartement
- > N'aime pas les chats



**Bijou**

- > Caniche noire
- > Femelle de trois ans
- > Affectueuse, câline, timide
- > Aime les enfants
- > N'accepte pas les chats



**Noiraud**

- > Chaton mâle de trois mois
- > Très actif et aventureux
- > Aime la compagnie d'animaux
- > Aime chasser les oiseaux



**Câline**

- > Femelle stérilisée de sept ans
- > Grise et blanche
- > Calme, indépendante, intelligente
- > De compagnie agréable, mais pas très active

Some of these words will be new to you. Try to guess as many as you can.

To learn how to find the meanings of any words you can't guess, turn to page 73 (Section 1 of **Le mot juste**) for some hints on using a French–English dictionary.

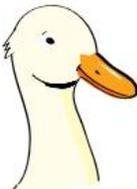
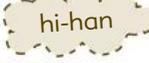
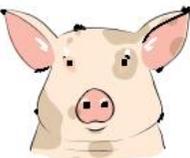
40 quarante

## Comment parlent les animaux en français ?



Do you think cows in France make the same sound as cows in New Zealand?

Of course, animals make the same sounds whatever country they live in, but humans express these sounds differently, depending on which language they speak. Listen to the audio or ask your teacher to help you to pronounce these animal noises the way French speakers do. See if you can link each sound to the animal that makes it.

<b>un canard</b>	<b>un cheval</b>	<b>un chat</b>	<b>un hibou</b>	<b>une poule</b>	<b>une dinde</b>
					
					
					
					
<b>un coq</b>	<b>une vache</b>	<b>un âne</b>	<b>une chèvre</b>	<b>un mouton</b>	<b>un cochon</b>

## Vous avez la parole

les chiens  
les éléphants  
les poissons  
les lézards  
les kangourous  
...

When you respond, try to use some of the new expressions you've learnt.

### Un sondage

Do a class survey to find out the most popular animal. List on the board the French words for 5–7 animals you want to include in the survey. Then in your Activity Book, write these in the first row of the survey table. Divide into four groups and assign an animal to each person in the group. Then survey your group individually by asking: **Tu aimes les... ?**

Respond to your classmates' questions with one of the following:

**Oui, j'adore les... / Oui, j'aime beaucoup les...** (Scores 3 points)

**Oui, j'aime les...** (Scores 2 points)

**Non, je n'aime pas les...** (Scores 1 point)

**Non, je déteste les...** (Scores 0 points)

Total each animal's points to find out the favourite animal for:

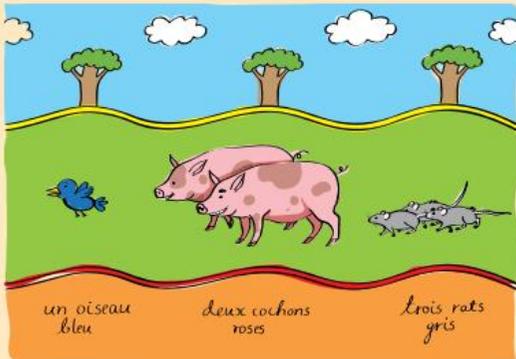
- your group
- the class.

Tu aimes les serpents, Anna ?

Berk ! Non ! Je déteste les serpents !

## 1 Les animaux de un à dix

Put your knowledge of numbers, colours and animals together and make a colourful poster for the classroom. Remember to make your colour adjectives agree with the animals they describe.



## 2 Un animal perdu

Research the **SPA** in France or Canada. Read about some of the lost or abandoned animals available for adoption.

After you've seen some of the lost and abandoned animals on the **SPA** websites, make a LOST poster for your pet (real or imagined). Include an image of the lost animal and give useful details, using this example as a guide.

Canada has two official languages: French and English. So, if you are creating a poster for your lost pet in Canada, remember to include information in French and English!

### PERDU

**Nom :** Pompon

**Description :** Petit chat gris et blanc

**Caractère :** Aventureux, affectueux

**Âge :** Un an **Adresse :**  
33, rue Danton  
82000 Montauban



**Téléphone :** 05 63 93 25 47

## 3 Un animal en danger

Investigate an endangered animal in one **francophone** area. (See the map on page 3.) You can choose to research one of the following animals, or an endangered animal of your choice.

- Lemur – Madagascar
- Mountain gorilla – Rwanda
- Forest elephant – Democratic Republic of the Congo or Central African Republic

Include information about the animal, where it is located in the country or region, and why it is endangered. Present your findings in a creative way.

## 4 Connectez-vous !

### Mémoire

A fun way to practise all the animal words you have learnt so far is to make your own computer games. Using an online game maker, create a game of **Mémoire** where you match up pairs of animal cards.

## 5 Jouez : Comment parlent les animaux ?

You can play this game in groups of six to ten people.

Sit in a circle and choose a student to start the game by saying an animal and the sound it makes. Page 41 will give you some ideas. For example: **Le chat fait « Miaou »** (The cat says 'Miaow'). The next student repeats what was just said and adds another animal and the sound it makes. For example: **Le chat fait « Miaou » et la vache fait « Meuh »**.

The game continues, with each student adding another animal and sound to all those previously said. If you make a mistake, you're out. Continue to go around the circle until only one player – the winner – is left.

# Ma famille



C'est ma mère, mon père et ma petite sœur. Elle a un an.



Est-ce que c'est ta famille ?

Voici mes cousins de Nouvelle-Calédonie. Ils sont cool !

## Avant de commencer...

How many people are in your family?

How would you describe the cultural background of your family?

Describe the different ways families can influence us.

### Communication

- Talk about family members
- Say how old you and others are
- Say what you and others have and don't have
- Use the numbers 31 to 69
- Say the French alphabet

### Compréhension

- Understand and use possessive adjectives: **mon, ma, mes, ton, ta, tes**
- Recognise and use the possessive **de**
- Ask questions using **est-ce que**
- Conjugate the verb **avoir** in the present tense
- Master the pronunciation of **ou** and **u**
- Making a liaison between words

### Culturel et interculturel

- Find out about multicultural France
- Reflect on French family names
- Discover the French language family tree
- Reflect on influences that have shaped the languages and cultures of Australia and France
- Use the **un, deux, trois** gesture

Before you start, turn to page 43 of your Activity Book.

# Tu as une photo de ta famille ?

Nina is looking at some of Léo's family photos at his house ...





### Qu'est-ce qui se passe ?

- 1 What are **Léo** and **Nina** talking about in the first six frames?
- 2 Has Nina met **M. Martin** before?

### Remarquez !

- Why does **Nina** use **vous** and not **tu** in Frame 10?
- What do you think her gesture in Frame 4 means? You can find out more about this gesture on the next page.

### Suivez la piste...

With some classmates, select roles and act out all or part of this **BD** for the class. First, work through steps 1 to 4 on the following pages.

## 1 Connexions culturelles



### France – a multicultural country

France's population, like Australia's, is made up of people from many different backgrounds. Many people living in France today, or their parents or grandparents, come from countries that were once French colonies or countries that have strong historical ties with France. Others come from neighbouring European countries or from even further away. This has created a wide range of multicultural families in France.

Immigration started in the second half of the 19th century and has greatly contributed to many aspects of traditional French culture, such as music, art, literature, cinema, food and language. Many words currently used in French (such as *chiche-kebab*, *litchi*, *bravo*, *cool*) are borrowed from other languages.



**Nina's** family comes from **le Sénégal** in West Africa.



**Kim's** grandparents came from **le Vietnam** in Southeast Asia.



**Michelle Santi**, the server at the **Café de la poste**, has Italian parents.



**Monsieur Hassan**, the pet shop owner, comes from **l'Algérie** in northern Africa.



**Léo's** father is an Australian who met his French wife while travelling.

### Réfléchissez



Did you know that when Lieut. James Cook was exploring the eastern coast of Australia more than 200 years ago, the French were exploring the southern coast? In fact, the First Fleet only just beat the French into Botany Bay. Australia could just as easily have been colonised by the French as by the English. What difference do you imagine this would have made to your life today?

### Family names in France

With Martin as his surname, many people in France would assume **Léo's** Australian father is French. **Martin** is a very common surname in France – a bit like 'Smith' in English.

How would you pronounce **Martin** in French?

In France, as in English-speaking countries, traditional family names often indicate the occupation of the family's early ancestors (for example, **Charpentier** means 'carpenter'), where they were from (**Delarue** means 'from the street') or what they looked like (**Legrand** means 'the tall one'). The arrival of immigrants from every continent has added many new family names to the French mix.

Do you know the origin of your family name? Does it have a particular meaning?

### Un, deux, trois...



In France, when you count on your fingers or hold up your hand to indicate a number, the thumb is one, the index finger is two, the middle finger is three, etc. If you hold up two fingers to mean 'two', the thumb will be counted anyway – and you'll get three!



### Réfléchissez



What French words can you think of that have become part of the English language?

### Et au Vietnam ?



In Vietnam, counting on your fingers is reversed. You start with the little finger and end with the thumb.

## 2 Prononciation



How are the letters **ou** pronounced in French? Listen to these words and practise saying them.

**ou**    **cousin**    **douze**    **nous**    **vous**    **tous**    **bonjour**

This is a deep, round sound. For a good French accent, you need to really push your lips forward. Now have another go at pronouncing the words.

Now try saying these **u** words after you hear them.

**u**    **tu**    **salut**    **numéro**    **rue**    **une**    **sûr**    **têtu**

No English word has exactly this sound. Try saying 'ee', then push your lips forward while continuing the sound. It is a bit like the 'u' in 'ruby' but shorter. Notice how this sound is more high-pitched and tense than the 'ou' sound. Practise saying the 'ou' and 'u' sounds again.

### Smooth talking

In English, we don't say 'a egg' because it's awkward to say two vowel sounds together. We make it easier by saying 'an egg'. French has similar strategies for making things flow smoothly.

Remember how **Léo** said this sentence: **Elle a trois ans.**

You know that the 's' of **trois** is usually silent. But here it is pronounced because the following word, **ans**, begins with a vowel sound. This allows the words to flow together and is called *making a liaison*. When you make a liaison, the final letters 's', 'x' and 'z' all make a 'zz' sound.

Try saying these: **Nous avons dix ans. Vous avez vingt ans. C'est un animal.**

But don't make a liaison with **et**. For example: **Baptiste a quinze ans et Axel a treize ans.**

Another strategy is the use of an apostrophe to show a letter has been left out. The sounds before and after the apostrophe should flow together. For example: **Je m'appelle Louise et j'aime l'opéra.**

**Liaison** means 'link'. It is a French word but is also used in English. When you *make a liaison*, you are linking the words together.



#### Age

- Tu as quel âge ?
- Elle a quel âge ?
- Ils ont quel âge ?
- J'ai (treize) ans.
- Il a (dix-huit) ans.
- Elle a (quatre) ans.
- Nous avons (treize) ans.

#### Have and haven't

- Est-ce que tu as... ?
- J'ai...
- Je n'ai pas de...
- Vous avez...

#### Family and friends

- maman
- papa
- mon oncle
- mon père
- mon demi-frère
- mon ami/amie
- ma mère
- mes cousins/cousines
- mes grands-parents
- ton frère
- ta famille
- tes parents
- la sœur
- le bébé

#### Adjectives

- agaçant/e    australien/ne
- français/e    mignon/ne
- sénégalais/e    affectueux/
- têteu/e    affectueuse
- vilain/e

#### Useful words

- sur la photo    bonsoir
- tous    C'est qui ?
- tous les deux    comme
- aussi    de
- avec    vraiment

Say the sentence above first without using apostrophes, then again with them. Notice how much smoother it sounds.

## 3 Qu'est-ce que ça veut dire ?

Now do the **Qu'est-ce que ça veut dire ?** task in your Activity Book.

## 4 Jouez un rôle

Return to the **BD** and listen several more times, imitating the voices. Then rehearse with some friends and perform for the class. Remember to include any gestures.

# Ça, c'est le français

## 1 Talking about what is mine and yours ▶

Voici **mon** père, **ma** mère et **mes** grands-parents.



In French, there are three different words for 'the': **le**, **la** and **les**. For the same reason, there are three words for both 'my' and 'your'.

To say 'my' in French:

- **mon** + *masculine noun*      **mon chien**
- **ma** + *feminine noun*        **ma tortue**
- **mes** + *plural noun*         **mes chats**

You follow the same pattern to say 'your' with someone you use **tu** with\*:

- **ton** + *masculine noun*      **ton chien**
- **ta** + *feminine noun*         **ta tortue**
- **tes** + *plural noun*         **tes chats**

These are called *possessive adjectives*.

\*You will learn later how to say 'your' with someone you use **vous** with.

Type of noun	the	my	your (with tu)
<b>Masculine singular</b>	le	mon	ton
<b>Feminine singular</b>	la	ma	ta
<b>Plural</b>	les	mes	tes

### Réfléchissez

- You also use **mon** and **ton** for feminine nouns that begin with a vowel sound, for example: **Voici mon amie, Nina**. Can you explain why?
- Why do you think these new words are called *possessive adjectives*?

### À vous

Practise what you've learnt. Read the model aloud, then substitute the words in **bold**. Change roles.

- 
- A** Mon **cousin** est sympa. (**père** / **grand-père**)
- B** Et ta **cousine** ? Elle est sympa aussi ? (**mère** / **grand-mère**)
- 
- A** Mais non ! Ma **cousine** est très agaçante ! (**mère** / **grand-mère**)
- B** Chut ! Tes **cousins** sont là-bas ! (**parents** / **grands-parents**)

Remember the gesture **Chut** ! that you learnt in **Chapitre 1**? Try using it in this conversation.



## 2 Talking about what belongs to others

In English, to show that something belongs to someone else, you use an apostrophe.

In French, you use the word **de**, meaning 'of'.

She loves **Léo's** dog.

**Elle adore le chien de Léo.**

It's **Nina's** cousin.

**C'est le cousin de Nina.**



### Réfléchissez



How would you say 'I love Nina's parents.' in French?

### À vous

- A** Je n'aime pas beaucoup **le chat** de Kim. (**la sœur / les photos**)  
**B** Vraiment ? Est-ce que tu préfères **le chat** de Marc ? (**la sœur / les photos**)

## 3 More about asking questions



How do we form questions in English? Is there more than one way to do it? How would you explain it to a French person?

You already know how to ask a question in French simply by lifting your voice at the end of a sentence:

**Tu as des cousins ?**

A less casual way to ask a question is to use **est-ce que** at the start of the sentence:

**Est-ce que tu as des cousins ?**

**Est-ce que** literally means 'Is it that ...' but just think of it as changing a statement into a question.

**Tu as deux sœurs.**

You have two sisters.

**Est-ce que tu as deux sœurs ?**

Do you have two sisters?

**Est-ce qu'elles sont amusantes ?** Are they funny?

### Remarquez !



- Notice that **que** changes to **qu'** when followed by a vowel.
- Note that a question with **est-ce que** is always answered by **oui** or **non**.

### À vous

- A** Est-ce qu'il est cool ? (**elle est / ils sont / elles sont**)  
**B** Oui, **il est** super cool ! (**elle est / ils sont / elles sont**)
- 
- A** Est-ce que **tu habites ici** ? (**vous êtes timides / le chien est méchant**)  
**B** Non, **je n'habite pas ici**. (**nous ne sommes pas timides / il n'est pas méchant**)

## 4 The verb *avoir* – to have ▶

### Talking about what you have

To talk about what you *have* in French, you need to know the verb **avoir**.



Elle **a** une petite sœur.



Nous **avons** un grand chien.

Present tense <b>avoir</b> – to have	
Singular	Plural
<b>j'ai</b> I have	<b>nous avons</b> we have
<b>tu as</b> you have	<b>vous avez</b> you have
<b>il a</b> he/it has	<b>ils ont</b> they (m) have
<b>elle a</b> she/it has	<b>elles ont</b> they (f) have

Apprenez par cœur

### À vous

Practise saying all the conjugations of **avoir** together as a class. Make it more interesting by adding a different sentence ending each time you say the verb through. Remember to make the liaisons.

... Ils **ont un chat**.  
Elles **ont un chat**.  
J'ai **un petit rat**.  
Tu as **un petit rat**...

### Talking about what you don't have

Look at these sentences:

- Vous avez des frères ?** Do you have any brothers?
- Non, je n'ai pas de frères.** No, I don't have any brothers.
- Elle a une sœur ?** Does she have a sister?
- Non, elle n'a pas de sœur.** No, she doesn't have a sister.

Notice that when talking about what you *don't* have, the words **un, une** and **des** change to **de**, following the negative **ne... pas**.

### À vous

Now conjugate the verb **avoir** in its *negative* form using full sentences. Suggest some substitute words for **photos**.

Je n'ai pas **de photos**.  
Tu n'as pas **de photos**.  
Il n'a pas **de photos**...

### Using *avoir* to talk about how old you are

You also use the verb **avoir** to talk about age. When you ask how old someone is, you actually ask *what age someone has*.

- Tu as quel âge ?** How old are you? (*Literally*: You have what age?)
- Ils ont quel âge ?** How old are they?

And to say how old you are, you say *how many years you have*.

- J'ai douze ans.** I am twelve (years old). (*Literally*: I have 12 years.)
- Elle a trois ans.** She is three.

**Remarquez !** ⚠  
In French, you must always include the word **an/s** when saying how old someone is.



Joshua a un an.

### À vous

- A** Est-ce qu'elle a **seize ans** ? (**cinq / dix-sept**)
- B** Non, elle a **quinze ans**. (**sept / dix-huit**)
- A** Est-ce que vous **avez des cousins** ? (**cousines / sœurs**)
- B** Oui, nous **avons deux cousins**. (**cousines / sœurs**)
- A** Tu n'as pas de **grands-parents** ? (**tantes / chats**)
- B** Non, je n'ai pas de **grands-parents**. (**tantes / chats**)
- A** Est-ce qu'ils **ont un chien**, tes **cousins** ? (**elles... cousines / ils... parents**)
- B** Non, **ils n'ont pas de chien**. (**elles / ils**)

Remember to make the liaisons!

# En plus

## Les nombres 30–69

30 trente	40 quarante	50 cinquante	60 soixante
31 trente-et-un	41 quarante-et-un	51 cinquante-et-un	61 soixante-et-un
32 trente-deux	42 quarante-deux	52 cinquante-deux	62 soixante-deux
33 trente-trois	43 quarante-trois	53 cinquante-trois	63 soixante-trois
39 trente-neuf	49 quarante-neuf	59 cinquante-neuf	69 soixante-neuf

- 1 Practise the numbers 30–69 by counting out loud, first in tens. Then count in fives, then the even numbers, then the odd numbers.
- 2 Before you use these numbers to talk about age, practise making liaisons between the numbers 1–10 and the word **ans**.
- 3 Once you can say them all smoothly, with one or two classmates, compare the ages of your parents, aunts and uncles by using the verb **avoir**.

un an                      six<sup>z</sup> ans  
 deux<sup>z</sup> ans                sept ans  
 trois<sup>z</sup> ans                huit ans  
 quatre ans                neuf<sup>v</sup> ans  
 cinq ans                   dix<sup>z</sup> ans



### Remarquez !

The 'f' sound becomes a 'v' sound when liaising **neuf** with the first vowel of the next word. And the 's' sound becomes a 'z' sound when liaising **six** and **dix** with the word that follows.

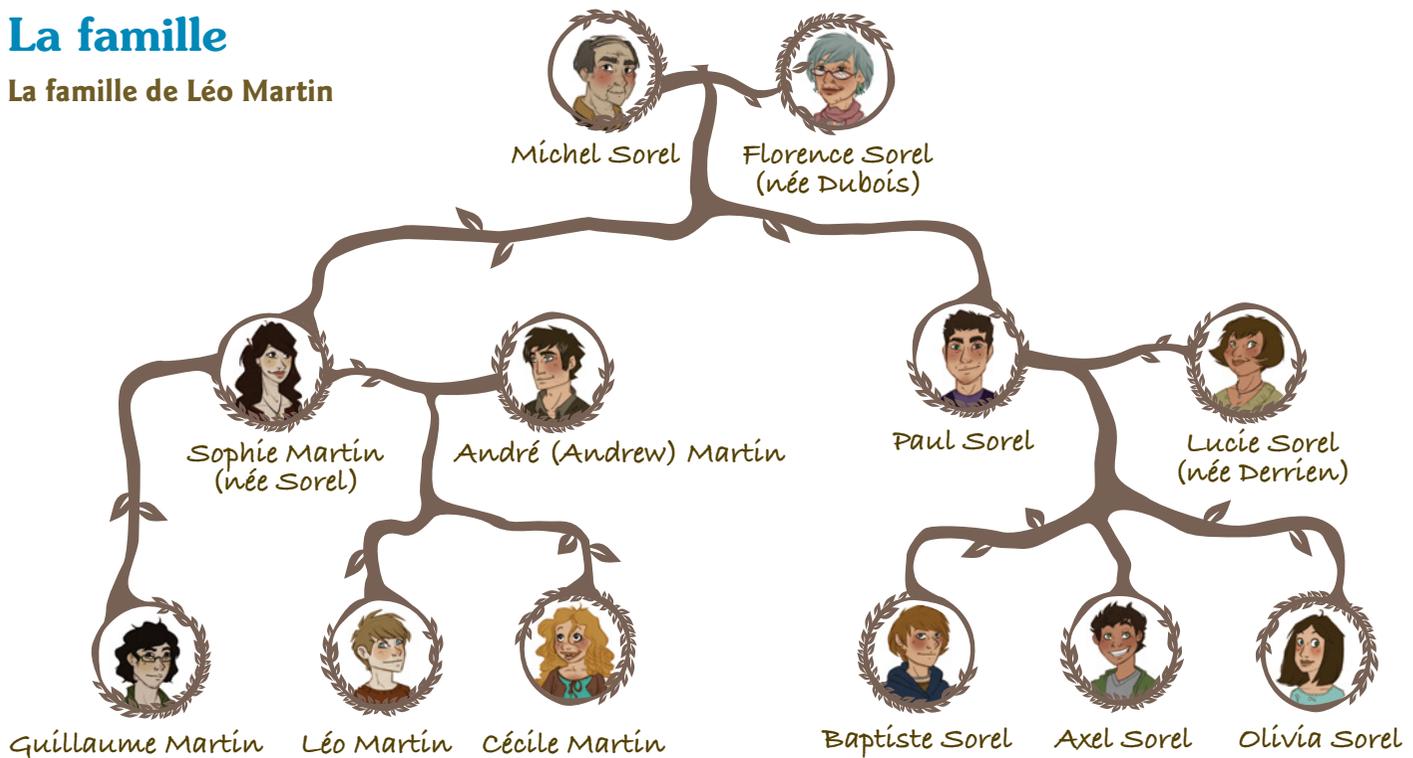
**A:** Ma mère a trente-neuf ans et mon beau-père a quarante-deux ans. Et tes parents, ils ont quel âge ?

**B:** Mon père a quarante-quatre ans. Ma mère a quarante-et-un ans. Tatie Marie a trente-trois ans. Est-ce que tu as des tantes ?



# La famille

## La famille de Léo Martin



How many different ways can you correctly explain the identity of the people in Léo's family tree?

**A:** Olivia ? Euh... voyons...  
C'est la cousine de Léo  
et c'est la sœur d'Axel.

**B:** Oui, et c'est la sœur de Baptiste aussi.  
Et c'est la fille de Lucie Sorel... euh...  
C'est aussi la nièce d'André Martin.

### Remarquez !

Listen to the audio then practise pronouncing these family words. Watch the ones with\*. Like the word **famille**, their pronunciation is special.

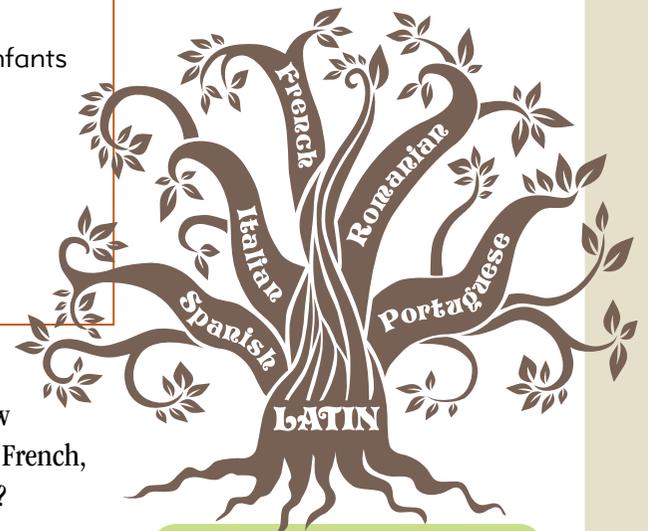
## Les membres de la famille

Masculin	Féminin	Pluriel
le grand-père (papi)	la grand-mère (mamie)	les grands-parents
le père (papa)	la mère (maman)	les parents
le beau-père (beau-papa)	la belle-mère (belle-maman)	les enfants
le mari / le conjoint	la femme* / la conjointe	les petits-enfants
l'oncle (tonton)	la tante (tatie)	
le fils*	la fille*	
le frère	la sœur*	
le demi-frère	la demi-sœur*	
le cousin	la cousine	
le neveu	la nièce	
le petit-fils*	la petite-fille*	

## Les familles langagières

Languages have ancestors, families and parents, just like people. You may know that the official language of the ancient Romans was Latin. Did you know that French, Italian, Spanish, Portuguese and Romanian are all direct descendants of Latin? They belong to the same language family, known as the Romance languages. If you know any of these languages, you will see their many similarities with French.

English is not a direct descendant of Latin, but it does have many words of Latin and French origin. These were introduced to England by early Roman and Norman invaders. This is why you are able to recognise so many French words! Can you name a few?



Find out the words for the days of the week, the months of the year and the numbers 1-10 in some of the other Romance languages and compare them to the French.

# Conversations

With a partner, decide who will be **A** and who will be **B**, then have a conversation in French.

- Use the choices offered to make your conversation different each time.
- Listen to your partner so that you choose responses that make sense.
- When you can say your parts confidently, change roles.

**A** and **B** are looking at **A**'s family photos ...

**A** Qui est-ce ?  
C'est qui ? C'est ton grand-père ?  
beau-père ?

**B** Non, c'est mon oncle, le frère de ma mère.  
de mon père.

Et voici mon cousin.  
Et ça, c'est mon frère.

**A** Il est comment, ton cousin ?  
frère ?

**B** Il est vraiment intelligent, sympa, mais il n'est pas très amusant.  
cool.

**A** Il a quel âge ?

**B** Il a quatorze ans.  
dix-sept ans. Il s'appelle Félix.  
Axel.

**A** Est-ce que c'est ta mère  
ta sœur avec le lapin ?  
le chat ?

**B** Non, c'est ma tante.  
cousine. Elle a trois  
cinq lapins.  
chats.

**A** Vraiment ?  
Ah bon ? Elle habite où ?

**B** Elle habite près de chez toi.  
à Toulouse.



# Un peu de lecture



To learn how to find the meanings of any words you can't guess, turn to Section 2 of **Le mot juste** on page 74 for some hints on using a French-English dictionary.

Read what **Léo** and his friends have to say about their family.



## Léo

Je m'appelle Léo Martin. J'habite avec ma mère, mon père, mon demi-frère, ma petite sœur et mon chien, Hugo.

Ma mère est la propriétaire du Café de la poste. Elle est très organisée. Elle déteste le désordre. Mon père s'appelle André. Il a quarante-deux ans et il est ingénieur. Il est calme et très patient. Guillaume, mon demi-frère, a dix-huit ans. Il est intelligent et studieux. Ma petite sœur s'appelle Cécile. Elle a quatre ans et elle a un hamster qui s'appelle Manuel. Cécile adore tous les animaux.

## Kim



Je m'appelle Kim Tran et j'ai douze ans. J'ai une famille recomposée. Mes parents sont divorcés. J'habite avec ma mère et mon beau-père, mes deux demi-frères, mon petit frère et papi et nanie (les parents de mon beau-père). Ma mère est vietnamienne et mon beau-père est français. Il s'appelle Henri. Maman et Henri ont un restaurant vietnamien à Montauban. Mes deux demi-frères ont quinze ans (ils sont jumeaux) et mon petit frère a neuf ans.

## Quentin



Je m'appelle Quentin Legrand. Dans ma famille, il y a trois personnes : mon père, ma grande sœur et moi. Je n'ai pas de frère. Mon père est programmeur. Ma grande sœur, Audrey, a seize ans et elle est très agaçante. Je préfère la compagnie de mon rat, parce que les rats sont intelligents. Je ne suis pas très sportif, mais j'aime beaucoup le vélo, comme mon père. J'ai douze ans.

## Nina



Je m'appelle Nina Mendy. Dans ma famille, il y a quatre personnes : mes parents, mon grand frère et moi. Ma famille est sénégalaise. Mes grands-parents, mes tantes, mes oncles et mes cousins habitent tous au Sénégal. J'adore les réunions de famille au Sénégal. Mon père est médecin. Ma mère est femme au foyer. Mon frère s'appelle Malick. Il a dix-sept ans et il est très sportif. Moi, j'ai treize ans et j'adore dessiner. Nous n'avons pas d'animal, mais j'aime les animaux.

## L'alphabet français

French and English both use the Roman alphabet, but each language has its own way of saying it. Learn to say the alphabet the French way with these songs.

### Chanson alphabétique

- a [a] – alors, avec, avoir #  
 b [bé] – bleu, blanc, berk ! bonsoir #  
 c [cé] – cousin, cousine, café #  
 d [dé] – dimanche, deux, désolé #  
 e [e] – être, enfant, elle, est #  
 f [effe] – fleuriste, famille, français #  
 g [gé] – gris, garçon, grand-mère #  
 h [hache] – habite, horrible, hamster #  
 i [i] – intelligent, ici #  
 j [ji] – janvier, jaune, jeudi #  
 k [ka] – kangourou, kiwi #  
 l [elle] – lapin, là là là, lundi #  
 m [emme] – madame, maman, merci, monsieur, mignon, mari #  
 n [enne] – non ! non ! neuf, numéro #  
 o [o] – orange, oncle, oiseau #  
 p [pé] – pardon, parfait, parents #  
 q [ku] – quinze, quatorze, quarante #  
 r [erre] – rose, rat, rouge, rue #  
 s [esse] – sympa, super, salut #  
 t [té] – timide, tortue, tatie #  
 u [u] – unique, v [vé] – voici #  
 w [double vé], x [ixe], y [i grec] et z [zède]

### Chanson de l'alphabet français

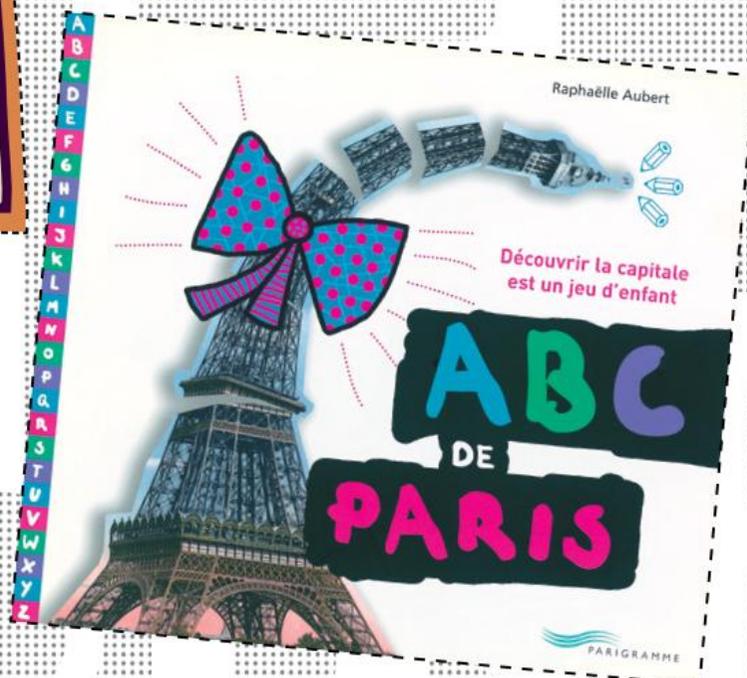
(traditionnelle)

A, B, C, D, E, F, G,  
 H, I, J, K, L, M, N, O, P,  
 Q, R, S, T, U, V,  
 W, X, Y et Z,

Maintenant je les connais,  
 Toutes les lettres de l'alphabet.

### Réfléchissez

- Which song do you like the best? Why?
- Which song helps you learn the French pronunciation best? Why?





# Vous avez la parole

## Voici ma famille

Using the French you have learnt, give a presentation about your own family. Or, if you prefer, it could be a real-life celebrity family or a family from a TV show, such as **la famille Simpson**. If you've made a family tree (see **Allez-y!** below), you could use that. You could even video yourself introducing your family at home. Point out and discuss the various people, saying:

- who they are – their names (you could spell these out)
- their relationship to you or each other
- how old they are
- where they live
- their personalities
- what they like and dislike
- their pets.

To get started, you may want to use the **BD, Conversations** and **Un peu de lecture** pages from this chapter.

Voici ma cousine Christine. Elle a deux ans. Elle habite à Cairns. Elle adore la télé.



# Allez-y!

## 1 Composez une chanson

With one or two classmates (or on your own), write your own alphabet lyrics using French words you've already learnt. You could show your knowledge of French pronunciation by making some of the words/lines rhyme. You might like to back it up with some music or rhythm and perform it for the class.

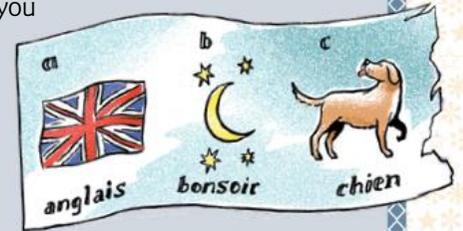
## 3 Mon arbre généalogique

Make your own family tree. You could use photos of your own family or of an imaginary or celebrity family. Present your family tree as a poster or multimedia presentation and use it for **Vous avez la parole** above. For each photo, write:

- who it is
- how they are related to you (or each other)
- something else of your choice. Try to vary this – age, personality, likes, dislikes, pets, etc.

## 2 Une frise de l'alphabet français

With one or two classmates, make an alphabet frieze for the classroom, with words to represent each letter. Try to use words you have already learnt in French or images that relate to **francophone** communities (animals, countries, tourist sites) and illustrate as many of them as you can. If you can't find a word for some letters (such as K, W, X, Y and Z), you could combine several letters in one section.



## 4 Les familles

Working in pairs, select one of the characters in **la bande dessinée** to interview about their family. Include answers to your questions and use the words you have learnt to ask questions about the character's relatives (age, relationship, characteristics etc.). Then, with your partner, film the interview and present it as a video. Translate the interview into English, so your video has subtitles for viewers who do not speak French!

# À table! ▶



Aujourd'hui est le 3 mars. Louise a 15 ans.  
Bon anniversaire, Louise!



Charlotte mange son petit déjeuner avec ses cousines.

Miam-miam ! Des crêpes !

## Avant de commencer...

List your top five favourite foods.  
Are peoples' favourite foods the same everywhere? Discuss.  
Can you have a celebration without food? Discuss.

### Communication

- Ask and say what someone is doing
- Say what you want and don't want to do
- Talk about breakfast foods
- Say the months of the year
- Talk about birthdays and star signs

### Compréhension

- Learn to conjugate and use regular **-er** verbs (present tense)
- Use infinitives with other verbs
- Use the possessive adjectives **son, sa, ses**
- Use the partitive articles **du, de la (de l'), des**
- Master the pronunciation of **g** and **c**

### Culturel et interculturel

- Find out about breakfast in France and other **francophone** places
- Learn about French name days and reflect on changing customs
- Find out about **les crêpes**
- Reflect on the **Tu me gonfles !** gesture

Before you start, turn to page 59 of your Activity Book.

# Bonne fête, papa ! Bon anniversaire, maman ! 🎧

Guillaume, Léo's older brother, is preparing breakfast in the kitchen when his little sister, Cécile, appears.





### Qu'est-ce qui se passe ?

- 1 What is Guillaume doing in the kitchen?
- 2 Who are the children setting the table for?

### Remarquez !

- Look again at the **BD**. What details suggest this is not happening in Australia?
- Study **Léo's** facial expression in Frame 10. What do you think it means? You'll learn more about this on the next page.

### Suivez la piste...

With some classmates, choose roles and act out all or part of this **BD** for the class. First, work through steps 1 to 4 on the following pages.

## 1 Connexions culturelles

### novembre

1	Lu	Toussaint
2	Ma	Défunts
3	Me	Genaël, Hubert
4	Je	Aymeric, Charles, Jessé
5	Ve	Sylvie, Zacharie
6	Sa	Bertille, Léonard
7	Di	Carine
8	Lu	Dora, Geoffroy
9	Ma	Maturin, Théodore
10	Me	Léon, Noé
11	Je	Martin, Véra
12	Ve	Christian
13	Sa	Brice
14	Di	Siodine
15	Lu	Albert, Arthur, Leopold, Malo
16	Ma	Gertrude, Marguerite, Mégane



## Le Calendrier des fêtes

Look at this French calendar. What do you notice?

As well as showing public holidays and special events, French calendars often show male and female names. These are the names of Catholic saints – at least one for every day of the year. France is traditionally a Catholic country and, in the past, children were often given the name of the saint on whose day they were born.

Nowadays, parents prefer to choose different names for their children, but many people who share their first name with a saint still celebrate their saint's day. For example, on 16 November, anyone named **Mégane** is wished **Bonne fête !** and may receive cards and small gifts. This custom is not as widely practised as in the past. However, it is still sometimes acknowledged, for example by a television weather presenter sending greetings to all those sharing the saint's name day.

## Le petit déjeuner



A traditional breakfast in France is fairly light. It might consist of sliced bread or fresh **baguette** served with butter or jam, and maybe **un croissant** on the weekend. The hot drink – freshly brewed coffee for the adults and hot chocolate for the kids – is often sipped from a deep bowl, like a large cup with no handles.

Breakfast is not called **le petit déjeuner** in all **francophone** countries. In **la Suisse** (Switzerland), **la Belgique** (Belgium) and **le Québec**, it's called **le déjeuner**, which is lunch in France! Among the many changes that other cultures have brought and are bringing to France's mealtime traditions is the growing popularity of breakfast cereals and tea, as well as the use of mugs.

### Et chez vous ?

Is there such a thing as a 'typical' Australian breakfast? Would a French person visiting your home find your breakfast very different from the one described on the left? Do your breakfast habits change on the weekend?

### Et au Cambodge ?

Of course, breakfast is not the same in all **francophone** countries. In **le Cambodge** (Cambodia), rice noodle soup with fish or shrimp would be more typical, accompanied by *chaqi* (a sort of long donut) and coffee sweetened with condensed milk.

## Tu me gonfles !

How do you show your annoyance? When French people are exasperated, you may see them inflate their cheeks and let the air out with a frustrated look. They may also say **Tu me gonfles !** to show they are finding someone a real pain. The verb **gonfler** is used to talk about blowing up a balloon, so you can see how this could mean 'You're driving me to bursting point!'



### Réfléchissez

This is quite a casual gesture and saying. Who do you think you could safely use it with?

## 2 Prononciation

How is the letter **g** pronounced in French?  
Listen to how these words are spoken. What do you notice?

**g** Hugo Guillaume agaçante gourmand génial manger boulangerie

→ The letter **g** can be pronounced 'hard' or 'soft' in French, depending on the letter that follows:

- **g** before **a, o** or **u** is pronounced hard, like the 'g' sound in **garçon**
- **g** before **e** or **i** is pronounced soft, like the 'j' sound in **âge**

Now practise the words after listening to the audio.

How is the letter **c** pronounced in French? Listen to how these words are pronounced and notice the differences.

**c** confiture cadeau garçon agaçante Cécile voici

→ The letter **c** can be pronounced 'hard' or 'soft', depending on the letter that follows. It follows the same rules as 'g'.

- **c** before **a, o** or **u** is pronounced hard like the 'k' sound in **cousin**
- **c** before **e** or **i** is pronounced soft, like the 's' sound in **merci**
- **ç** is always pronounced like 's', because the cedilla changes the 'k' sound to 's', as in **ça va**.

Now practise the words after listening to the audio.

**Réfléchissez**

Why do you think you never see **ç** followed by **e** or **i**?

Listen and then try for a really good French accent as you say these new words and expressions from the **BD**. Watch for further examples of hard and soft 'g' and 'c'.

<p> <b>Nouns</b></p> <p>l'anniversaire (m) le pain le beurre le petit déj(euner) le bol le restaurant le cadeau le sucre le chocolat la boulangerie le croissant la confiture le déjeuner la fête le dîne (dîner) la fleur le jour de repos la télé(vision) le lait les céréales (fpl) mamie novembre papi mai</p>	<p><b>Verbs</b></p> <p>aider arriver couper déjeuner diner (dîner) jouer manger poser préparer regarder mettre la table</p>	<p><b>Useful words and expressions</b></p> <p>Attention ! Qu'est-ce que tu fais ? Génial ! Quelle est la date ? À table ! aujourd'hui Miam-miam ! ce soir C'est bon ! à... heure(s) Bon anniversaire ! pour Bonne fête ! son/sa/ses</p>
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**Remarquez !**

You may come across the verb **diner** (to dine) or the noun **diner** (dinner) spelt **dîner**. Both spellings are correct.

## 3 Qu'est-ce que ça veut dire ?

Now complete the **Qu'est-ce que ça veut dire ?** task in your Activity Book.

## 4 Jouez un rôle

Return to the **BD** and listen several more times, imitating the voices. Then rehearse with some friends and perform for the class.

# Ça, c'est le français

## 1 Regular -er verbs (present tense)

Verbs are often defined as 'doing words'. They express an action, feeling or state of being. All sentences include a verb. You have already learnt the verbs **être** and **avoir**. In both French and English, verb endings change depending on who is doing the action – the *subject* of the verb.



I live in France and my cousin lives in Australia.

Verbs that change according to a set pattern are called *regular verbs*. The majority of regular French verbs belong to the **-er** group (those with infinitives ending in **-er**).

With your teacher, read out loud the conjugation of **aimer** and **détester**.

### Remarquez !

- Can you see the pattern in the endings?
- Can you see a pattern in the English verb endings too?

Present tense <b>aimer</b> – to like	Present tense <b>détester</b> – to hate
<b>j'aime</b> I like	<b>je déteste</b> I hate
<b>tu aimes</b> you like	<b>tu détestes</b> you hate
<b>il aime</b> he likes	<b>il déteste</b> he hates
<b>elle aime</b> she likes	<b>elle déteste</b> she hates
<b>nous aimons</b> we like	<b>nous détestons</b> we hate
<b>vous aimez</b> you like	<b>vous détestez</b> you hate
<b>ils aiment</b> they (m) like	<b>ils détestent</b> they (m) hate
<b>elles aiment</b> they (f) like	<b>elles détestent</b> they (f) hate

What do you notice about the pronunciation of the verb endings?

→ Apart from the **-er** ending of the infinitive, the only verb endings you actually hear are the ones for **nous** and **vous**. All the other endings are silent.

All regular **-er** verbs work the same way – by dropping the **-er** from the infinitive and adding the following endings:

<b>je</b>	<b>...e</b>	<b>nous</b>	<b>...ons*</b>
<b>tu</b>	<b>...es</b>	<b>vous</b>	<b>...ez*</b>
<b>il</b>	<b>...e</b>	<b>ils</b>	<b>...ent</b>
<b>elle</b>	<b>...e</b>	<b>elles</b>	<b>...ent</b>

\* pronounced endings

Try conjugating the regular verbs **couper** and **jouer** aloud. Remember, you pronounce only two endings.  
**C'est simple !**

### À vous

Substitute the verbs in **bold** with the correct conjugation of the infinitives in brackets.

- .....
- A** Est-ce que tu **dines** au restaurant ? (**diner** / **manger** / **déjeuner**)
- B** Non, je **dine** chez moi. (**diner** / **manger** / **déjeuner**)
- .....
- A** Est-ce qu'elle **dine** chez toi ? (**diner** / **manger** / **déjeuner**)
- B** Non, elle **dine** au restaurant. (**diner** / **manger** / **déjeuner**)
- .....
- A** Et les garçons, ils **mangent** ici ? (**manger** / **déjeuner** / **diner**)
- B** Oui, ils **mangent** ici. (**manger** / **déjeuner** / **diner**)
- .....
- A** Est-ce que vous **mangez** chez vous ? (**manger** / **déjeuner** / **diner**)
- B** Non, nous **mangeons** chez mamie. (**manger** / **déjeuner** / **diner**)

### Réfléchissez

Why do you think **manger** has an extra **e** before **-ons** in **mangeons**?

## 2 Using infinitives with other verbs



Tu veux **regarder** la télé ?



Je n'aime pas **regarder** la télé. Je veux **aider** !

You will often find an **infinitive** following another verb, for example, when saying what you like, hate, prefer or want **to do**.

### À vous

- A** Je veux **déjeuner** avec Sylvie. (**manger / diner**)  
**B** Mais tu détestes **déjeuner** avec Sylvie ! (**manger / diner**)  
**A** Vous aimez **déjeuner** ici ? (**habiter / manger**)  
**B** Non, nous n'aimons pas **déjeuner** ici. (**habiter / manger**)  
**A** Il préfère **arriver à** huit heures ? (**jouer / diner**)  
**B** Non, il préfère **arriver à** sept heures. (**jouer / diner**)

### Réfléchissez



How would you say 'She likes to help Dad'?

Elle adore **jouer** avec Hugo.

She loves **to play** with Hugo.

## 3 More about possessive adjectives

Look at the illustrations below.

- Can you work out the meaning of each caption?
- What do the words in red mean in each sentence?
- Can you explain why each of the words in red has been used?



Voici Samuel. **Sa** mère prépare **son** petit déjeuner.



Voici Marianne. **Sa** mère prépare **son** petit déjeuner.



Voici un petit oiseau. **Sa** mère prépare **son** petit déjeuner.

You already know that in French there are three possessive adjectives for 'my' and three for 'your'. The same pattern applies when saying 'his', 'her' and 'its' ...

Noun	my	your	his/her/its
Masculine singular	<b>mon</b>	<b>ton</b>	<b>son</b>
Feminine singular	<b>ma</b>	<b>ta</b>	<b>sa</b>
Plural	<b>mes</b>	<b>tes</b>	<b>ses</b>

... but this time, each word has three possible meanings:

- **son** + *masculine* noun = his / her / its
- **sa** + *feminine* noun = his / her / its
- **ses** + *plural* noun = his / her / its.

It is the *gender of the word that follows* that determines whether you use **son**, **sa** or **ses** – not the gender of the owner.

### À vous

Read the model aloud and then substitute the words in **bold** with the listed alternatives. Change roles.

**A** Voici mon ami Paul. **Son père et sa mère** habitent au Sénégal. (**son grand-père et sa grand-mère / son cousin et sa cousine**)

**B** **Ses parents** sont sénégalais ? (**Ses grands-parents / Ses cousins**)

Now repeat the activity, this time for a girl, Sophie.  
**Voici mon amie Sophie...**

Do the words for 'his/her' change?

## 4 More about articles

You've already learnt to use *definite* and *indefinite* articles. A third type of article is the *partitive* article, used to say 'some' or 'any'.

Type of article	Masculine singular	Feminine singular	Plural
definite article – 'the'	le (l')	la (l')	les
indefinite articles – 'a', 'an' or 'some'	un	une	des
partitive articles – 'some' or 'any'	<b>du (de l')</b>	<b>de la (de l')</b>	<b>des</b>

### Réfléchissez

When do you think you would use **de l'**?

### Réfléchissez

How would this dialogue sound in English?



Tu veux **du** pain ?

Tu veux **de la** confiture ?

Tu veux **des** croissants ?

• • • Oui. J'aime le pain.

• • • Oui. J'aime la confiture.

• • • Oui. J'aime les croissants.



After a negative expression, *partitive articles* change to **de** (**d'** before a vowel).



Je coupe **du** pain.

• • • • • Je ne coupe pas **de** pain.



How many examples of the partitive article can you find in the **BD**?

### À vous

**A** Est-ce qu'ils ont **des croissants** ? (**du pain** / **de la confiture** / **des céréales**)

**B** Non, ils n'ont pas **de croissants**. (**de pain** / **de confiture** / **de céréales**)

## En plus

### Le petit déjeuner



les fruits (*mpl*)



les céréales (*f*)



les œufs (*m*)



le pain



le pain grillé



le beurre



la confiture



le miel

### Les boissons (*fpl*)



le lait



le chocolat



le jus de fruit



l'eau (*f*)



le café



le thé

What do you think **les boissons** means?

When you can pronounce these breakfast foods, use the dialogue below to discuss what you have for breakfast. Substitute the words in **bold** and remember to use the correct article – **de la**, **du**, **de l'** or **des**.

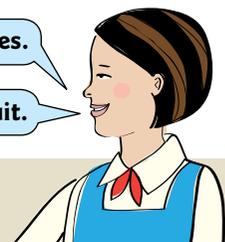


**A**: Qu'est-ce que tu manges au petit déjeuner ?

**A**: Et comme boisson ?

**B**: Moi, je mange **des fruits** et **des céréales**.

**B**: **Du jus de fruit**.



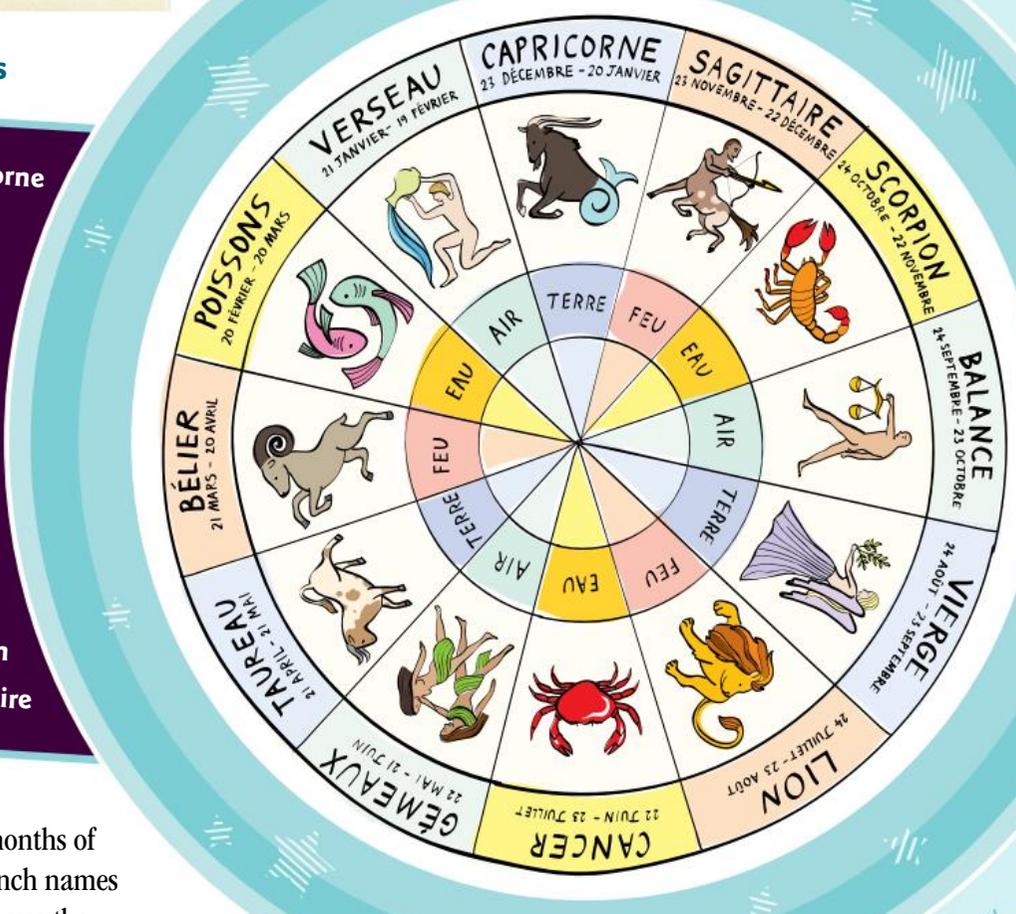
# Les mois de l'année

- |         |           |
|---------|-----------|
| janvier | juillet   |
| février | août      |
| mars    | septembre |
| avril   | octobre   |
| mai     | novembre  |
| juin    | décembre  |

In French, months of the year – like days of the week – don't usually start with a capital letter, unless they're the first word of a sentence or used in a heading. 

## Les signes astrologiques

- 23 décembre – 20 janvier : **Capricorne**
- 21 janvier – 19 février : **Verseau**
- 20 février – 20 mars : **Poissons**
- 21 mars – 20 avril : **Bélier**
- 21 avril – 21 mai : **Taureau**
- 22 mai – 21 juin : **Gémeaux**
- 22 juin – 23 juillet : **Cancer**
- 24 juillet – 23 août : **Lion**
- 24 août – 23 septembre : **Vierge**
- 24 septembre – 23 octobre : **Balance**
- 24 octobre – 22 novembre : **Scorpion**
- 23 novembre – 22 décembre : **Sagittaire**



When you can pronounce the months of the year, practise saying the French names for the signs of the zodiac. Then use the dialogue below, substituting the words in bold to find out the birthdays of your classmates. Write their names under the appropriate star sign on the survey sheet on page 73 of your Activity Book.

**A:** Quelle est la date de ton anniversaire, **Claire** ?

**A:** Le **sept mars**... voyons... alors, tu es **Poissons** !



**Et au Québec ?**   
**En français québécois,** you say **Bonne fête** to wish someone a happy birthday.

**B:** Mon anniversaire est le **sept mars**.

**B:** Oui, je suis **Poissons**. Et toi, quelle est la date de ton anniversaire ?

# Un peu de lecture

## Les crêpes

La **crêpe**, a type of thin pancake, is very popular in France. Traditionally, there are two types: savoury (**les crêpes salées** or **les galettes**), made with buckwheat flour and considered to be from the region of **Bretagne** in France's North-West; and sweet (**les crêpes sucrées**), made with wheat flour.

The batter is spread evenly over a very hot surface for 30 to 60 seconds, then flipped to cook the other side. You can eat **une crêpe** with whatever filling you want, sweet or savoury, for example, lemon and sugar, or ham, cheese and egg.



Manger des crêpes en Australie

La **crêpe** is enjoyed as an easy, cheap and delicious food, but it also has a dedicated day on the French calendar. On 2 February, some people in France enjoy making and eating **crêpes** to commemorate **la Chandeleur** – the religious holiday of Candlemas.

**Les crêperies** are specialised restaurants offering a variety of **crêpes**. There are also tiny kiosks serving **des crêpes** as street food. Their popularity has spread to many other countries across the world.

Voici une recette pour des crêpes sucrées ou salées.

## Crêpes (pour 8 personnes)



1 tasse de farine



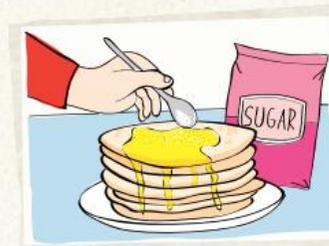
1 œuf



1¼ tasse de lait



2-3 cuillères d'huile pour cuire



### Méthode

- 1 Mettre la farine dans un bol. Au centre, mettre l'œuf et un peu de lait.
- 2 Mélanger jusqu'à ce que ce soit lisse.
- 3 Ajouter petit à petit le reste du lait. Incorporer bien à la pâte.
- 4 Chauffer la poêle sans huile.
- 5 Verser un peu d'huile dans la poêle.
- 6 Verser une grande cuillerée de pâte.
- 7 Incliner la poêle pour disperser la pâte harmonieusement.
- 8 Laisser dorer une minute.
- 9 Tourner la crêpe.
- 10 Ajouter la garniture.\*
- 11 Rouler la crêpe et manger !  
Miam-miam !

To learn how to find the meanings of any words you can't guess, turn to page 75 (Section 3 of **Le mot juste**) for some hints on using a French-English dictionary.

## Et chez vous ?

Do you and your family observe any traditions to do with food at certain times of the year?

## Remarquez !

In French recipes, verbs are often written in the infinitive form. How many **-er** infinitives can you identify here?

### \* Ingrédients pour la garniture

- Suggestions pour des crêpes sucrées : sucre et jus de citron ou confiture ou miel ou sirop d'érable ou Nutella.
- Suggestions pour des crêpes salées : œufs battus et/ou fromage râpé et/ou jambon et persil.

# Conversations

1 Two friends are discussing what they have for breakfast.

**A** Qu'est-ce que tu manges / aimes manger au petit déj(euner) ?

**B** Je mange / J'aime manger des céréales. / des fruits.

**A** Tu ne manges pas de pain / croissants au petit déj(euner) ?

**B** Non. / Berk ! Je n'aime pas beaucoup / Je déteste le pain. / les croissants.

**A** Qu'est-ce que tu préfères comme boisson ? Le café / Le jus de fruits ou le chocolat ? / le lait ?

**B** J'aime / Je préfère le café. / le chocolat. / le jus de fruits. / le lait. Je déteste / Je n'aime pas le chocolat. / le café. / le lait. / le jus de fruits.



2 **A** is doing a street interview with **B** about family breakfast habits.

**A** Bonjour, monsieur. / madame. Qu'est-ce que vous mangez au petit déj(euner) ?

**B** Ma femme / mon amie / Mon mari / mon ami et moi, nous mangeons du pain / des croissants et du beurre. / et de la confiture.

**A** Vous ne mangez pas de céréales ? / de fruits ? / de pain grillé ?

**B** Non, nous n'aimons pas les céréales / les fruits / le pain grillé au petit déj(euner).

**A** Et les enfants, est-ce qu'ils mangent des céréales ? / des fruits ? / du pain grillé ?

**B** Oui. Ils préfèrent / Mais oui. Ils aiment les céréales et les fruits / le pain grillé et un bol de chocolat. / café.



Don't forget to change roles and create some different conversations!



# Vous avez la parole

Est-ce que tu aimes **aider tes parents** ?

Alors, je n'aime pas beaucoup **aider mon père**. Je préfère **aider ma mère**. Et toi ?



Interview a classmate about what they like doing, using the list of activities below. Try to vary your question style. You will also need to work out how you will answer when it's your turn to be interviewed.

- **regarder la télé / des films / le foot(ball)**
- **jouer avec le chien / le chat / ta sœur / ton frère / ton ami/amie**
- **mettre la table**
- **préparer le dîner / le petit déjeuner**
- **aider ta mère / ton père / tes parents**
- **dîner avec tes grands-parents**
- **manger des chocolats / des fruits / des croissants / des crêpes**

j'adore...  
 j'aime (bien)...  
 je préfère...  
 je n'aime pas...  
 je déteste...

When you answer, remember to change **ton / ta / tes** to **mon / ma / mes**.

# Allez-y !

## 1 Qu'est-ce qu'ils aiment faire ?

Make a slideshow or poster showing what different people like, love or hate to do. Present at least four people. You could use pictures of the French national football team, famous **francophone** people or famous people who speak French. For each one, write a caption or speech bubble using the correct form of the verb **aimer**, **adorer** or **détester** plus an infinitive.

**Vous avez la parole** above will give you some ideas. If you need to use a dictionary, remember what you learnt on page 75 about looking up verbs.

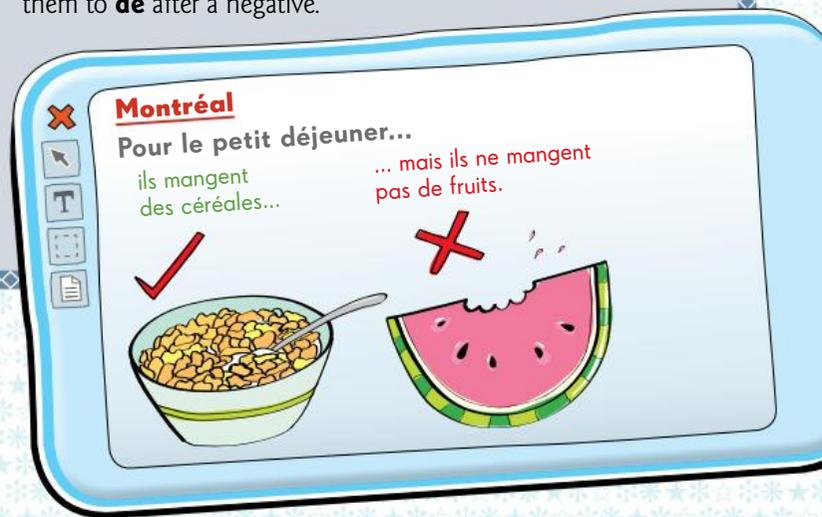
In speech bubbles, use **je** and **nous**. For captions, use **il/s** and **elle/s**.



Ils aiment manger des croissants.

## 2 Pour le petit déjeuner

Do some research and create a presentation about what is considered a typical breakfast in one of the following **francophone** places: **la Tunisie, Montréal, Tahiti, la Côte d'Ivoire, Madagascar** or **la République centrafricaine**. Use the verb **manger** and the partitive articles **de la, du, de l'** and **des**. Remember to change them to **de** after a negative.



## 3 Une spécialité française

You are making **crêpes** in your next food tech class and some of your classmates don't know French. Create a French and English recipe using the **crêpes** recipe on page 66 and include your choice of toppings.



# Un peu de géographie

- > parlez d'une carte du monde
- > lisez une carte du monde
- > créez une carte de l'Afrique

La Terre est une sphère. On représente généralement la Terre comme un globe ou comme un planisphère. Elle est divisée en deux par une ligne imaginaire : l'Équateur.



La grande majorité de la surface de la Terre est occupée par des océans. Les deux Amériques, l'Europe, l'Asie et l'Afrique sont d'immenses territoires entourés d'océans.

## 1 LISEZ

Lisez la carte et répondez aux questions en français dans votre cahier.

- 1 Comment est-ce qu'on représente la Terre généralement ?
- 2 Comment s'appelle la ligne imaginaire qui divise la Terre en deux ?
- 3 Comment s'appelle la plus grande île de l'Océanie ?

## Réfléchissez

- Quel est l'équivalent de *la banquise* dans votre langue ?
- Quel est l'équivalent de *entourés* dans votre langue ?

## 2 ÉCOUTEZ

Écoutez et répondez aux questions en français dans votre cahier.

- 1 Quel est le plus grand continent ?
- 2 Dans quel hémisphère est l'Europe ?
- 3 Où est la banquise ?
- 4 Il y a combien de continents ?

## 4 ÉCRIVEZ

Écrivez un exercice « vrai ou faux » pour une personne de votre classe. Écrivez dix questions comme dans l'exemple.

Le mont Everest est en Asie.

**VRAI** FAUX

L'Antarctique est dans l'hémisphère Nord.

VRAI **FAUX**

## 3 PARLEZ

Avec un/e binôme, jouez au jeu « Qui suis-je ? ». Faites des conversations comme dans l'exemple.

**A:** Je suis un grand continent.

**B:** Tu es l'Amérique du Nord ?

**A:** Non.

Je suis entouré des océans Arctique, Pacifique et Indien.

**B:** Tu es l'Asie ?

**A:** Oui !

## 5 CRÉEZ

Utilisez la carte de l'Afrique fournie dans l'eBook.

- > coloriez et écrivez le nom des pays/lieux francophones
- > marquez et écrivez le nom des capitales
- > ajoutez l'équateur, le tropique du Cancer et le tropique du Capricorne
- > coloriez le lac Tchad et ajoutez le nom
- > sélectionnez quatre pays/lieux francophones et ajoutez la taille de la population et les langues parlées



## TOUT SAVOIR SUR LES ANIMAUX

- accueil
- les oiseaux
- les invertébrés
- les mammifères
- les reptiles
- les araignées
- les requins

### L'ALIMENTATION

Tous les animaux ont un régime alimentaire différent.

1. Les animaux carnivores (comme le lion et le tigre) mangent de la viande ou du poisson.
2. Les insectivores (comme la grenouille) mangent des insectes.
3. Les herbivores (comme le lapin) mangent des végétaux et des plantes.
4. Les granivores (comme le canari) mangent des graines.
5. Les omnivores (comme le cochon) mangent de tout.

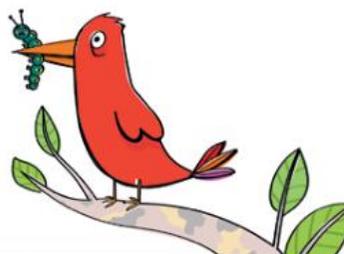
### LES CHAINES ALIMENTAIRES

Publié le 2 mai

L'insecte mange la feuille.



L'oiseau mange l'insecte.

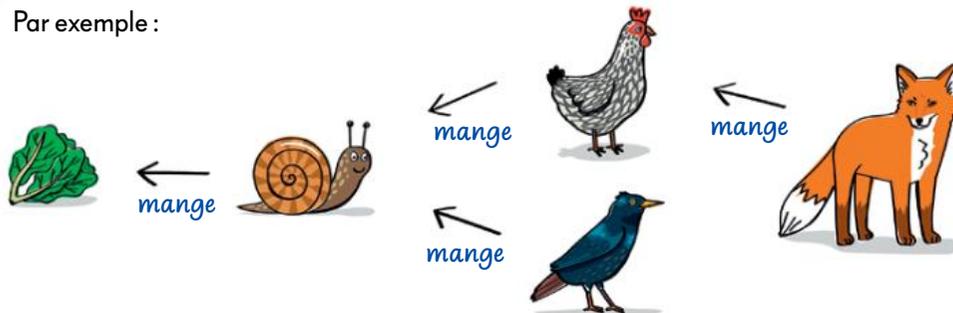


Le chat mange l'oiseau.



Une chaîne alimentaire est une représentation graphique qui explique « qui mange qui ? ». Au début de la chaîne alimentaire, il y a les plantes. Les animaux herbivores mangent les plantes. Ensuite, les animaux carnivores ou omnivores mangent les animaux herbivores.

Par exemple :



### Remarquez !

Le vocabulaire scientifique est très similaire en français et en anglais.



Lisez le texte de ce site et regardez les images. Répondez aux questions en français dans votre cahier.

1. Que mangent les animaux omnivores ?
2. Quel est le régime alimentaire de la chenille ?
3. Quels animaux mangent des insectes ?
4. Quels animaux mangent des poules ?
5. Qu'est-ce que la chaîne alimentaire explique ?



Écoutez les informations sur huit animaux. Dans votre cahier, écrivez le nom de l'animal et son alimentation.



Par exemple : 1. Le mouton est herbivore.



Écrivez une phrase pour expliquer le régime alimentaire de cinq animaux différents.

Par exemple : 1. Le canard est un animal omnivore, parce qu'il mange des graines et des insectes.



En petit groupe, préparez une chaîne alimentaire et présentez à un autre groupe.



Créez une vidéo d'une chaîne alimentaire avec trois animaux australiens. Utilisez des images et le nom des animaux en français.



1  
LISEZ

## Les fractions

Quand une unité est divisée en parties égales, elle est parfois représentée comme une fraction.

Par exemple :



L'unité est divisée en 4 parties égales. On l'écrit  $\frac{4}{4}$ .

Dans une fraction, il y a deux nombres : le numérateur en haut, et le dénominateur en bas.

$\frac{3}{4}$   
le numérateur  
le dénominateur

Dans une fraction, vous lisez et écrivez d'abord le numérateur, puis le dénominateur.

- Quand vous partagez l'unité en 2 parties égales, vous obtenez deux demis.
- Quand vous partagez l'unité en 3 parties égales, vous obtenez trois tiers.
- Quand vous partagez l'unité en 4 parties égales, vous obtenez quatre quarts.
- Quand vous partagez l'unité en 5 parties égales, vous obtenez cinq cinquièmes.
- Quand vous partagez l'unité en 9 parties égales, vous obtenez neuf neuvièmes.

Pour tous les autres dénominateurs, vous ajoutez le suffixe **-ième** au numéro : sixième, septième, etc.

Par exemple, dans un rectangle partagé en 8 parties égales, chaque partie s'appelle **un huitième**. La partie coloriée est une fraction du rectangle.



La couleur représente **cinq huitièmes** ( $\frac{5}{8}$ ) : 5 est le numérateur et 8 est le dénominateur.

## Les fractions dans la vie de tous les jours

On utilise les fractions dans la vie de tous les jours. Voici quelques exemples :

« J'achète **un demi litre** d'eau minérale. »

L'unité, le litre, est partagée en **2 parties égales** ( $\frac{1}{2}$  L = 500 ml).



« Le train arrive dans **un quart d'heure**. »

L'unité, l'heure, est partagée en **4 parties égales** ( $\frac{1}{4}$  h = 15 min).



« Ajouter **un demi kilo** de farine. »

L'unité, le kilo, est partagée en **2 parties égales** ( $\frac{1}{2}$  kg = 500 g).



Dans votre cahier, écrivez ces fractions en nombre. Par exemple : **un demi**  $\frac{1}{2}$

un tiers	trois quarts
deux sixièmes	quatre cinquièmes
un huitième	deux septièmes
quatre dixièmes	trois demis

Le numérateur est le nombre utilisé, le dénominateur est le nombre total.

### Réfléchissez

Relisez la recette des crêpes page 66 : pour quatre personnes, je prépare quels ingrédients ?

2  
ÉCOUTEZ

Écoutez les six phrases et, dans votre cahier, écrivez la fraction que vous entendez.



Par exemple : 1.  $\frac{1}{2}$  ou un demi kilo.

3  
PARLEZ

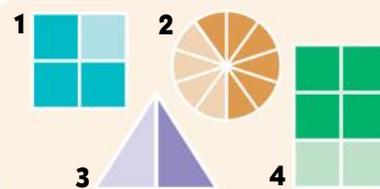
- Testez vos connaissances avec un/e binôme : **A** donne quatre fractions et **B** écrit. Vérifiez puis changez de rôle.
- Discutez en petits groupes : Est-ce que vous utilisez les fractions dans la vie de tous les jours ? Dans quelles situations ?

4  
ÉCRIVEZ

Écrivez les fractions en français dans votre cahier. Par exemple :



cinq huitièmes



5  
CRÉEZ

En petits groupes, créez une construction ou une image artistique qui est un tiers bleu, un quart rouge, un sixième jaune, un douzième orange et un sixième vert.



## Manger équilibré

Manger équilibré est très important pour être en bonne santé !  
Les aliments font partie de groupes différents. Manger équilibré, c'est manger des aliments de chaque groupe, sans excès, tous les jours.

### LA PYRAMIDE ALIMENTAIRE

Les aliments au sommet de la pyramide ne sont pas essentiels.  
Les aliments à la base de la pyramide sont indispensables.

Les sucres et les matières grasses donnent de l'énergie, mais elle est stockée sous forme de graisses si elle n'est pas utilisée immédiatement.

Les boissons sucrées, comme les jus de fruits, sont à limiter.

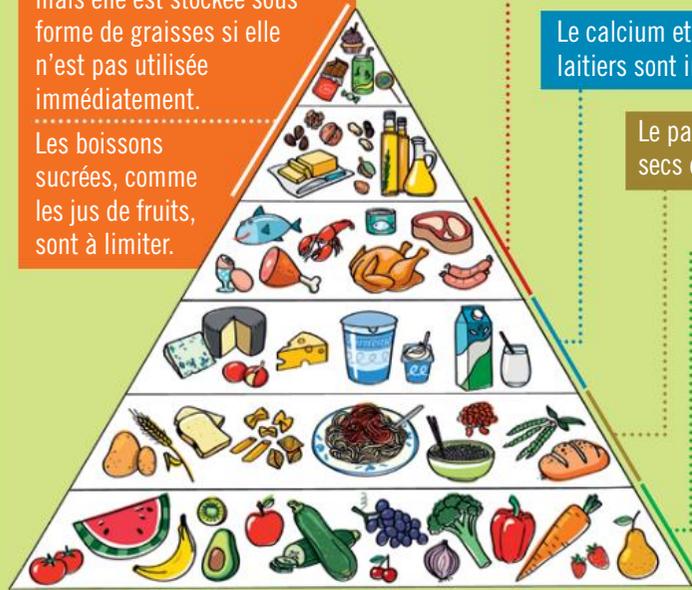
Les viandes, les poissons et les œufs donnent des protéines qui réparent les muscles.

Le calcium et les protéines dans les produits laitiers sont importants pour les os et les dents.

Le pain, les céréales, les pommes de terre et les légumes secs donnent des sucres lents et de l'énergie.

Les légumes et les fruits donnent beaucoup de vitamines et de fibres.

L'eau est la seule boisson indispensable.



Avec un/e binôme, discutez des aliments dans la liste et répondez à ces questions :

- Ces aliments appartiennent à quels groupes de la pyramide alimentaire ?
- Est-ce qu'ils sont bons pour la santé ?

Par exemple : **La confiture est un produit sucré. Ce n'est pas bon pour la santé.**

- |                       |                      |                          |
|-----------------------|----------------------|--------------------------|
| <b>1</b> la confiture | <b>2</b> le thé      | <b>3</b> la banane       |
| <b>4</b> le yaourt    | <b>5</b> le steak    | <b>6</b> le jus d'orange |
| <b>7</b> le fromage   | <b>8</b> l'eau       | <b>9</b> le beurre       |
| <b>10</b> le chocolat | <b>11</b> la carotte | <b>12</b> le jambon      |
| <b>13</b> le riz      | <b>14</b> le pain    | <b>15</b> la salade      |



Lisez le texte et regardez les images. Répondez aux questions en français dans votre cahier.

- 1 Manger équilibré, ça veut dire quoi ?
- 2 Pourquoi est-ce que les fruits et les légumes sont importants ?
- 3 Les céréales donnent quoi ?
- 4 Quelle boisson est indispensable ?



Écoutez cette conversation. Lisez les phrases et décidez si elles sont vraies ou fausses.



- |  |            |      |
|--|------------|------|
| Au petit déjeuner, il mange des céréales.                    | ..... VRAI | FAUX |
| Il ne mange pas de croissant.                                | ..... VRAI | FAUX |
| À l'école, il mange des fruits.                              | ..... VRAI | FAUX |
| Au déjeuner, il mange un sandwich au<br>beurre et au jambon. | ..... VRAI | FAUX |
| Pour le dîner, il préfère manger de la<br>soupe de légumes.  | ..... VRAI | FAUX |
| Il mange équilibré.  | ..... VRAI | FAUX |



Et vous, est-ce que vous mangez équilibré ?  
Qu'est-ce que vous mangez dans une journée typique ?  
Est-ce que vos repas sont bons pour la santé ? Pourquoi ?  
Écrivez 30 mots avec l'aide d'un dictionnaire.

Pour le petit-déjeuner, je mange de...  
Pour le déjeuner je mange de...  
Pour le dîner, je mange de...  
C'est équilibré, parce que...  
Ce n'est pas équilibré, parce que...



Créez un menu équilibré pour la cantine de l'école.  
Expliquez pourquoi il est équilibré, en français.

Aujourd'hui nous mangeons... *entrée* *plat principal* *dessert*

# Annexe 1 : Le mot juste

You don't always need a dictionary to find the meaning of a French word – its similarity to English and its context will often allow you to work it out. But sometimes when you can't guess a meaning or your guess doesn't make sense in the context, you'll need to use a bilingual dictionary or the **Dictionnaire** at the back of this Student Book. This section will help you to do this efficiently.

Read this section then do the related task in **Chapitre 2** of your Activity Book.

## 1 Finding what you need in the dictionary

A French–English dictionary has two main sections:



French–English where you look up the French word to find its English meaning



English–French where you look up the English to find out how to say it in French.

Check which section comes first in your dictionary and/or in the **Dictionnaire** at the back of this book.

Within each section of a dictionary, words are always arranged in alphabetical order.

With your partner, see who can open nearest the right place to find these words: **vache**, **mouton**, **cheval**.

Dictionaries usually have two words at the top of each page. These indicate the first and last words on that page and are there to help you find words more quickly.

madame

193

maison

Which of these words would you find on this page?

méchant

mais

mal

mademoiselle

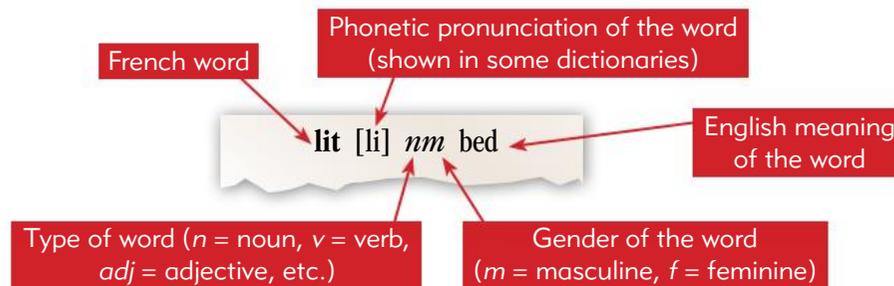
maintenant

Many words start with the same letter/s, so using alphabetical order to find a word can mean having to look at the *second* letter if the first letters are the same, and the *third* letter if the second letters are the same, and so on.

## Understanding a dictionary entry

A dictionary tells you far more than just the meanings of words.

Look at this typical entry from the French–English section of a dictionary:



You won't always use all this information, but it can be very important.

For example, when looking for a French noun, you always need to check its gender (*m* or *f*) so that you know whether to use the masculine article (**le/un**) or the feminine article (**la/une**).

You will find words more quickly if you start by opening at roughly the right place in your dictionary. For instance, if you're looking for **vache**, don't waste time starting at the beginning of the dictionary.

Imagine you are looking up the French word for 'snake'.

snake *n* serpent *m*

To say 'Here's *the* snake', you will need to use the masculine word for 'the'.

Voici *le* serpent.

How would you say 'Here is *a* snake'?

Now test your dictionary skills by doing the related task in **Chapitre 2** of your Activity Book.

## ② Choosing the right meaning

Words often have more than one meaning. For example, suppose you want to say:

'I'm going to book our flights today.'

You look up 'book' in an English–French dictionary. The dictionary entry will look something like this:

book (1) *n* livre *m* (2) *v* réserver

Before you take the first word you see, you need to think about how you are using the word in the sentence. Is 'book' being used as:

- a noun (the name of something)?
- a verb (a doing word)?
- an adjective (a describing word)?

➔ In your sentence, you are using the word 'book' as a doing word, so the noun **livre** (meaning a book that you read) is not the right choice here. It's the verb **réserver** (marked with a *v*) that you want.

It's the same idea if you are looking for the English meaning of a French word. For example:

Mon père adore manger des bananes. Ma mère adore manger des **marrons**.

As you know, **marron** can mean 'brown', but that meaning doesn't make a lot of sense here. Checking the French section of the dictionary will show something like this:

marron (1) *nm* chestnut (2) *adj inv* brown

The noun 'chestnut' is clearly a more sensible meaning in this sentence.

See how context helps you find the right meaning? As well as context, other clues can help you. For example, the fact that the word **marrons** has **les** before it is a good indication that it is being used as a noun, rather than as an adjective.

Now test your dictionary skills by doing the related task in **Chapitre 3** of your Activity Book.

Read this section then do the related task in **Chapitre 3** of your Activity Book.

With your teacher, look at some sentences and practise picking out different parts of speech.

Remember that the meaning you choose always needs to make sense in the context.

### ③ Finding the French word you're looking for

When you look up a French word in the dictionary, sometimes what you find looks a bit different from the word you're looking for. This is because French words often have several forms, so you need to be prepared to look beneath 'the disguise'.

Read this section then do the related task in **Chapitre 4** of your Activity Book.

#### Verbs

A verb may look different because in dictionaries, verbs are always listed in their *infinitive* form.

Imagine you are looking for the meaning of the verb **porte** in this sentence:

La fille **porte** un teshirt rouge.

Which of these entries is the one you need?

**porte** *nf* door

**porter** *v* to carry, to wear

**porteur** *nm* porter

**portier** *nm* doorman

Remember that the meaning you choose always needs to make sense in the context.

If you know the word you're looking for is a verb, you can make sure that you've found the infinitive by checking:

- that it has the 'verb' label. Depending on the dictionary, this could appear as *verb*, *vb*, *v*, *vi* or *vt*.
- that it ends in **-er** (or sometimes **-ir** or **-re**).

➔ So here, the dictionary entry you want is: **porter** *v* to carry, to wear

In French, the infinitive is a single word, which always ends in the letters **-er**, **-ir** or **-re**.



## Nouns

A noun may look a little different because some nouns have both a masculine and feminine form.

For example:

boulang~~er~~, boulang~~ère~~ *nm/f* baker

chanteur, chanteuse *nm/f* singer

pharmacien, pharmacienne *nm/f* pharmacist

Other nouns can be hard to recognise because in dictionaries, nouns are listed in their *singular* form. Like English nouns, most French nouns are made plural by simply adding -s. But some have irregular plural endings that make them look quite different. For example, if you were looking for **chevaux**, you would find it under **cheval**:

cheval *nm* (*pl chevaux*) horse

irregular plural follows singular form

These irregularities occur with some English nouns too. For example, if you were looking for the word 'mice', you would have to look it up under its singular form:

mouse *nf* (*pl mice*) souris

## Adjectives

An adjective may also look different from the spelling you're looking for because, as you already know, French adjectives have different forms for masculine and feminine, singular and plural. In dictionaries, adjectives are always listed in their *singular masculine* form, with the feminine form following.

Different dictionaries have different ways of showing this. Here are some examples from one dictionary:

agaçant, *e* *adj* annoying, irritating

shows feminine form is **agaçante**

affectueux, *euse* *adj* affectionate

shows feminine form is **affectueuse**

timide *adj* shy, timid

No additions shows that feminine and masculine forms are the same

super *adj* (*inv*) terrific, great, fantastic

shows that this adjective is invariable, meaning that it never changes, even in the plural

If the word you're looking for is not immediately obvious, check the entries nearby.

Now test your dictionary skills by doing the related task in **Chapitre 4** of your Activity Book.

# Annexe 2 :

## Conjugaison des verbes

### Regular -er verbs 🇫🇷 (present tense)

To conjugate regular -er verbs, drop the -er from the infinitive and add the appropriate ending.

Infinitive: <b>jou/er</b> – to play	
<b>je joue</b> I play	<b>nous jouons</b> we play
<b>tu joues</b> you play	<b>vous jouez</b> you play
<b>il joue</b> he plays	<b>ils jouent</b> they (m) play
<b>elle joue</b> she plays	<b>elles jouent</b> they (f) play

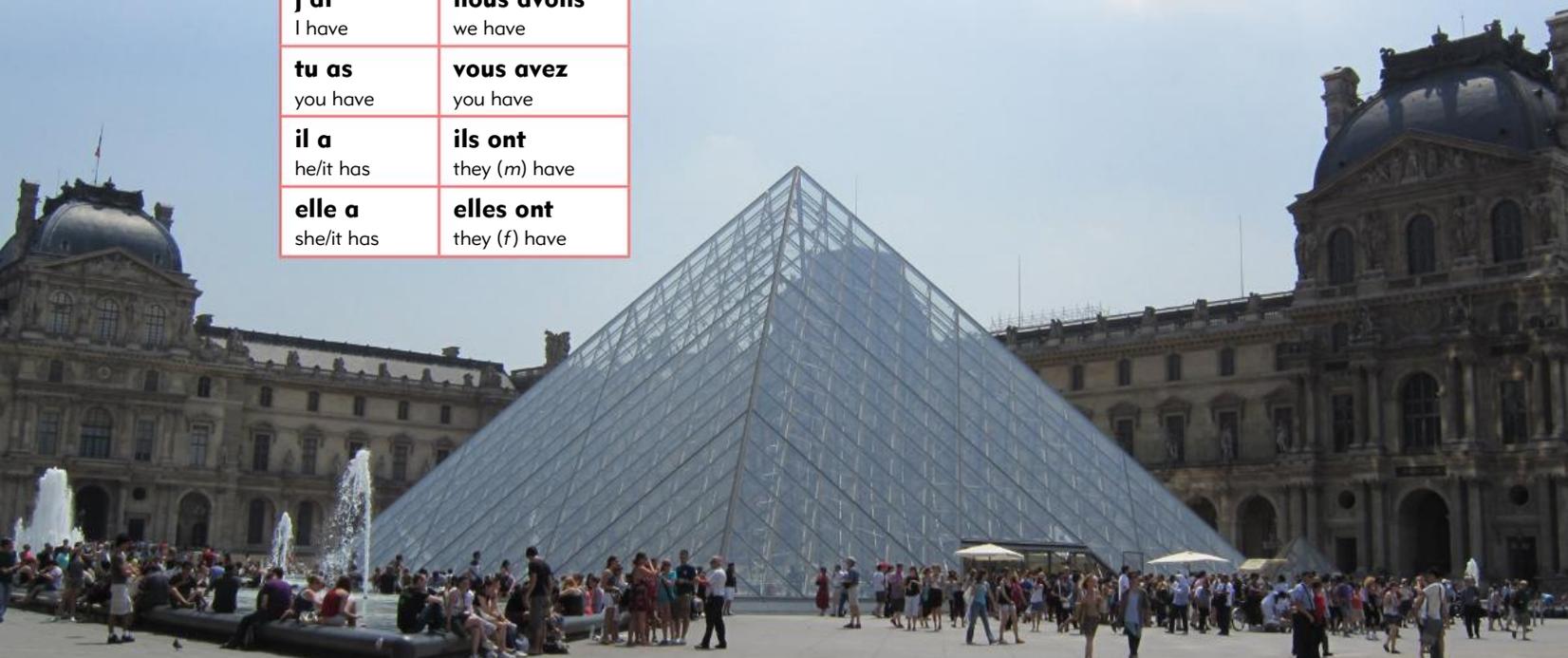
All regular verbs are designated 🇫🇷 in the **Dictionnaire** section.

### Irregular verbs 🇫🇷

Infinitive: <b>être</b> – to be	
<b>je suis</b> I am	<b>nous sommes</b> we are
<b>tu es</b> you are	<b>vous êtes</b> you are
<b>il est</b> he/it is	<b>ils sont</b> they (m) are
<b>elle est</b> she/it is	<b>elles sont</b> they (f) are

All irregular verbs are designated 🇫🇷 in the **Dictionnaire** section.

Infinitive: <b>avoir</b> – to have	
<b>j'ai</b> I have	<b>nous avons</b> we have
<b>tu as</b> you have	<b>vous avez</b> you have
<b>il a</b> he/it has	<b>ils ont</b> they (m) have
<b>elle a</b> she/it has	<b>elles ont</b> they (f) have



# Annexe 3 : Glossaire

## Les nombres cardinaux

0	zéro
1	un
2	deux
3	trois
4	quatre
5	cinq
6	six
7	sept
8	huit
9	neuf
10	dix
11	onze
12	douze
13	treize
14	quatorze
15	quinze
16	seize
17	dix-sept
18	dix-huit
19	dix-neuf
20	vingt
21	vingt-et-un
22	vingt-deux
23	vingt-trois
30	trente
31	trente-et-un
32	trente-deux
40	quarante
50	cinquante
60	soixante

## Les jours de la semaine

lundi
mardi
mercredi
jeudi
vendredi
samedi
dimanche

## Les mois de l'année

janvier	juillet
février	août (août)
mars	septembre
avril	octobre
mai	novembre
juin	décembre

## Les couleurs

	jaune
	rose
	rouge
	bleu/e
	brun/e
	gris/e
	noir/e
	vert/e
	blanc/he
	violet/te
	bleu marine ( <i>inv</i> )
	marron ( <i>inv</i> )
	orange ( <i>inv</i> )

# Dictionnaire : français – anglais

*n* = noun

*m* = masculine

*f* = feminine

*pl* = plural

*adj* = adjective

*inv* = invariable

*fam* = familiar

*formal* = formal

*v* = verb

🔵 = regular verb (see page 77)

🟡 = semi-regular verb

🟠 = irregular verb (see page 77)

🟢 = new spelling

## A

à to, at, on

à la base at the bottom

à... heures at ... o'clock

À bientôt! See you soon!

À dimanche! See you on Sunday!

À table! The meal is ready!

à vélo by bike

accepter 🔵 *v* to accept

accordéon *nm* accordion

acheter 🟡 *v* to buy

actif/active *adj* active

adopter 🔵 *v* to adopt

adorable *adj* adorable, cute

adorer 🔵 *v* to love, adore

adresse *nf* address

affectueux/affectueuse *adj* affectionate

agaçant/e *adj* annoying

âge *nm* age

Ah bon? Is it? Really?

aider 🔵 *v* to help

Aïe! Ow!

aimer 🔵 *v* to like

ajouter 🔵 *v* to add

album *nm* album

alimentation *nf* food, diet

Allez-y! Go ahead!

alors so, then

alphabet *nm* alphabet

ami *nm*, amie *nf* friend

amusant/e *adj* funny

an *nm* year

Andorre *nf* Andorra

animal *nm* (*pl* animaux) animal

animal familier pet

animalerie *nf* pet shop

année *nf* year

anniversaire *nm* birthday

aout 🟢 (août) *nm* August

appartement *nm* apartment, flat

arriver 🔵 *v* to arrive

Attention! Watch out!

attraper 🔵 *v* to catch

au moins at least

au revoir goodbye

au sommet at the top, peak

aujourd'hui today

aussi also, too

Australie *nf* Australia

australien/ne *adj* Australian

autre *adj* other; another

avec with

avec l'aide de with the help of

aventureux/aventureuse *adj* adventurous

avoir 🟠 *v* to have

avril *nm* April

## B

baguette *nf* (bread) stick, baguette

Balance *nf* Libra

balayeur *nm* street cleaner, road-sweeper

banane *nf* banana

bande *nf* dessinée comic book

barbant/e *adj* boring

battu/e *adj* beaten

BD (*fam*) (bande dessinée) *nf* comic book

beaucoup a lot, much

beau-papa *nm* stepdad; father-in-law

beau-père *nm* stepfather; father-in-law

Belgique *nf* Belgium

Bélier *nm* Aries

belle-maman *nf* stepmum; mother-in-law

belle-mère *nf* stepmother; mother-in-law

Berk! Yuk!

beurre *nm* butter

bien well

binôme *nm/f* partner, classmate

bizarre *adj* strange

blanc/he *adj* white

bleu marine *adj inv* navy blue

bleu/e *adj* blue  
 Bof! Who cares? Not really!  
 boisson *nf* drink  
 bol *nm* bowl  
 Bon anniversaire! Happy birthday!  
 Bon courage! All the best!  
 bonjour hello  
 Bonne fête! Happy name day!  
 bonsoir good evening  
 boulanger *nm*, boulangère *nf* baker  
 boulangerie *nf* bakery  
 Bretagne *nf* Brittany  
 brun/e *adj* brown

## C

c'est it is  
     c'est bon it's good  
     C'est qui? Who is it?  
 ça this, it  
     ça ne va pas it's not OK  
     ça va (it's) OK, alright  
 cadeau *nm* (*pl* cadeaux) gift  
 café *nm* coffee; cafe  
 calendrier *nm* des fêtes name day and holiday calendar  
 câlin/e *adj* cuddly, affectionate  
 calme *adj* calm, quiet  
 Cambodge *nm* Cambodia  
 Cancer *nm* Cancer (zodiac sign)  
 caniche *nm* poodle  
 cantine *nf* canteen  
 Capricorne *nm* Capricorn  
 carotte *nf* carrot  
 carte *nf* map  
 ce soir this evening  
 centre *nm* middle  
 céréales *nfpl* cereal  
 chaîne *nf* alimentaire food chain  
 Chandeleur *nf* Candelmas  
 chapitre *nm* chapter  
 chaque *adj* each, every  
 chasser Ⓢ *v* to chase  
 chat *nm* cat  
 chaton *nm* kitten  
 chauffer Ⓢ *v* to heat  
 chenille *nf* caterpillar  
 chez (Léo) at (Léo's) place  
     chez moi at my house

chien *nm* dog  
 chocolat *nm* chocolate  
 cinq five  
 cinquante fifty  
 cochon *nm* pig  
 comme like, as  
 comment how  
     Comment allez-vous? (*formal*) How are you?  
     Comment vas-tu? (*fam*) How are you?  
 compagnie *nf* company  
 composez une chanson write a song  
 confiture *nf* jam  
 conjoint *nm*, conjointe *nf* partner (marital), spouse  
 connecter Ⓢ *v* to connect  
 cool *adj inv* cool  
 couche *nf* layer  
 Coucou! Peek-a-boo!  
 couleur *nf* colour  
 couper Ⓢ *v* to cut  
 cours *nm* lesson, class  
 cousin *nm*, cousine *nf* cousin  
 crème *nf* cream  
 crème *adj* cream (colour)  
 crêpe *nf* pancake  
 croisé/e *adj* cross (breed)  
 croissant *nm* croissant  
 cuillère *nf* spoon  
 cuillerée *nf* spoonful  
 cuire Ⓢ *v* to cook  
 curieux/curieuse *adj* curious  
 cyclisme *nm* cycling

## D

d'abord first of all  
 dame *nf* lady  
 dans la vie de tous les jours in everyday life  
 date *nf* date  
 de of, from  
 de la *f*, du *m*, de l' *m/f*, des *pl* some, any  
 début *nm* beginning  
     au début at the beginning  
 décembre *nm* December  
 déjeuner *nm* lunch  
 déjeuner Ⓢ *v* to have lunch  
 demander Ⓢ *v* to ask  
 demi-frère *nm* half-brother; stepbrother  
 demi-sœur *nf* half-sister; stepsister

**dent** *nf* tooth  
**des** *pl*, **du** *m*, **de la** *f*, **de l'** *m/f* some, any  
**désolé/e** *adj* sorry  
**désordre** *nm* mess  
**dessiner** **▣** *v* to draw  
**détester** **▣** *v* to hate, dislike  
**deux** two  
**difficile** *adj* hard, difficult  
**dimanche** *nm* Sunday  
**diner** **▣** (**dîner**) *nm* dinner  
**diner** **▣** (**dîner**) **▣** *v* to have dinner  
**dire** **▣** *v* to say  
**disperser** **▣** *v* to spread  
**diviser** **▣** *v* to divide  
**divorcé/e** *adj* divorced  
**dix** ten  
     **dix-sept** seventeen  
     **dix-huit** eighteen  
     **dix-neuf** nineteen  
**dominant/e** *adj* dominant  
**donner** **▣** *v* to give  
**dorer** **▣** *v* to brown  
**douze** twelve  
**drapeau** *nm* flag  
**du** *m*, **de la** *f*, **de l'**, **des** *pl* some, any

## E

**eau** *nf* water  
**école** *nf* school  
**éducation** *nf* **physique** physical education  
**égale** *adj* equal  
**éléphant** *nm* elephant  
**elle** she  
**elles** *fpl* they (female)  
**en** in  
     **en bas** at the bottom  
     **en haut** at the top  
     **en plus** more, extra  
**énergique** *adj* lively, energetic  
**enfant** *nm* child  
**enfin** finally  
**ensemble** *nm* group, set  
**ensuite** then, next; after  
**entourer** *v* to surround  
**équilibré/e** *adj* well-balanced  
**est** *nm* east  
**Est-ce que tu as... ?** Do you have ...?

**et** and  
**étiqueter** **▣** *v* to label  
**être** **▣** *v* to be  
**euh** um  
**exemple** *nm* example  
**expliquer** **▣** *v* to explain  
**extrémité** *nm* extreme, end

## F

**faire** **▣** *v* to do, make  
**famille** *nf* family  
**famille** *nf* **recomposée** blended family  
**farine** *nf* flour  
**femelle** *nf* female  
**femme** *nf* woman, wife  
**femme** *nf* **au foyer** housewife  
**fête** *nf* name day; celebration  
**feuille** *nf* leaf  
**février** *nm* February  
**fil** *nf* daughter; girl  
**fil** *nm* son  
**fleur** *nf* flower  
**fleuriste** *nm/f* florist  
**fourni/e** *adj* supplied  
**français** *nm* French (language)  
**français/e** *adj* French  
**francophone** *adj* French-speaking  
**frère** *nm* brother  
**frise** *nf* frieze  
**fromage** *nm* cheese  
**fruit** *nm* fruit

## G

**galette** *nf* savoury (buckwheat) pancake  
**garçon** *nm* boy  
**garniture** *nf* garnish  
**Gémeaux** *nmpl* Gemini  
**Génial !** Great!  
**glace** *nf* ice  
**gonfler** **▣** *v* to blow up, to inflate  
     **Tu me gonflés !** You drive me crazy!  
**gourmand/e** *adj* greedy  
**graine** *nf* seed  
**graisse** *nf* fat  
**grand/e** *adj* big, tall  
**grand-mère** *nf* grandmother  
**grand-père** *nm* grandfather

**grands-parents** *nmpl* grandparents  
**grenouille** *nf* frog  
**gris/e** *adj* grey

## H

**habiter** **v** to live  
**hamster** *nm* hamster  
**harmonieusement** evenly, harmoniously  
**heure** *nf* hour, o'clock  
**horrible** *adj* horrible  
**huile** *nf* oil  
**huit** eight

## I

**ici** here  
**idiot** *nm*, **idiote** *nf* idiot  
**il** he  
**île** *nf* **(île)** island  
**ils** *mpl* they  
**immédiatement** immediately  
**incliner** **v** to tilt  
**incorporer** **(à)** *v* to mix in (with)  
**indépendant/e** *adj* independent  
**ingénieur** *nm*, **ingénieure** *nf* engineer  
**ingrédient** *nm* ingredient  
**intelligent/e** *adj* intelligent  
**intéressant/e** *adj* interesting

## J

**jambon** *nm* ham  
**janvier** *nm* January  
**jardin** *nm* garden  
**jaune** *adj* yellow  
**je veux acheter** I want to buy ...  
**je** I  
    **j'ai** I have  
    **je n'ai pas de...** I don't have any ...  
    **je n'aime pas** I don't like  
    **je suis** I am  
**jeu** *nm* game  
**jeudi** *nm* Thursday  
**joli/e** *adj* pretty  
**jouer** **v** to play  
    **jouez aux cartes** play cards  
**jour** *nm* day  
    **jour de repos** day off

**journée** *nf* day  
**juillet** *nm* July  
**juin** *nm* June  
**jumeau** *nm* (*pl* jumeaux) twin  
**jus** *nm* **de citron** lemon juice  
**jus** *nm* **de fruit** fruit juice  
**jusqu'à** until

## K

**kangourou** *nm* kangaroo  
**kiwi** *nm* kiwi

## L

**la** *f*, **le** *m*, **l'** *m/f*, **les** *pl* the  
**là-bas** over there  
**laisser** **v** to let, leave  
**lait** *nm* milk  
**langue** *nf* language  
**lapin** *nm* rabbit  
**lecture** *nf* reading  
**le** *m*, **la** *f*, **l'** *m/f*, **les** *pl* the  
**les** *pl*, **le** *m*, **la** *f*, **l'** *m/f* the  
**légume** *nm* vegetable  
**lent/e** *adj* slow  
**lézard** *nm* lizard  
**lieu** *nm* place  
**ligne** *nf* line  
**Lion** *nm* Leo  
**lisse** *adj* smooth  
**lundi** *nm* Monday

## M

**ma** *f*, **mon** *m*, **mes** *pl* my  
**madame, Madame (Mme)** *nf* madam, Mrs  
**mademoiselle (Mlle)** *nf* miss  
**magasin** *nm* shop  
**mai** *nm* May  
**maintenant** now  
**mais** but  
**maison** *nf* house  
**majorité** *nf* majority  
**mal** bad, badly  
**mâle** *nm* male  
**maman** *nf* mum  
**mamie** *nf* granny, nana  
**manger** **v** to eat

**mardi** *nm* Tuesday  
**mari** *nm* husband  
**marquer** **☉** *v* to mark  
**marron** *adj inv* brown  
**mars** *nm* March  
**matière** *nf* **grasse** fat  
**méchant/e** *adj* nasty, naughty  
**médecin** *nm* doctor  
**mélanger** **☉** *v* to mix  
**mémoire** *nf* memory  
**menu** *nm* (set) menu  
**merci** thank you  
**mercredi** *nm* Wednesday  
**mère** *nf* mother  
**mes** *pl*, **ma** *f*, **mon** *m* my  
**méthode** *nf* method  
**mettre** **☉** *v* to put  
**mettre la table** to set the table  
**Miam-miam !** Yum! Yum!  
**miel** *nm* honey  
**mignon/ne** *adj* cute  
**Mince !** Bother! Damn!  
**minou, minou** puss, puss; kitty, kitty  
**minute** *nf* minute, moment  
**moi** me, to me  
**mois** *nm* month  
**mon** *m*, **ma** *f*, **mes** *pl* my  
**monde** *nm* world  
**monsieur, Monsieur (M.)** *nm* sir, Mr  
**mont** *nm* mount, mountain  
**montagne** *nm* mountain  
**morpion** *nm* noughts and crosses  
**mot** *nm* word  
**mouton** *nm* sheep  
**musique** *nf* music

## N

**neige** *nf* snow  
**neuf** nine  
**neveu** *nm* (*pl* **neveux**) nephew  
**nièce** *nf* niece  
**noir/e** *adj* black, dark  
**nom** *nm* name  
**nombre** *nm* number  
**non** no  
**nord** *nm* north  
**nous** we, us

**Nouvelle-Calédonie** *nf* New Caledonia  
**novembre** *nm* November  
**numéro** *nm* number

## O

**occuper** **☉** *v* to take up, fill  
**océan** *nm* ocean  
**octobre** *nm* October  
**œuf** *nm* egg  
**Oh, là, là !** Oh dear! Goodness me!  
**Oh pardon !** Sorry!  
**oiseau** *nm* (*pl* **oiseaux**) bird  
**ombrer** **☉** *v* to shade  
**on y va** let's go  
**oncle** *nm* uncle  
**onze** eleven  
**orange** *adj inv* orange  
**organisé/e** *adj* organised  
**os** *nm* bone  
**où** where  
**ouest** *nm* west  
**oui** yes

## P

**pain** *nm* bread  
**pain** *nm* **grillé** toast  
**papa** *nm* dad  
**papi** *nm* grandad, grandpa  
**parce que** because  
**pardon** sorry; excuse me  
**parent** *nm* parent  
**parfait/e** *adj* perfect  
**parfois** sometimes  
**parole** *nf* word  
**partager** **☉** *v* to share, divide  
**partie** *nf* part, section  
**pas beaucoup** not much  
**pas grand-chose** not much  
**pas mal** not bad  
**pâte** *nf* batter  
**patient/e** *adj* patient  
**pays** *nm* country  
**perdu/e** *adj* lost  
**père** *nm* father  
**persil** *nm* parsley  
**personne** *nf* person  
**petit/e** *adj* small

**petit déjeuner** *nm* breakfast  
**petits-enfants** *nmpl* grandchildren  
**petite-fille** *nf* granddaughter  
**petit-fils** *nm* grandson  
**peu** little, bit  
     **un peu** a bit  
**peut-être** maybe, perhaps  
**photo** *nf* photo  
**piano** *nm* piano  
**plat** *nm* **principal** main dish  
**poêle** *nf* frypan  
**poisson** *nm* fish  
**Poissons** *nmpl* Pisces  
**pomme de terre** *nf* potato  
**poser** **▢** *v* to put, place  
**poule** *nf* chicken  
**pour** for  
**pourquoi** why  
**préférer** **▣** *v* to prefer  
**premier/première** *adj* first  
**préparer** **▢** *v* to prepare  
**près (de)** near  
**prêt/e** *adj* ready  
**produit** *nm* product  
     **produit laitier** dairy product  
**prof(esseur)** *nm/f* teacher  
**programmeur** *nm*, **programmeuse** *nf*  
     computer programmer  
**propriétaire** *nm/f* owner  
**puis** then

## Q

**quand** when  
**quel/le** which  
**quelque** *adj* some  
**quelque chose** something  
**Qu'est-ce que ...?** What?  
**Qu'est-ce que vous désirez ?** What would you like?  
**quarante** forty  
**quatorze** fourteen  
**quatre** four  
**qui** who  
**Qui est-ce ?** Who is it?  
**quinze** fifteen  
**Qui suis-je ?** Who am I?  
**Quoi de neuf ?** What's new?

## R

**rapé/e** *adj* grated  
**rat** *nm* rat  
**ravissant/e** *adj* ravishing  
**recette** *nf* recipe  
**récré(ation)** *nf* recess  
**regarder** **▢** *v* to look at  
**régime** *nm* diet  
**repas** *nm* meal  
**restaurant** *nm* restaurant  
**(le) reste** *nm* **(de)** (the) rest (of)  
**réunion** *nf* reunion; meeting  
**riz** *nm* rice  
**robe** *nf* dress  
**rose** *adj* pink  
**rouge** *adj* red  
**rouler** **▢** *v* to roll (up)  
**rue** *nf* street

## S

**s'il vous plait** **▣** (**plaît**) please  
**sa, son, ses** *pl* his, her, its  
**Sagittaire** *nm* Sagittarius  
**salade** *nf* salad  
**salé/e** *adj* savoury, salty  
**sale** *adj* dirty  
**salé/e** *adj* savoury  
**salut** hi  
**samedi** *nm* Saturday  
**sans** without  
**sans excès** not to excess  
**santé** *nf* health  
**s'appeler** **▣** *v* to call oneself  
     **je m'appelle** my name is  
**savoir** **▢** *v* to know  
**Scorpion** *nm* Scorpio  
**sec/sèche** *adj* dry  
**seize** sixteen  
**sélectionner** **▢** *v* to select  
**semaine** *nf* week  
**sénégalais/e** *adj* Senegalese  
**sept** seven  
**septembre** *nm* September  
**serpent** *nm* snake  
**serveur** *nm*, **serveuse** *nf* server (restaurant)

**ses** *pl, sa f, son m* his, her, its  
**sévère** *adj* strict  
**si** yes, if  
**simple** *adj* simple  
**sirop** *nm d'érable* maple syrup  
**six** six  
**sœur** *nf* sister  
**soixante** sixty  
**soixante-dix** seventy  
**son** *m, sa f, ses pl* his, her, its  
**sondage** *nm* survey  
**souris** *nf (blanche)* (white) mouse  
**sous forme de** in the form of  
**sphère** *nf* sphere  
**sportif/sportive** *adj* sporty  
**stérilisé/e** *adj* sterilised  
**studieux/studieuse** *adj* studious  
**sucré** *nm* sugar  
**sucré/e** *adj* sweet  
**sud** *nm* south  
**suggestion** *nf* suggestion  
**Suisse** *nf* Switzerland  
**super** *adj inv* great  
**super** very  
**sur** on  
**sur la photo** in the photo  
**surfer** *v* **le Net** to surf the Net  
**sympa(thique)** *adj* nice

## T

**ta f, ton m, tes pl** your (*fam. pl. or sing.*)  
**taille** *nf* size  
**tante** *nf* aunt  
**tasse** *nf* cup  
**tatie** *nf (fam)* aunty  
**Taureau** *nm* Taurus  
**télé** *nf (fam)* TV  
**télévision** *nf* television  
**Terre** *nf* Earth  
**tes** *pl, ta f, ton m* your (*fam*)  
**têtu/e** *adj* stubborn  
**thé** *nm* tea  
**timide** *adj* shy, timid  
**toi** (*fam*) you  
**ton** *m, ta f, tes pl (fam)* your  
**tonton** *nm (fam)* uncle

**tortue** *nf* tortoise  
**tourner** *v* to turn, flip  
**tous** all  
**tous les deux** both (of us/you/them)  
**treize** thirteen  
**trente** thirty  
**très** very  
**très bien** very well  
**très mal** very badly  
**trois** three  
**trop** too (much)  
**tu** you (*fam*)  
**typique** *adj* typical

## U

**un** *m, une f* a, an, one

## V

**vache** *nf* cow  
**végétal** *nm* vegetable  
**vendredi** *nm* Friday  
**Verseau** *nm* Aquarius  
**verser** *v* to pour  
**vert/e** *adj* green  
**viande** *nf* meat  
**Vierge** *nf* Virgo  
**vietnamien/ne** *adj* Vietnamese  
**vilain/e** *adj* naughty, bad  
**vingt** twenty  
**violet/te** *adj* purple  
**voici** here is, here are  
**voilà** there is, there are, there you are  
**vous** you (*pl, formal*)

**Vous désirez quelque chose ?**

Can I help you with anything? (in shop)

**Vous avez la parole.** It's your turn to speak.

**voyons** let's see

**vraiment** really

## Y

**yaourt** *nm* yoghurt

## Z

**zéro** zero

# Dictionnaire : anglais – français

*n* = noun      *m* = masculine      *f* = feminine      *pl* = plural  
*adj* = adjective      *inv* = invariable      *fam* = familiar      *formal* = formal      *v* = verb  
Ⓡ = regular verb (see page 77)      Ⓢr = semi-regular verb      Ⓡr = irregular verb (see page 77)      ⓘ = new spelling

## A

**a lot** beaucoup  
**a, an** un *m*, une *f*  
**to accept** *v* accepter Ⓡ  
**accordion** *n* accordéon *m*  
**active** *adj* actif/active  
**to add** *v* ajouter Ⓡ  
**adorable** *adj* adorable  
**to adore** *v* adorer Ⓡ  
**adventurous** *adj* aventureux/aventureuse  
**affectionate** *adj* affectueux/affectueuse  
**age** *n* âge *m*  
**all** tout/e, tous, toutes  
**All the best!** Bon courage !  
**also** aussi  
**and** et  
**Andorra** *n* Andorre *f*  
**animal** *n* animal *m* (*pl* animaux)  
**another** *adj* autre  
**any** de la *f*, du *m*, de l', des *pl*  
**annoying** *adj* agaçant/e  
**apartment** *n* appartement *m*  
**April** *n* avril *m*  
**Aquarius** *n* Verseau *m*  
**Aries** *n* Bélier *m*  
**to arrive** *v* arriver Ⓡ  
**to ask** *v* demander Ⓡ  
**at ... o'clock** à... heure(s)  
**at least** au moins  
**at (my) house** chez (moi)  
**at the bottom** en bas  
**at the top** au sommet, en haut  
**August** *n* août ⓘ (août) *m*  
**aunt** *n* tante *f*, tatie *f* (*fam*)  
**Australia** *n* Australie *f*  
**Australian** *adj* australien/ne

## B

**baby** *n* bébé *m*  
**bad** *adj* vilain/e, méchant/e  
**badly** mal  
**baker** *n* boulanger *m*, boulangère *f*  
**bakery** *n* boulangerie *f*  
**banana** *n* banane *f*  
**batter** *n* pâte *f*  
**to be** *v* être Ⓡr  
**beaten** *adj* battu/e  
**because** parce que  
**Belgium** *n* Belgique *f*  
**big** *adj* grand/e  
**bird** *n* oiseau *m* (*pl* oiseaux)  
**birthday** *n* anniversaire *m*  
**a bit** un peu  
**black** *adj* noir/e  
**(black)board** *n* tableau *m* (noir)  
**blended (family)** *n* (famille) *f* recomposée  
**blue** *adj* bleu/e  
**boring** *adj* barbant/e  
**both** tous les deux  
**Bother!** Mince !  
**bowl** *n* bol *m*  
**boy** *n* garçon *m*  
**bread** *n* pain *m*  
**breakfast** *n* petit déjeuner *m*  
**Brittany** *n* Bretagne *f*  
**brother** *n* frère *m*  
**brown** *adj* marron *inv*, brun/e  
**to brown** *v* dorer Ⓡ  
**but** mais  
**butter** *n* beurre *m*  
**to buy** *v* acheter Ⓢr

## C

**cafe** *n* café *m*  
**calm** *adj* calme  
**Cambodia** *n* Cambodge *m*  
**Cancer** *n* Cancer *m*  
**canteen** *n* cantine *f*  
**Capricorn** *n* Capricorne *m*  
**carrot** *n* carrote *f*  
**cat** *n* chat *m*  
to **catch** *v* attraper **Ⓢ**  
**cereal** *n* céréales *fpl*  
to **chase** *v* chasser **Ⓢ**  
**cheese** *n* fromage *m*  
**chicken** *n* poule *f*  
**child** *n* enfant *m*  
**chocolate** *n* chocolat *m*  
**classmate** *n* binôme *m/f*  
**coffee** *n* café *m*  
**comic book** *n* bande dessinée *f*, BD (*fam*)  
**company** *n* compagnie *f*  
**computer programmer** *n* programmeur *m*,  
programmeuse *f*  
to **cook** *v* cuire **Ⓢ**  
**cool** *adj* cool *inv*  
**country** *n* pays *m*  
**cousin** *n* cousin *m*, cousine *f*  
**cream** *n* crème *f*  
**cream (colour)** *adj* crème  
**credit** *n* crédit *m*  
**cricket** *n* cricket *m*  
**croissant** *n* croissant *m*  
**cross (breed)** *adj* croisé/e  
**cuddly** *adj* câlin/e  
**cup** *n* tasse *f*  
**curious** *adj* curieux/curieuse  
to **cut** *v* couper **Ⓢ**  
**cute** *adj* mignon/ne, adorable  
**cycling** *n* cyclisme *m*, vélo *m*

## D

**dad** *n* papa *m*  
**Damn!** Mince !  
**daughter** *n* fille *f*  
**day** *n* jour *m*, journée *f*  
**December** *n* décembre

**diet** *n* alimentation *f*  
**diet** *n* régime *m*  
**dinner** *n* diner **Ⓢ** (dîner) *m*  
**dirty** *adj* sale  
**divorced** *adj* divorcé/e  
**Do you have ...?** Est-ce que tu as... ? (*fam*)  
Est-ce que vous avez... ? (*formal, pl*)  
**doctor** *n* médecin *m*  
**dog** *n* chien *m*  
**dominant** *adj* dominant/e  
**drapeau** *n* flag *m*  
to **draw** *v* dessiner **Ⓢ**  
**drink** *n* boisson *f*  
**dry** *adj* sec/sèche

## E

**each** *adj* chaque  
**Earth** *n* Terre *f*  
**east** *n* est *m*  
to **eat** *v* manger **Ⓢ**  
**egg** *n* œuf *m*  
**eight** huit  
**eighteen** dix-huit  
**eleven** onze  
**engineer** *n* ingénieur *m*, ingénieure *f*  
**every** *adj* chaque  
**example** *n* exemple *m*

## F

**family** *n* famille *f*  
**fat** *n* matière *f* grasse  
**father** *n* père *m*  
**February** *n* février *m*  
**female** *n* femelle *f*  
**fifteen** quinze  
**fifty** cinquante  
**finally** enfin  
**first of all** d'abord  
**fish** *n* poisson *m*  
**five** cinq  
**flat** *n* appartement *m*  
**florist** *n* fleuriste *m/f*  
**flour** *n* farine *f*  
**flower** *n* fleur *f*  
**food** *n* alimentation *f*

**for** pour  
**forty** quarante  
**four** quatre  
**fourteen** quatorze  
**French (language) n** français *m*  
**French adj** français/e  
**French-speaking adj** francophone  
**Friday n** vendredi *m*  
**friend n** ami *m*, amie *f*  
**frog n** grenouille *f*  
**from** de  
**fruit n** fruit *m*  
**fruit juice n** jus *m* de fruit  
**frypan n** poêle *f*  
**funny adj** amusant/e

## G

**game n** jeu *m*  
**garden n** jardin *m*  
**garnish n** garniture *f*  
**Gemini n** Gémeaux *mpl*  
**gift n** cadeau *m* (*pl* cadeaux)  
**girl n** fille *f*  
**good evening** bonsoir  
**Good luck!** Bon courage !  
**goodbye** au revoir  
**Goodness me!** Oh, là, là !  
**grandad n** papi *m*  
**grandchildren n** petits-enfants *mpl*  
**granddaughter n** petite-fille *f*  
**grandfather n** grand-père *m*  
**grandmother n** grand-mère *f*  
**grandparents n** grands-parents *mpl*  
**grandson n** petit-fils *m*  
**granny n** mamie *f*  
**grated adj** rapé/e  
**Great!** Génial ! Super !  
**greedy adj** gourmand/e  
**green adj** vert/e  
**grey adj** gris/e

## H

**half-brother n** demi-frère *m*  
**half-sister n** demi-sœur *f*  
**ham n** jambon *m*  
**hamster n** hamster *m*

**Happy birthday!** Bon anniversaire !  
**Happy name day!** Bonne fête !  
**hard adj** difficile  
**to hate v** détester **🇫🇷**  
**to have v** avoir **🇫🇷**  
**to have dinner v** diner **🇫🇷** (dîner) **🇫🇷**  
**to have lunch v** déjeuner **🇫🇷**  
**he** il  
**health n** santé *f*  
**to heat v** chauffer **🇫🇷**  
**hello** bonjour  
**to help v** aider **🇫🇷**  
**her, his, its adj** sa *f*, son *m*, ses *pl*  
**here** ici  
**here is, here are** voici  
**hi** salut  
**his, her, its adj** sa *f*, son *m*, ses *pl*  
**honey n** miel *m*  
**horrible adj** horrible  
**hour n** heure *f*  
**housewife n** femme *f* au foyer  
**how** comment  
**How are you?** Comment allez-vous ? (*formal*)  
 Comment vas-tu ? (*fam*)  
**How old is she?** Elle a quel âge ?  
**husband n** mari *m*

## I

**I** je  
**I am** je suis  
**I don't have any ...** je n'ai pas de...  
**I don't like** je n'aime pas  
**I have** j'ai  
**I want to buy ...** je veux acheter...  
**ice n** glace *f*  
**idiot n** idiot *m*, idiote *f*  
**immediately** immédiatement  
**in** dans, en  
**independent adj** indépendant/e  
**intelligent adj** intelligent/e  
**interesting adj** intéressant/e  
**Is it? Really?** Ah bon ?  
**island n** île **🇫🇷** (île) *f*  
**it is** c'est  
**it's good** c'est bon  
**it's not OK** ça ne va pas

## J

**jam** *n* confiture *f*  
**January** *n* janvier *m*  
**July** *n* juillet *m*  
**June** *n* juin *m*

## K

**kangaroo** *n* kangourou *m*  
**kitten** *n* chaton *m*  
**kitty, kitty** minou, minou  
**kiwi** *n* kiwi *m*

## L

**lady** *n* dame *f*  
**language** *n* langue *f*  
**leaf** *n* feuille *f*  
**to leave** *v* laisser Ⓡ  
**lemon juice** *n* jus *m* de citron  
**Leo** *n* Lion *m*  
**Let's go!** On y va ! Allons-y !  
**let's see** voyons  
**Libra** *n* Balance *f*  
**like** comme  
**to like** *v* aimer Ⓡ  
**line** *n* ligne *f*  
**little** *adj* petit/e  
**a little** un peu  
**to live** *v* habiter Ⓡ  
**lively** *adj* énergique  
**to look (at)** *v* regarder Ⓡ  
**a lot** beaucoup  
**to love** *v* adorer Ⓡ  
**lunch** *n* déjeuner *m*

## M

**madam (Mrs)** *n* madame (Mme) *f*  
**main dish** *n* plat *m* principal  
**male** *n* mâle *m*  
**map** *n* carte *f*  
**maple syrup** *n* sirop *m* d'érable  
**March** *n* mars *m*  
**May** *n* mai *m*  
**maybe** peut-être  
**me, to me** moi  
**meal** *n* repas *m*

**meat** *n* viande *f*  
**meeting** *n* réunion *f*  
**mess** *n* désordre *m*  
**middle** *n* centre *m*  
**milk** *n* lait *m*  
**minute** *n* minute *f*  
**miss** *n* mademoiselle (Mlle) *f*  
**mister (Mr)** monsieur (M.) *m*  
**to mix** *v* mélanger Ⓡ  
**to mix in with** *v* incorporer Ⓡ à  
**Monday** *n* lundi *m*  
**month** *n* mois *m*  
**mother** *n* mère *f*  
**mountain** *n* montagne *f*; mont *m*  
**mouse** *n* souris *f*  
**mum** *n* maman *f*  
**music** *n* musique *f*, éducation *f* musicale  
**my** *adj* ma *f*, mon *m*, mes *pl*  
**my name is** je m'appelle

## N

**nana** *n* mamie *f*  
**nasty** *adj* méchant/e  
**naughty** *adj* vilain/e, méchant/e  
**navy blue** *adj* bleu marine *inv*  
**near** près (de)  
**nephew** *n* neveu *m* (*pl* neveux)  
**New Caledonia** *n* Nouvelle-Calédonie *f*  
**nice** *adj* sympa(thique)  
**niece** *n* nièce *f*  
**nine** neuf  
**nineteen** dix-neuf  
**no** non  
**north** *n* nord *m*  
**not bad** pas mal  
**not much** pas beaucoup, pas grand-chose  
**November** *n* novembre *m*  
**number** *n* numéro *m*, nombre *m*

## O

**ocean** *n* océan *m*  
**October** *n* octobre *m*  
**of** de  
**Oh dear!** Oh, là, là !  
**oil** *n* huile *f*  
**OK** ça va, d'accord

**one** un *m*, une *f*  
**or** ou  
**orange** *adj* orange *inv*  
**organised** *adj* organisé/e  
**other** *adj* autre  
**over there** là-bas  
**Ow!** Aïe !  
**owner** *n* propriétaire *m/f*

## P

**pancake** *n* crêpe *f*, galette *f* (savoury, buckwheat)  
**parent** *n* parent *m*  
**parsley** *n* persil *m*  
**part** *n* partie *f*  
**partner** *n* conjoint *m*, conjointe *f*; binôme *m/f*  
**patient** *adj* patient/e  
**Peek-a-boo!** Coucou !  
**perfect** *adj* parfait/e  
**perhaps** peut-être  
**person** *n* personne *f*  
**pet** *n* animal *m* familier  
**pet shop** *n* animalerie *f*  
**photo** *n* photo *f*  
**physical education** *n* éducation *f* physique  
**piano** *n* piano *m*  
**pink** *adj* rose  
**Pisces** *n* Poissons *mpl*  
**place** *n* lieu *m*  
**to place** *v* poser **▮**  
**to play** *v* jouer **▮**  
**please** s'il vous plaît **▮** (plaît)  
**pleasant** *adj* agréable  
**poodle** *n* caniche *m*  
**potato** *n* pomme de terre *f*  
**to pour** *v* verser **▮**  
**to prefer** *v* préférer **▮**  
**to prepare** *v* préparer **▮**  
**pretty** *adj* joli/e  
**product** *n* produit *m*  
**purple** *adj* violet/te  
**puss, puss** minou, minou  
**to put** *v* mettre **▮**

## Q

**quiet** *adj* calme

## R

**rabbit** *n* lapin *m*  
**rat** *n* rat *m*  
**ready** *adj* prêt/e  
**really (truly)** vraiment  
**Really?** Ah bon ?  
**recipe** *n* recette *f*  
**red** *adj* rouge  
**restaurant** *n* restaurant *m*  
**reunion** *n* réunion *f*  
**rice** *n* riz *m*  
**to roll (up)** *v* rouler **▮**  
**to rollerblade** *v* faire **▮** du roller

## S

**Sagittarius** *n* Sagittaire *m*  
**salad** *n* salade *f*  
**Saturday** *n* samedi *m*  
**savoury** *adj* salé/e  
**school** *n* école *f*  
**Scorpio** *n* Scorpion *m*  
**See you on Sunday!** À dimanche !  
**See you soon!** À bientôt !  
**seed** *n* graine *f*  
**Senegalese** *adj* sénégalais/e  
**September** *n* septembre *m*  
**server (restaurant)** *n* serveur *m*, serveuse *f*  
**to set the table** *v* mettre **▮** la table  
**seven** sept  
**seventeen** dix-sept  
**seventy** soixante-dix  
**she** elle  
**shy** *adj* timide  
**sir** *n* monsieur *m*  
**sister** *n* sœur *f*  
**six** six  
**sixteen** seize  
**sixty** soixante  
**size** *n* taille *f*  
**slow** *adj* lent/e  
**small** *adj* petit/e  
**smooth** *adj* lisse  
**snow** *n* neige *f*  
**so** alors  
**some** *adj* quelque

**some** de la *f*, du *m*, de l' *m/f*, des *pl*  
**sometimes** parfois  
**son** *n* fils *m*  
**sorry** *adj* désolé/e  
**Sorry!** Oh pardon !  
**south** *n* sud *m*  
**spoon** *n* cuillère *f*  
**spoonful** *n* cuillerée *f*  
**to spread** *v* disperser 🗣️  
**stepdad** *n* beau-papa *m*  
**stepfather** *n* beau-père *m*  
**stepmother** *n* belle-mère *f*  
**stepmum** *n* belle-maman *f*  
**street** *n* rue *f*  
**street cleaner** *n* balayeur *m*  
**stubborn** *adj* têtu/e  
**studious** *adj* studieux/studieuse  
**sugar** *n* sucre *m*  
**suggestion** *n* suggestion *f*  
**Sunday** *n* dimanche *m*  
**sweet** *adj* sucré/e  
**Switzerland** *n* Suisse *f*

## T

**Taurus** *n* Taureau *m*  
**tea** *n* thé *m*  
**television** *n* télévision *f*  
**ten** dix  
**thank you** merci  
**(at) the house of ...** chez...  
**the** le *m*, la *f*, l' *m/f*, les *pl*  
**then** alors  
**then** ensuite, puis  
**there is, there are** voilà  
**There you are!** Voilà !  
**they** ils *mpl*, elles *fpl*  
**thirteen** treize  
**thirty** trente  
**this evening** ce soir  
**three** trois  
**Thursday** *n* jeudi *m*  
**to tilt** *v* incliner 🗣️  
**toast** *n* pain *m* grillé  
**today** aujourd'hui  
**too** aussi

**too (much)** trop  
**tortoise** *n* tortue *f*  
**Tuesday** *n* mardi *m*  
**to turn, flip** *v* tourner 🗣️  
**TV** télé *f* (*fam*)  
**twelve** douze  
**twenty** vingt  
**twin** *n* jumeau *m* (*pl* jumeaux), jumelle *f*  
**two** deux  
**typical** *adj* typique

## U

**um** euh  
**uncle** *n* oncle *m*, tonton *m* (*fam*)  
**until** jusqu'à  
**us** nous

## V

**vegetable** *n* légume *m*  
**very** très  
**very badly** très mal  
**very well** très bien  
**Virgo** *n* Vierge *f*

## W

**Watch out!** Attention !  
**water** *n* eau *f*  
**we** nous  
**Wednesday** *n* mercredi *m*  
**week** *n* semaine *f*  
**well** bien  
**west** *n* ouest *m*  
**What would you like?** Qu'est-ce que vous désirez ?  
**What's new?** Quoi de neuf ?  
**when** quand  
**where** où  
**which** quel/le  
**white** *adj* blanc/he  
**who** qui  
**Who cares!** Bof !  
**Who is it?** Qui est-ce ? C'est qui ?  
**why** pourquoi  
**wife** *n* femme *f*  
**with** avec  
**without** sans

**woman** *n* femme *f*, dame *f*

**word** *n* parole *f*

**world** *n* monde *m*

## Y

**year** *n* an *m*, année *f*

**yellow** *adj* jaune

**yes** oui

**yoghurt** *n* yaourt *m*

**you** tu (*fam*), toi (*fam*), vous (*pl formal*)

**your** ta *f*, ton *m*, tes *pl (fam)*

**Yuk!** Berk !

**Yum! Yum!** Miam-miam !

## Z

**zero** zéro

