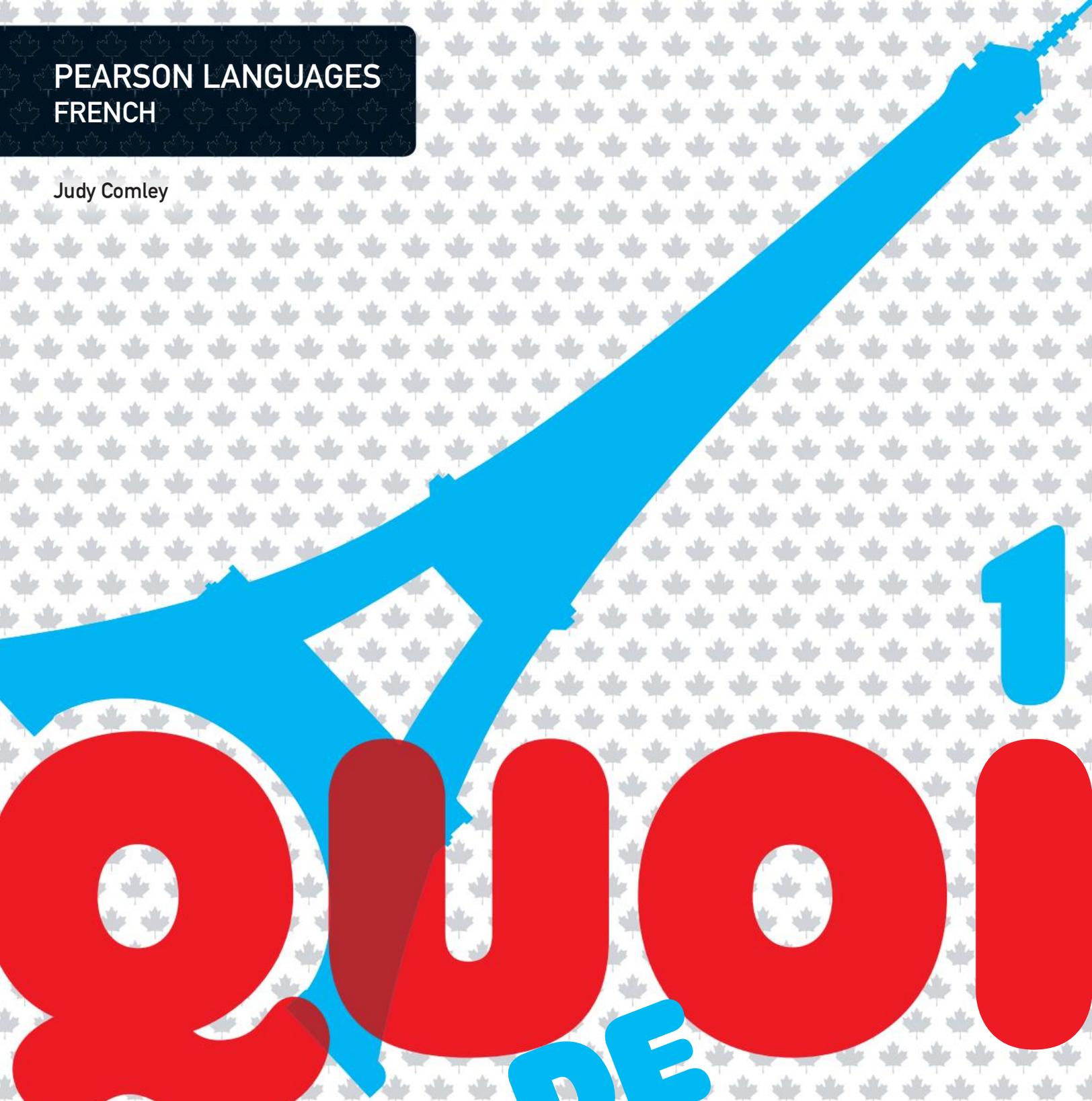


PEARSON LANGUAGES
FRENCH

Judy Comley



QUOI?
DE
NEUF?

ALWAYS LEARNING

PEARSON

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QUOI DE NEUF?

Quoi de neuf ? is a new national series for lower-secondary French, combining up-to-date and engaging language content with a greater focus on students' intercultural competence.

Student Book

- Students are invited to explore French language and culture through contemporary bandes dessinées drawn by a professional French graphic artist based in Lyon. Up-to-date photographs shot on location, along with authentic French texts and realia, also enable deep reflection and engagement.
- Throughout the text, students are encouraged to compare their own language and culture with those of the francophone world, noticing similarities and differences and making connections that enable them to see how language and culture are inextricably linked. They are encouraged to see their own language and culture through new eyes and to use their insights for a practical purpose: more meaningful interaction in French.



Activity Book

- The activity book complements the student book with carefully sequenced activities designed to practise and consolidate the language structures, macro skills (Listening, Speaking, Reading and Writing) and learning covered in the student book.
- The activities also reinforce and extend knowledge of French and French-speaking communities and cultures. Tasks at the beginning and end of each unit enable students to reflect on their own learning, and to develop greater intercultural competence and language-learning strategies.



ALWAYS LEARNING

Teacher Companion

- All pages from the student book are reproduced with full-colour, wrap-around practical teaching notes, including lesson tips, extension and assessment ideas, extended cultural information, cross-references to other components and a wealth of support material, in a single, easy-to-use resource.
- All pages from the activity book are reproduced with answers, providing quick and easy correction.
- Purchase of the teacher companion also includes access to the online assessment tasks, reinforcement and extension worksheets and other teacher resource material located on **Pearson Places**.



Audio CDs

- All listening material for the student book, activity book, assessment tasks and additional practice are in one easy-to-use teacher resource.
- High-quality recordings by native French speakers provide opportunities for students to listen to clear, accurate and authentic modelling of the spoken language.



Pearson Reader

- This online version of the student book is for individual use or for use on an interactive whiteboard or data projector. Access is via **Pearson Places**.
- The online student book includes zoom function, click-to-play audio of all student book recordings, plus a wealth of interactive games and activities, fully integrated with the course content and designed for both whole-class and individual use.

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Pearson Places is the online destination that allows you to access current educational content, download lesson material, use rich media and connect with students, educators and professionals around Australia. With over 30 000 resources online and constantly evolving, **Pearson Places** is the only place you'll need for your digital solutions.

For more information on the **Quoi de neuf ?** series, visit the Bookstore at www.pearsonplaces.com.au.

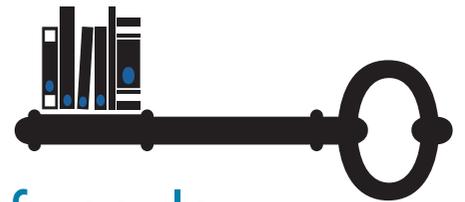
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This icon tells you that you can find an audio recording on the *Quoi de neuf? 1* Audio CDs.



This icon indicates an opportunity to develop your intercultural awareness.

Quoi de neuf ? What's new?

Well, you're starting on an exciting new journey, exploring a new language and cultures. And as most travellers will tell you, the journey will make you see your own world through new eyes.

Here is a brief explanation of what you'll find in the *Quoi de neuf?* Student Book.

Unit opener page

Before you look closely at this page, do the related task in the Activity Book. On this first page of each unit you will find a selection of authentic photographs hinting at what's to come in the unit. Take time to discuss these in class – what similarities and differences do you see compared with where you live? Can you predict

the types of things you will be learning about in the unit?

Also on the unit opener page, **Interactions** summarises the main things you'll be able to do in French by the end of the unit. **Explorations** outlines some areas of cultural discovery and comparison connected to the language.



Bande dessinée

In France, comic books are enjoyed by people of all ages. This story, set in the French town of Montauban, introduces you to the *Quoi de neuf?* characters – 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 also meet the new language and expressions you can use to communicate in similar situations. The **BD** has been drawn by a professional graphic artist, Clémentine Bouvier, who lives and works in Lyon, France.



Suivez la piste

As you follow this four-part trail, your purpose is to 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

will help you notice, compare and reflect on cultural aspects of the **BD**. **Sans mot dire** focuses on different gestures used by people in France.

Prononciation will help you develop a good French accent. It will also help you correctly spell and pronounce the new words and expressions introduced in each unit.

Qu'est-ce que ça veut dire?

This section you will do in your Activity Book. Its purpose is to develop your skills in intelligent guessing as you use different clues 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 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!



- explorations**
- * Make some cultural comparisons
 - * See your own culture through new eyes
 - * Learn about comic books in France
 - * Find out about bread and bakeries in France
 - * Reflect on the **Oh, là, là!** gesture

- interactions**
- * Greet and farewell people appropriately
 - * Ask someone's name and say what yours is
 - * Talk about where you live
 - * Say you are sorry
 - * Use the numbers 0 to 10

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. It also means 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?

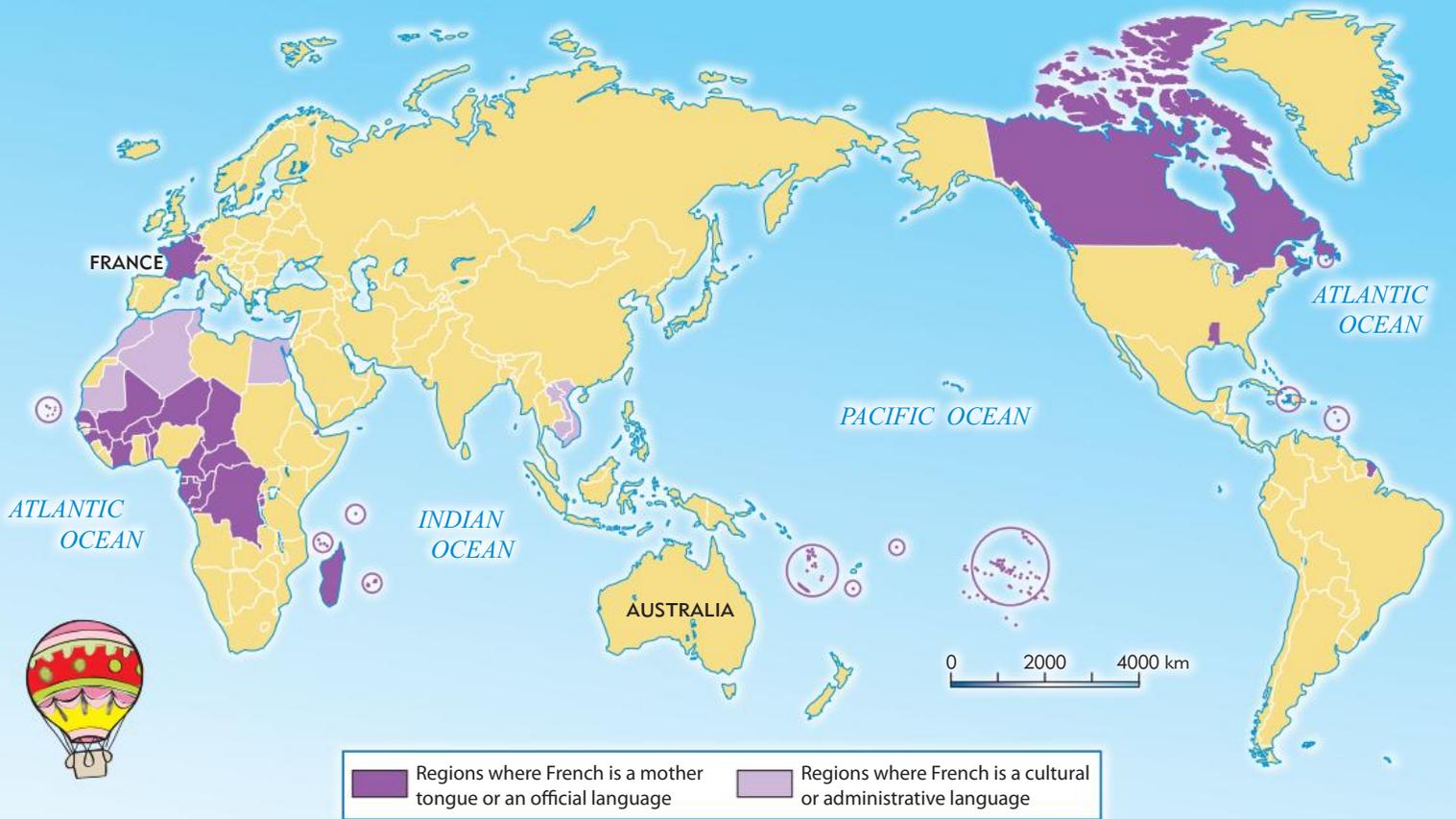
Réfléchissez !

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?

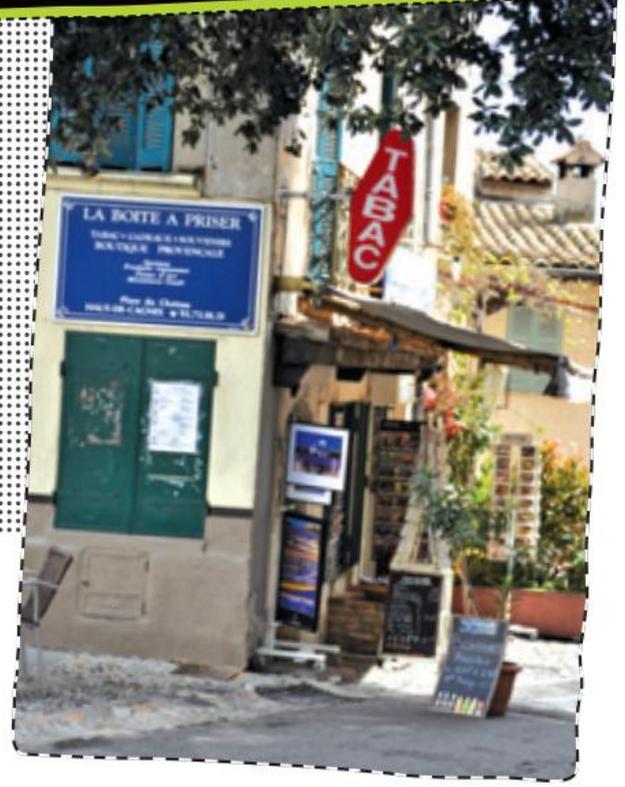


Learning French will allow you to discover more than just the cultures of France – it may surprise you to know that French is spoken in more than forty countries around the world ...

From the 1500s to the 1800s, many European countries expanded their territories through exploration and colonisation. France was one of these countries. The French brought their language and culture to many countries around the world. Although most of these places have since regained their independence, French remains a major language in many of them. They are part of the French-speaking world that spreads across five continents.



Of course, the British were also busy colonising during this period. That's why in Australia and New Zealand, we speak English.



Bande dessinée: Tu habites où ?

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

1



2



3



4



5



6





début

Do you read comic books? In France, 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. If you visit a library or bookshop in France, you will find an extensive **bande dessinée** or **BD** section with hundreds of different comic titles.



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

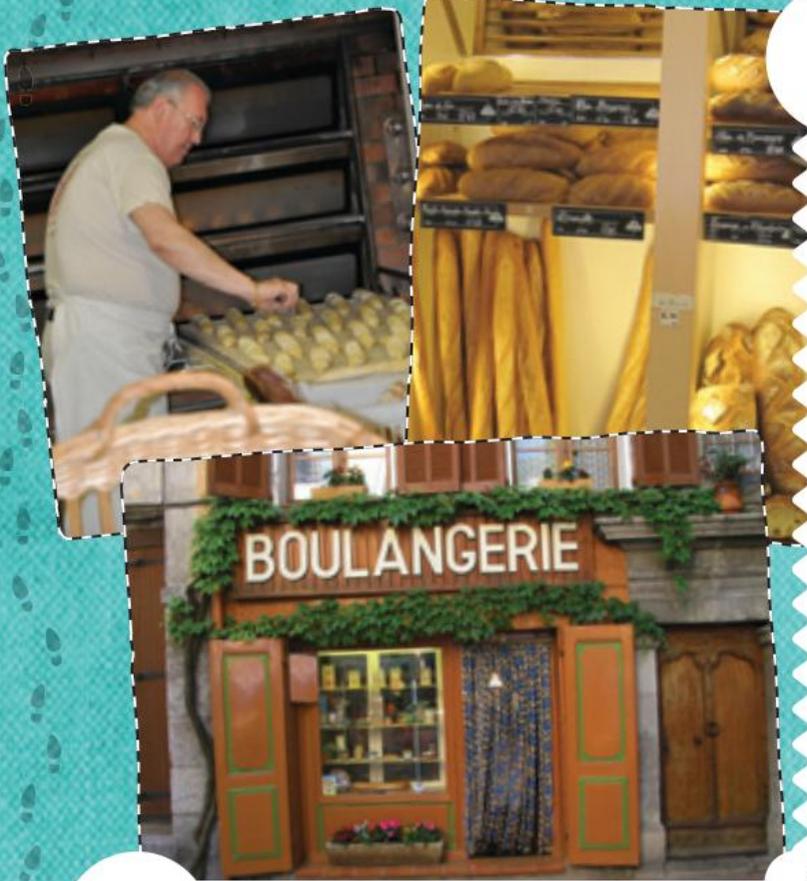
Remarquez !

- Take a closer look at the **BD**. What details can you see that suggest this is not an Australian street scene?
- 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, you are soon going to choose 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 1-4 on the following pages.

1 Connexions culturelles



La boulangerie et la baguette

Nina was on her way back from **la boulangerie** when she ran into Léo. The **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 really fresh bread. In France, most people eat bread with every meal, and you will often see people queued at the **boulangerie** prior to mealtimes. They like their bread fresh and crusty in France, which explains why the long thin loaf, known as a **baguette**, is a favourite – it offers the maximum amount of crust. There are thinner and fatter versions of the **baguette** (each type with its own name), as well as a multitude of other bread shapes and varieties.



Café ou résidence ?

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

Sans mot dire

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**?

➔ 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.



Et chez vous ?

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

Réfléchissez !

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



2 Pronunciation

début

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 your teacher pronounces them in French.

Surprised? Although French and English share the same alphabet and many words look the same, we 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:

I take it you already know
Of tough and bough and cough and dough.
Well done! And now you wish perhaps
To learn of less familiar traps?

Beware of heard, a dreadful word
That looks like beard and sounds like bird.
And dead it's said like bed, not bead;
For goodness sake, don't call it deed!

Watch out for meat and great and threat;
(They rhyme with suite and straight and debt.)
A moth is not a moth in mother,
Not both in bother, broth in brother.

And here is not a match for there,
And dear and fear for bear and pear.
And do and go, then thwart and cart –
Come, come, I've hardly made a start.

A dreadful language? Man alive!
I'd learned to talk it when I was five,
And yet to write it, the more I tried,
I hadn't learned it at fifty-five.

Poet Unknown

What point is the poet making about English?

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

a

For example, how is the letter 'a' pronounced in French?
Listen to your teacher say these words:

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

➔ 'a' is usually pronounced 'ah' as in the English 'rather'. Now you try.

oi

How are the letters 'oi' pronounced in French? Listen to your teacher again.

quoi (de neuf) moi toi au revoir Boileau

➔ 'oi' is pronounced 'wah'. Now you try the same words.

Silent last letters

You may have already noticed that the final 's' of some French words is not pronounced, for example: tu t'appelles and tu habites. In French, the final letters of words are often silent.



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

With your teacher's help, try saying these new words and expressions from the **BD**. See if you can find any more examples 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	où
monsieur	ici
et	là-bas
mais	(au) numéro
oui	(la) rue
non	
merci	
alors	

Asking and saying how you are

Ça va ?
ça va
ça ne va pas

Exclamations and expressions

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



3 Qu'est-ce que ça veut dire ?

When you can confidently pronounce these words, do the **Qu'est-ce que ça veut dire ?** task in your Activity Book. You'll remember the meanings better if you work out as many as possible using your powers of deduction.

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

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

4 Jouez un rôle

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



Ça, c'est le français

début

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

Howyagoin?

G'day!

Good morning, sir.

Hello.

Good afternoon, Madam.

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' and can be used in both formal and informal situations.

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** here?



How would you translate the words **Monsieur** and **Madame** here?



Monsieur Lenoir



Madame Lenoir

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

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

The words **monsieur**, **madame** and **mademoiselle** are used far more often in French than 'sir', 'madam' and 'miss' are in English.

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. Take **Ah bon** for instance.

- 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 did you understand it to mean from Nina's tone in Frame 5 of the **BD**?



4 Accents

Written French uses a number of extra marks or symbols called accents. There are different types of accents:

- acute accent (**accent aigu**), e.g. **désolé**
- grave accent (**accent grave**), e.g. **oh là, là !**
- circumflex accent (**accent circonflexe**), e.g. **à bientôt**
- cedilla (**cédille**), e.g. **ça va**
- dieresis (**tréma**), e.g. **äie !**

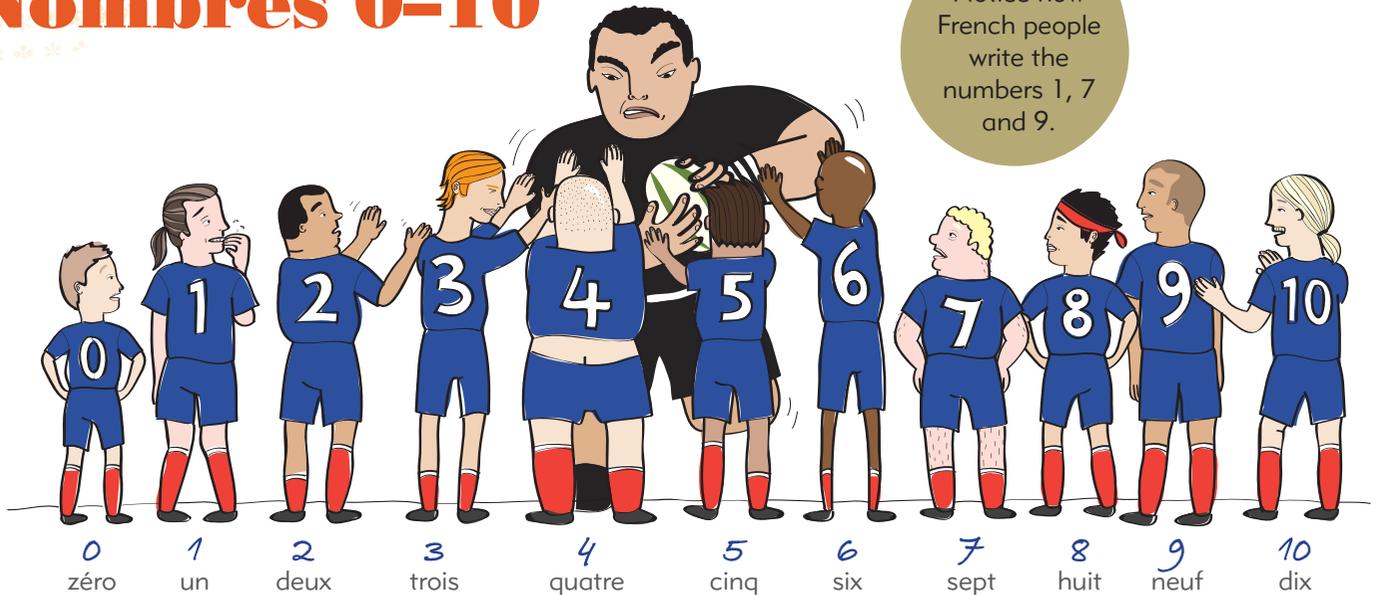
Accents are part of the spelling, so remember to include them. You can discuss with your teacher how to type them on a computer.



Nombres 0-10

début

Notice how French people write the numbers 1, 7 and 9.



When you've learnt how to say the numbers, with your teacher's help, 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 l'Abattoir



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 this example. →
- 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. But try to rearrange it 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 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.



Léo

Origine : du latin "leo" lion
Chiffre : 5 Couleur : vert
Fête : 18 novembre
Célébrités : Léo Ferré
Léo Lagrange

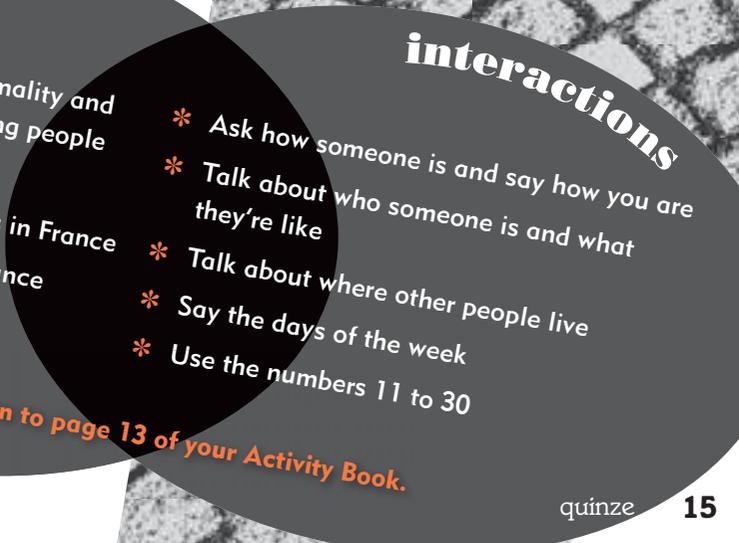
Léo est pourvu d'une très forte personnalité. Il est très méthodique et rigoureux dans ce qu'il fait. C'est un être plein d'énergie, affectueux et très sociable. Il a un très grand cercle d'amis qu'il sait tenir sous le charme de ses récits. Les femmes n'échapperont pas à son grand charme.

Prénoms de garçons

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

Prénoms de filles

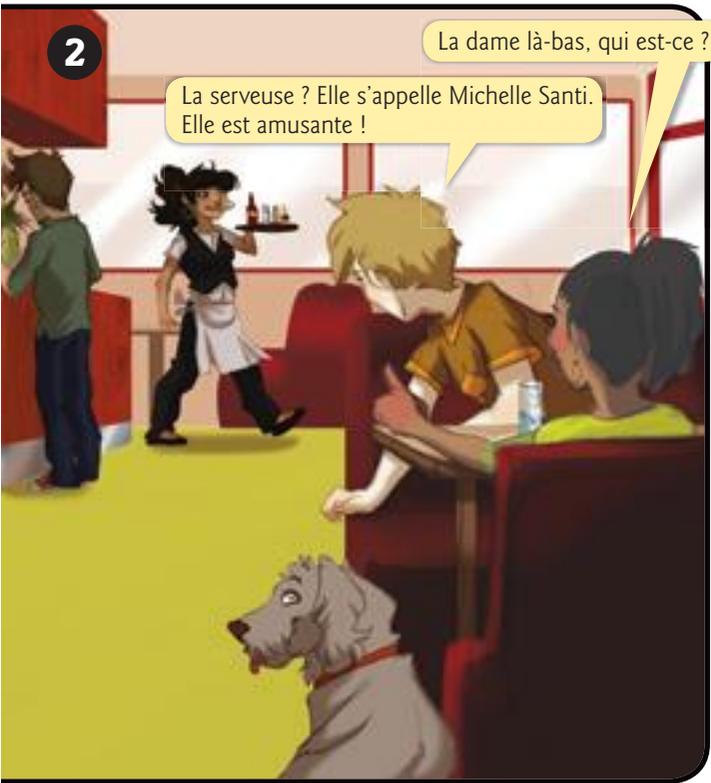
Anais	Élodie	Juliette	Marion	Rose
Amandine	Emma	Justine	Morgane	Sarah
Amélie	Éva	Kathy	Nina	Salomé
Alice	Flavie	Laura	Noélie	Samantha
Agathe	Flora	Léa	Noémie	Sophie
Camille	Gabrielle	Louna	Océane	Thérèse
Charlotte	Gwendoline	Lucie	Olivia	Tiffany
Chloë	Héloïse	Maelys	Oriane	Tiphaine
Clara	Ilona	Manon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



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 ?



Remarquez !

- Take a closer look at the **BD**. What details do you notice that suggest this is not happening in Australia?
- What do you think Léo's gesture means in Frame 13? Find out more about this gesture on page 19.



Suivez la piste

With some classmates, you are going to choose roles and act out all or part of this **BD** for the class. But firstly, 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.

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 where you live? What do you say? What do you do? Does it depend on who it is you're greeting? Do males and females greet in different ways? How would you feel doing **la bise** in these different situations?

- with French people in France
- with French people you meet in Australia
- with your Australian friends

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 farewelling people you know. If you were going to school in France, at the start of each day you would see the boys shaking hands with each other and the girls kissing cheeks.

La bise is typical when two females or a male and a female meet each other. Males usually shake hands.

France's café culture

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

Today the café remains the favourite place for people, young and old, to socialise. Ordering a drink entitles you to stay as long as you like – to chat, listen to music, do homework or just have a read in a quiet corner. In small villages and towns, the café is often the centre of social life, a place for the older men to play cards, catch up on the gossip and read the newspaper while the younger people play **le babyfoot** (table soccer). In the warmer weather, tables are moved outside where people can enjoy the summer sun and watch the world go by.



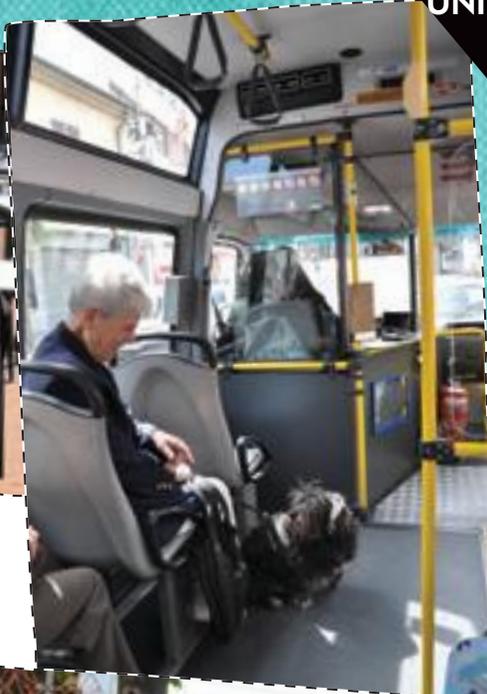
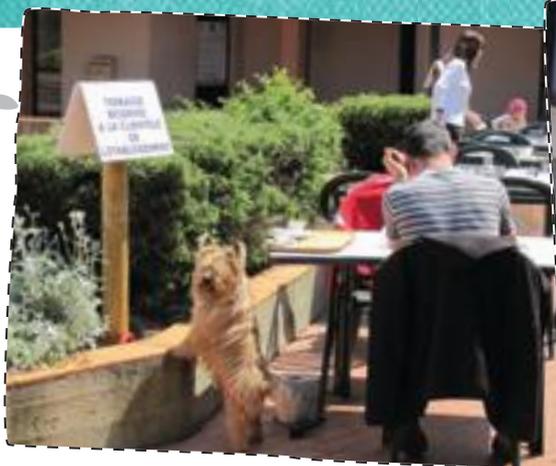
Et chez vous ?

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



Dogs in France

French people love their dogs. In France, people take their dogs everywhere – on buses and trains, on shopping expeditions, sometimes even inside food shops, restaurants and cafés.



Mais attention !

With so many dogs in the streets, you have to be very careful where you put your feet. Paris alone has an estimated 200 000 dogs, and 16 tonnes of **les crottes de chien** is collected each day! Town authorities have battled with this problem for decades.

One 'solution' is the provision of dog toilets, called **sanichiens** – enclosures filled with sand and signposted so dog owners can find them. A cleaning team regularly vacuums the enclosure and changes the sand. But because dogs won't 'go' on command, the **sanichiens** have not been a great success.



Despite the use of street-cleaning vehicles like the one used by M. Grognon in the **BD**, the responsibility for cleaning up has increasingly been placed with dog owners. Cities such as Paris are adopting a 'zero-tolerance' approach – bring your own plastic bags, and heavy fines for owners who are caught not cleaning up after their pets. But the problem persists.



Sans mot dire

Il a du nez

When a French person taps the side of their nose several times with their index finger, they are indicating that the person in question is really clever and 'on the ball'. You can also say **Il/Elle a du nez** as you do this, but the gesture alone will convey the meaning.

What are some expressions we use in English to convey this idea?



2 Prononciation

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

If you open your mouth wide and look in the mirror, you will see a dangly thing at the back of your throat. This is your *uvula* and it is not used much when you speak English. But if you are to pronounce the letter 'r' the way French people do, you need to make it vibrate, a bit like when you gargle. It may take some practice before it starts working properly!

r Try saying these words after your teacher:

numéro rue très merci serveuse fleuriste

eu How are the letters 'eu' pronounced in French? Listen to your teacher say these words:

... euh ... deux serveuse fleuriste balayeur

➔ The sound is similar to 'er' in the English word 'verse'.

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

Talking about others

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



Tongue twisters are known as **les virelangues** in French. Practise your French 'r' with this:

La robe rouge de Rosalie est ravissante.

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. 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

À vous !

Comment vas-tu ?

Tu habites où ?

Comment allez-vous ?

Tu es gourmand !

Vous avez la parole.

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. The decision is not always clear-cut, but here are some guidelines.

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)
- Mlle 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 clear-cut!

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** is used with *masculine singular* nouns. Before a vowel, **le** becomes **l'**.
- **la** is used with *feminine singular* nouns. Before a vowel, **la** becomes **l'**.
- **les** is used with *plural* nouns, whether masculine or feminine.



- **Le** garçon ? Il adore **le** piano et **l'**accordéon.
- **La** fille déteste **la** musique, mais elle adore **l'**éducation physique.



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

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.

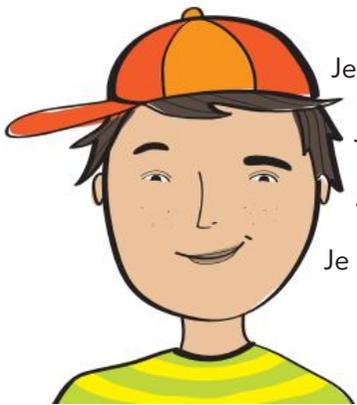
③ Describing people and things

Words we use to describe people and things – 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.



Il est **difficile**.



Elle est **difficile**.



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 later.

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.

These are really useful to know:

je suis	I am
tu es	you are
il est	he is
elle est	she is



(You'll learn more about using **vous** in the next unit.)



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.

- Je suis**
- Tu es**
- Il est**
- Elle est**

- difficile.
- super.
- sympa.
- cool.
- amusant(e).
- méchant(e).
- intelligent(e).
- gourmand(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.

1 Talk about the different male characters.

A Le monsieur là-bas, il s'appelle comment ?
Le garçon là-bas, 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, monsieur.
à bientôt, madame.
salut, Nina.
à dimanche, Kim.

2 Now talk about the different female characters.



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

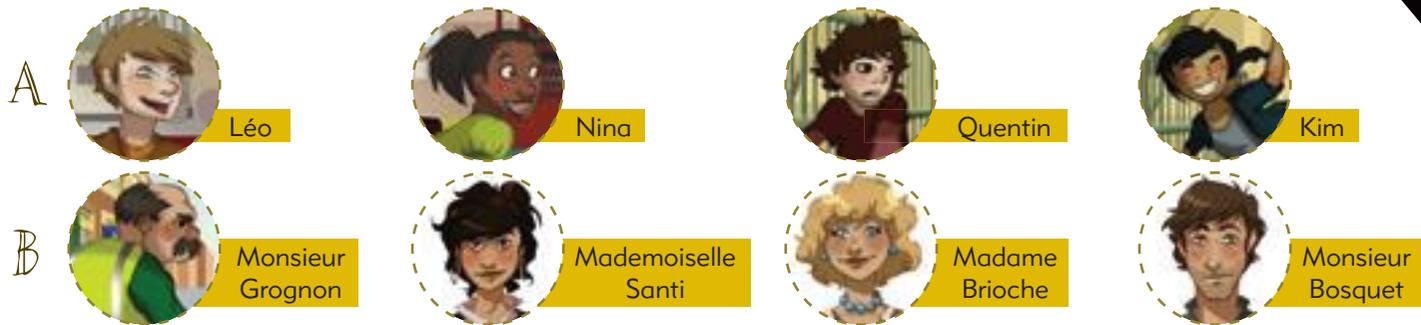
B Elle s'appelle Madame Brioché.
C'est Nina.
Mademoiselle Santi.

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.

- Work with a partner, each choosing to be one of the **A** or **B** characters above.
- 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.

A	Bonjour, Monsieur Grognon. Madame Brioche. Monsieur Bosquet.	Mademoiselle Santi. Monsieur Grognon. Madame Brioche. Monsieur Bosquet.	Comment allez-vous ?
---	---	--	----------------------

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 ?
---	---	--	--

A	Ça va très bien. Ça va bien, merci. Pas mal, merci. Ça ne va pas. Ça va mal, très mal.
---	--

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: Paul(e) has just arrived at the swimming pool with Daniel(le), who is new to the swimming class. Daniel(le) asks Paul(e) about some of the boys and girls nearby.

Paul(e) tells Daniel(le) their names, where they live and what they are like. The conversation is interrupted by the swimming instructor's whistle.

The names Paul(e) and Daniel(le) can be used for boys or girls. Or you may prefer to use your own name (French or English).

En plus

À dimanche, Michelle.

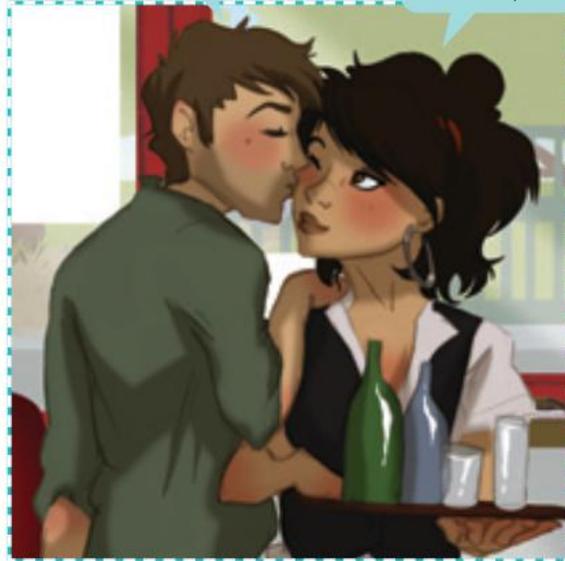
À bientôt, Yannick.

+ Les jours de la semaine

lundi
mardi
mercredi
jeudi
vendredi
samedi
dimanche

Remarquez !

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



+ 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

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 !

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	



Here's a French way to decide who will take role 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

How would you write 31 in letters?

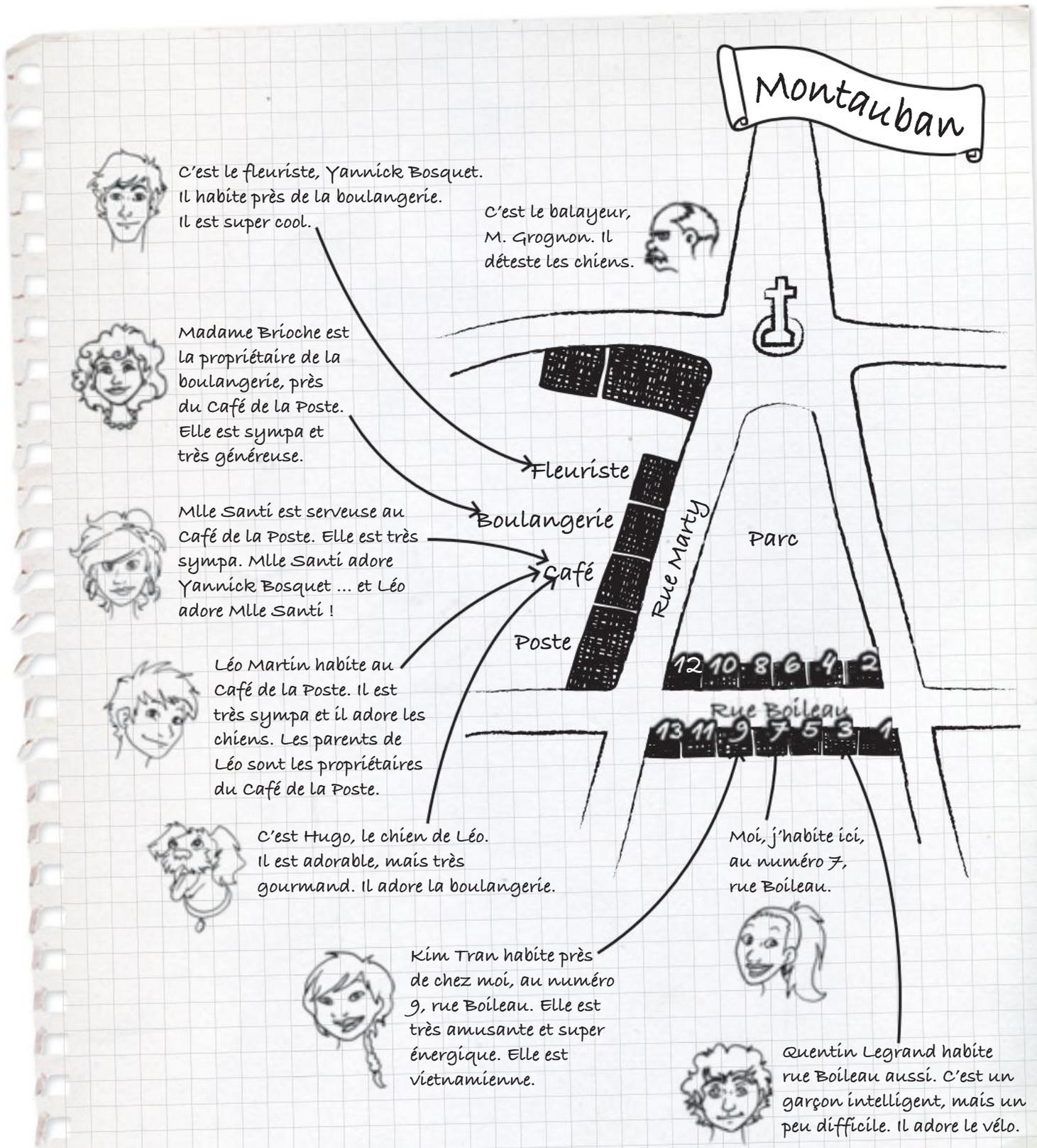
+ La nouvelle orthographe

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. However, after recent official spelling changes, composite numbers are now written with hyphens. But don't be surprised if you still see them written without hyphens for some time.

Un peu de lecture

Nina adore dessiner ...

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



 C'est le fleuriste, Yannick Bosquet. Il habite près de la boulangerie. Il est super cool.

 C'est le balayeur, M. Grognon. Il déteste les chiens.

 Madame Brioché est la propriétaire de la boulangerie, près du Café de la Poste. Elle est sympa et très généreuse.

 Mlle Santi est serveuse au Café de la Poste. Elle est très sympa. Mlle Santi adore Yannick Bosquet ... et Léo adore Mlle Santi !

 Léo Martin habite au Café de la Poste. Il est très sympa et il adore les chiens. Les parents de Léo sont les propriétaires du Café de la Poste.

 C'est Hugo, le chien de Léo. Il est adorable, mais très gourmand. Il adore la boulangerie.

 Kim Tran habite près de chez moi, au numéro 9, rue Boileau. Elle est très amusante et super énergique. Elle est vietnamienne.

Moi, j'habite ici, au numéro 7, rue Boileau.

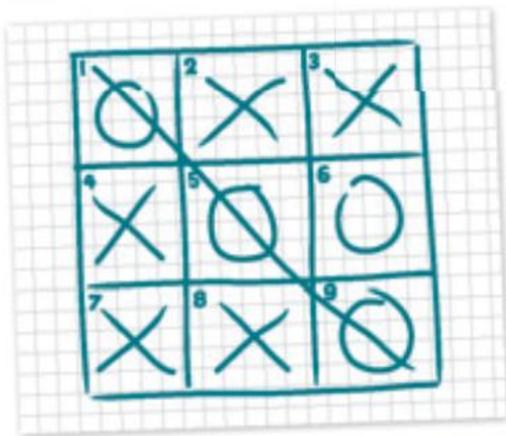
 Quentin Legrand habite rue Boileau aussi. C'est un garçon intelligent, mais un peu difficile. Il adore le vélo.

Allez-y!

1

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 Brioché, Monsieur Grognon, Monsieur Bosquet, Mademoiselle 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

Poster

Create a poster by cutting out magazine photos or drawing portraits 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 some 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 in PowerPoint or Photoshop, or even as a web page.



3

Connectez-vous!

Test your skills in French with some online puzzles related to what you've learnt so far. Visit Pearson Places for links.



4

Prénoms français

How many people in France have your name? Is there a French equivalent of your name? How many Léos and Ninas are there in France? When were the names Léo and Nina most popular? Which are the most common names for males and females in France?

To find out the answers to these questions, check out some of the useful links from Pearson Places.



UNITÉ

2



ATTENTION
CHIEN
DE GARDE



Tu aimes les animaux ?

explorations

- * Find out about popular pets in France
- * Compare shopping etiquette in France and Australia
- * 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.

interactions

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



À l'animalerie

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



1

Hé, les filles!

Ah! Salut, les garçons !
Quoi de neuf ?

2

Ça va?

Ça va, et toi?

3

Quentin, voici Nina.

Salut, Nina.

Alors, vous êtes prêts ?

Oui, nous sommes prêts. On y va !

4

Tu aimes les chiens, Quentin ?

Bof ! Pas beaucoup.

Non ? Pourquoi pas ?

Parce qu'ils sont sales.

Tu préfères les souris blanches, peut-être ?
Elles ne sont pas méchantes.

6

Et elles ne sont pas grandes.

Les souris blanches ?
Bof ! Elles sont trop timides et trop petites !

5

Et parce qu'ils sont grands et méchants.

Hugo n'est pas méchant !

Ouaf ! Ouaf !

7

Voyons ... Un animal pas trop grand et pas trop petit ...

Et pas timide et pas méchant ...

Hmm ... c'est difficile ...

8

Voilà l'animalerie ...
Tu aimes peut-être les tortues, Quentin ?

Oui, elles sont intéressantes, les tortues.

Non, je n'aime pas les tortues. Elles sont barbant.



Remarquez !

- Why is **tu** used in Frames 6, 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 means? You can find out more about the **Bof !** gesture on the next page.

Suivez la piste

With some classmates, you are going to 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

Bonjour, Monsieur Hassan.
Comment allez-vous ?

Bonjour, les enfants.
Qu'est-ce que vous désirez ?

Bonjour, monsieur.

Shop etiquette

When you go into a shop in France, before you say what you want, it is usual to greet the shop assistant and to be greeted 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 will follow before the assistant asks, '**Qu'est-ce que vous désirez ?**' or '**Vous désirez ?**' Then it's time to talk business.

Pets in France

One out of two households in France has a pet, 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 head the list.

People in France are far more tolerant of pets in shops and restaurants and on public transport than they are in Australia. Some owners love to spoil their pets by spending large amounts of money on their grooming and accessories. In cities, you can buy luxury brand clothing for your dog – Chanel, Prada, Gucci; if your pet 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, or if it's overweight, to a physiotherapy centre for obese dogs. When it meets its true love, it can attend a marriage agency 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?



Et chez vous ?

Different groups, such as families, clubs 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'?



Sans mot dire

Bof !

This famous French gesture (often called the 'Gallic 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. Try doing the Bof ! 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!

Whatever.

Who knows?

What's the point?

Do I look bothered?

Who cares?

It's OK I guess.



2 Prononciation

i Listen to your teacher say these words. How is the letter 'i' pronounced?

qui difficile habite **ici** timide fille petit

➔ In French, the vowel 'i' is normally pronounced 'ee' as in English 'beef'.
Now try saying the words.

in Now listen to your teacher say these words. How are the letters 'in' pronounced?

cinq quinze Quentin **enfin** lapin **intelligent** **intéressant**

Vowels are often pronounced quite differently when followed by 'n'. The letter **n** makes the sound nasal. Try saying these words after your teacher. Make the sound go through your nose, but don't actually say the 'n'.



en Listen to your teacher again. What do you notice about the pronunciation of **en** and **an**?

an comment **enfant** méchant amusant barbant blanc orange

➔ The letters 'en' and 'an' make the same nasal sound.

Try saying these words after your teacher. Your mouth should be a different shape from when you say **in**.

Now, with your teacher's help, 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)	gris(e)
grand(e)	noir(e)
intéressant(e)	blanc(he)
joli(e)	adorable
parfait(e)	horrible
petit(e)	sale
prêt(e)	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 ...
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:

un is used with masculine singular nouns

une is used with feminine singular nouns

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

un garçon



un rat

une fille



une tortue

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 express 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.

② The verb être – to be

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



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

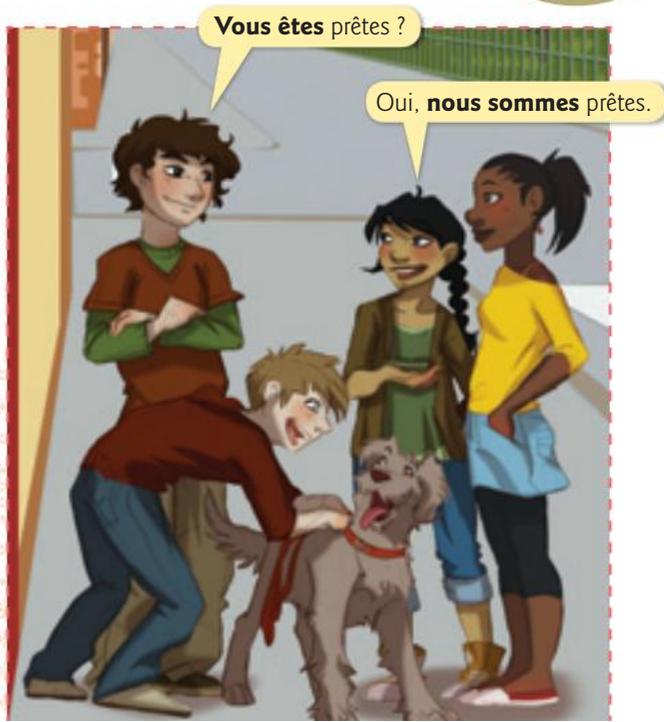
Singular	Plural
je suis I am	nous sommes we are
tu es you are	vous êtes* you are
il est he/it is	ils sont they (m) are
elle est she/it is	elles sont they (f) are

Apprenez par cœur

*Even if **vous** is used in a singular sense, it still takes this part of the verb.



Non, je n'aime pas les tortues. Elles sont barbantes.



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 **parfaits**. (intelligents / méchants)

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

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

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

③ More about using adjectives (describing words)



Il est **amusant**.

adjective

Elle est **amusante**.



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~~s~~.

- 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

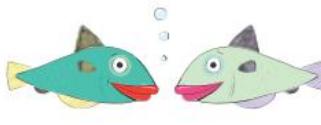
This matching of adjectives to the nouns they describe is called ‘agreement of adjectives’. It means most adjectives can have four different endings:

masculine singular

feminine singular

masculine plural

feminine plural



Le poisson est **petit**.

La tortue est **petite**.

Les poissons sont **petits**.

Les tortues sont **petites**.

Notice the extra **e** can affect the pronunciation of the adjective.

The extra **s** does *not*.

- 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)

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)

Some adjectives – like **cool** and **super** – are borrowed from other languages, or are abbreviations – like **sympa(thique)**. There is some argument about whether or not they should agree, so you may see both **ils/elles sont sympa** and **ils/elles sont sympas**.

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', '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 26)
- 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.

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

B	Bonjour,	madame. monsieur. mademoiselle.	Vous avez des chats ? Vous avez des chiens ? Je veux acheter un animal.
----------	----------	---------------------------------------	---

A	Voyons, Alors,	tu aimes le	chat chien	blanc noir	là-bas ?
----------	-------------------	-------------	---------------	---------------	----------

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

C	Mais il est	parfait, adorable,	le chat ! le chien !
----------	-------------	-----------------------	-------------------------

A	Tu préfères	un poisson, un lapin,	peut-être ?
----------	-------------	--------------------------	-------------

C	Mais non.	Les poissons Les lapins	sont	barbants ! trop timides !
----------	-----------	----------------------------	------	------------------------------

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

A	Alors, voici	une tortue. une souris.	Elle est très	intéressante. amusante.
----------	--------------	----------------------------	---------------	----------------------------

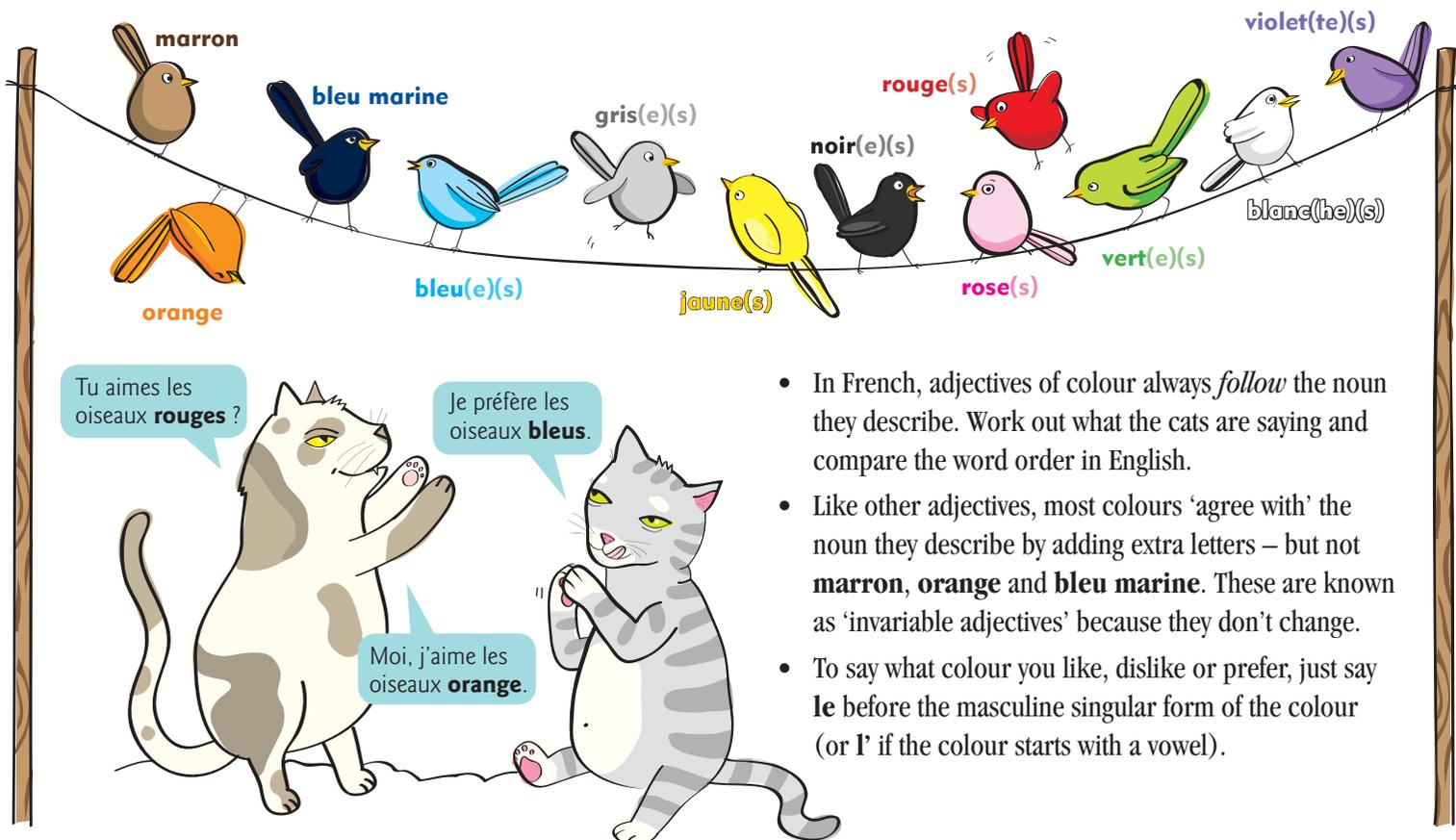
C	Berk ! Mais non !	Elle est	horrible ! barbante !
----------	----------------------	----------	--------------------------

B	Elle n'est pas	horrible ! barbante !	J'aime beaucoup Oui, je veux acheter	la tortue. la souris.
----------	----------------	--------------------------	---	--------------------------



En plus

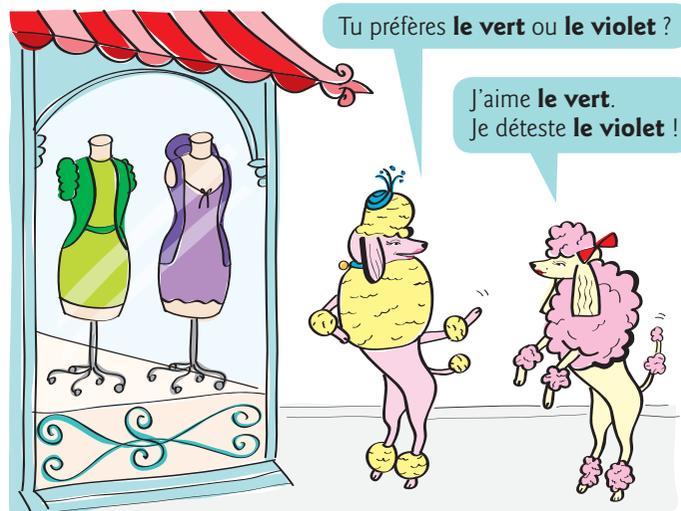
+ Les couleurs



- 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).

À vous

After your teacher has helped you 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.



Un peu de lecture

In France and Canada, the **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.

SPA

accueil | adopter un animal | nous contacter | recherche

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



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

Adopter un chat



Minette

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



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 69 (Section 1 of **Le mot juste**) for some hints on using a French-English dictionary.

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. Your teacher will 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.

un canard	un cheval	un chat	un hibou	une poule	une dinde
un coq	une vache	un âne	une chèvre	un mouton	un cochon

Vous avez la parole!



les chiens
 les éléphants
 les poissons
 les lézards
 les rats
 ...

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

Tu aimes les serpents, Anna ?

Berk ! Non ! Je déteste les serpents !

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:

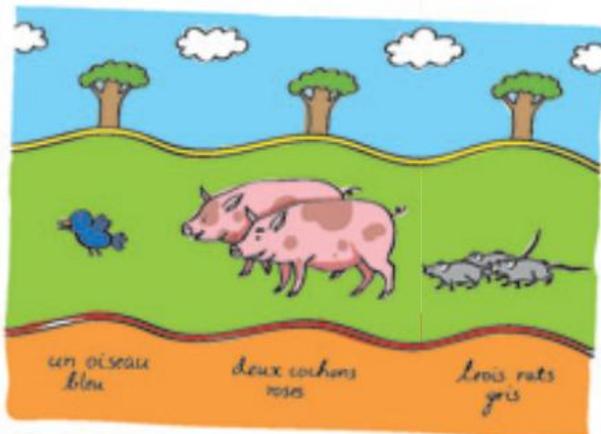
- your group
- the class.

Allez-y !

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.

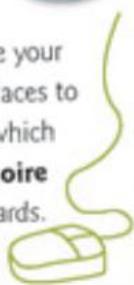


4

Connectez-vous!

Mémoire

A fun way to practise all the animal words you have learnt so far is to make your own computer games. Visit Pearson Places to find links to a Memory Game Maker, which you can use to create a game of **Mémoire** where you match up pairs of animal cards.



2

Surfez sur le Net !

Use the Internet to research the SPA in France or Canada. Read about some of the lost or abandoned animals available for adoption. You will find some useful links on Pearson Places.



3

Animal perdu

After you've seen some of the lost and abandoned animals on the SPA websites (see above), 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.

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

5

Jouez : Comment parlent les animaux ?

You can play this game in groups of six to ten people. Sit in a circle and designate 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. **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.

UNITÉ

3



Ma famille

explorations

- * Find out about multicultural France
- * Reflect on French family names
- * Discover the French 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.

interactions

- * 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 70
- * Say the French alphabet



Tu as une photo de ta famille ?

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

1



2



3



4



5



6



7



8





9

Papa, voici mon amie, Nina. Elle habite rue Boileau.

Bonsoir, Monsieur Martin.

Bonsoir, Nina. Ça va ?



10

Ça va, ça va. Vous avez un chien très affectueux, monsieur !



11

C'est qui sur la photo ?

C'est Guillaume, mon demi-frère. Il a dix-huit ans.



12

Et toi, Nina, tu as quel âge ?

Moi, j'ai treize ans, comme Léo. Nous avons tous les deux treize ans.



13

Voici Cécile, la petite sœur de Léo.

Elle est très mignonne !

Oui, très mignonne, très têtue et très agaçante !



14

Elle a quel âge ?

Elle a quatre ans.

Est-ce que tu as des sœurs, Nina ?



15

Non, je n'ai pas de sœurs. Mais j'ai un grand frère.

Ton frère s'appelle Malek, non ?

Malick. M-a-l-i-c-k.



16

Mince, Hugo ! Tu es vraiment idiot !

Remarquez !

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

Suivez la piste

With some classmates, you are going to 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



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. Others come from neighbouring European countries or from even further afield.



Nina's family comes from Senegal in West Africa.



Kim's family comes from Vietnam in South-East Asia.



Michelle Santi, the waitress at the Café de la Poste, has Italian parents.



Monsieur Hassan, the pet shop owner, comes from Algeria in northern Africa.



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

Réfléchissez !



Did you know that when Captain Cook was exploring the eastern coast of Australia more than two hundred 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 settled 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, family names often indicate the occupation of the family's early ancestors (for example, **Charpentier** means 'carpenter') or where they were from (**Dubois** means 'from the woods') or what they looked like (**Legrand** means 'the tall one').

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

Sans mot dire

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!



2 Prononciation



How are the letters 'ou' pronounced in French? Listen to your teacher say these words.

cousin douze nous vous tous bonjour

The sound is similar to 'oo' in the English word 'foot'. For a good French accent, you need to really push your lips forward. Now say the words after your teacher.



No English word has exactly this sound. Try saying 'ee', then push your lips forward while continuing to make the 'ee' sound. Now try saying these words after your teacher.

tu salut numéro rue une sûr têtu

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 known as *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 uses an apostrophe to show a letter has been left out. The sounds before and after the apostrophe should flow together. For example: **Je m'~~a~~ appelle Louise et j'~~e~~ aime l'~~e~~ opéra.**

Say this sentence with the apostrophes, and then again without them. You will notice the difference in smoothness.

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(e)
ma mère
mes cousins/cousines
mes grands-parents
ton frère
ta famille
tes parents
la sœur
le bébé

Adjectives

agaçant(e)
français(e)
sénégalais(e)
têtu(e)
vilain(e)
australien(ne)
mignon(ne)
affectueux
(affectueuse)

Useful words

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

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.



You know that 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'.

How to say 'my' in French:

- use **mon** before masculine nouns
- use **ma** before feminine nouns
- use **mes** before plural nouns.

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

- use **ton** for masculine nouns
- use **ta** for feminine nouns
- use **tes** for plural nouns.

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

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?

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

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**)

Chut ! is how you say 'Shhh!' in French. Listen to how your teacher pronounces it.



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.



Réfléchissez !

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

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 (pronounced 'esker') literally means 'Is it that ...'

But just think of it as changing a sentence into a question. For example:

Ils sont amusants. They are funny.

Est-ce qu'ils sont amusants ? Are they funny?

Notice that **que** changes to **qu'** when followed by a vowel.

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.

Here is the present tense of the verb **avoir** – to have.

Singular	Plural
j'ai I have	nous avons we have
tu as you have	vous avez you have
il a he/it has	ils ont they (m) have
elle a she/it has	elles ont 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 **douze ans**.

Elles ont **douze ans**.

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 try repeating the verb **avoir** in its *negative* form. 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. In French, 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 twelve years)

Elle a trois ans. She is three.

In French, you must always include the word **an(s)** when saying how old someone is.

Remember to make the liaisons!

À vous

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**)



Joshua a un an.

+ Nombres 30–70

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
			70 soixante-dix

- 1 Practise the numbers 30–70 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**.

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

- 3 Once you can say them all smoothly, with one or two classmates, compare the ages of your parents, aunts and uncles.

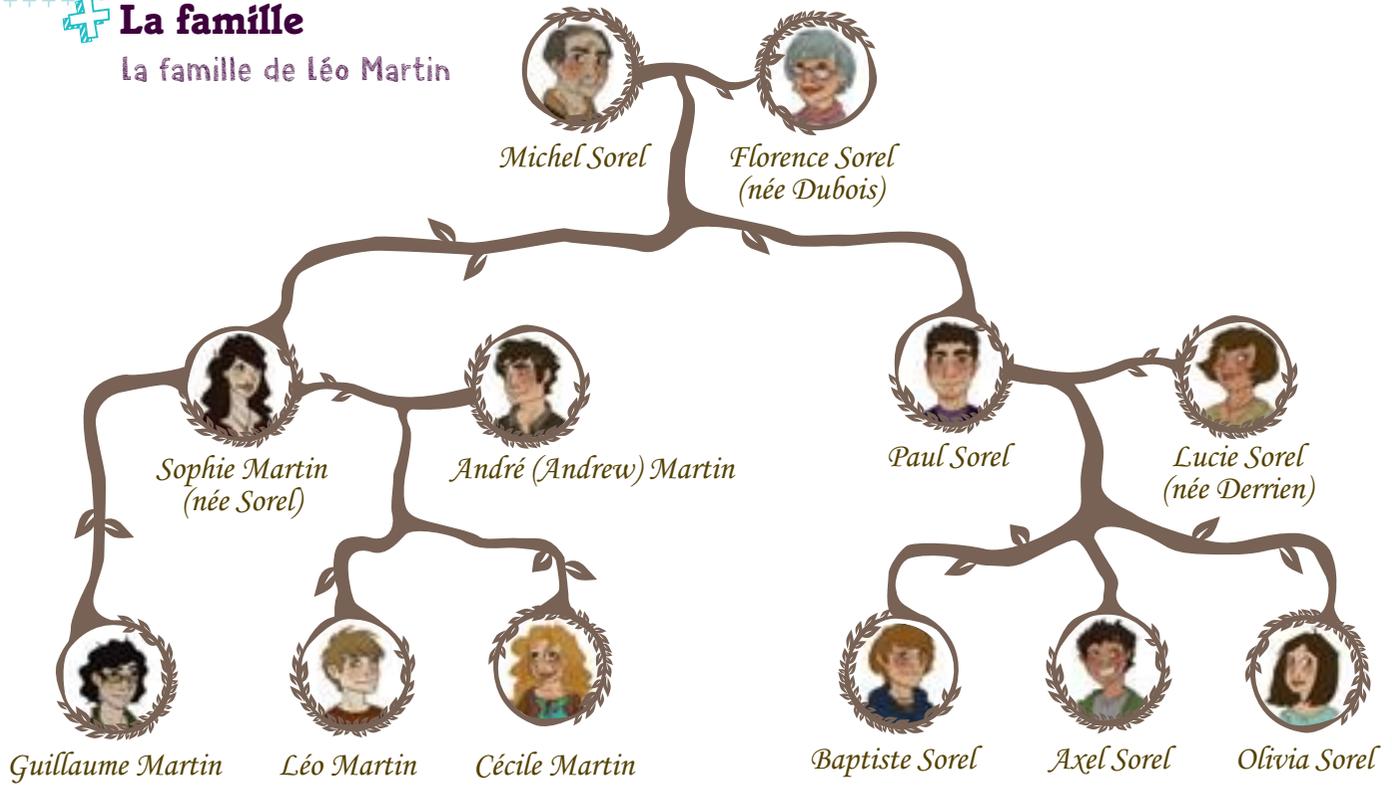
A: Ma mère a trente-neuf ans et mon beau-père a quarante-deux ans. Et tes parents, ils ont quel âge ?

B: Mon père a quarante-quatre ans. Ma mère a quarante-et-un ans. Tatie Marie a trente-trois ans. Tu as des tantes ?



+ La famille

La famille de Léo Martin



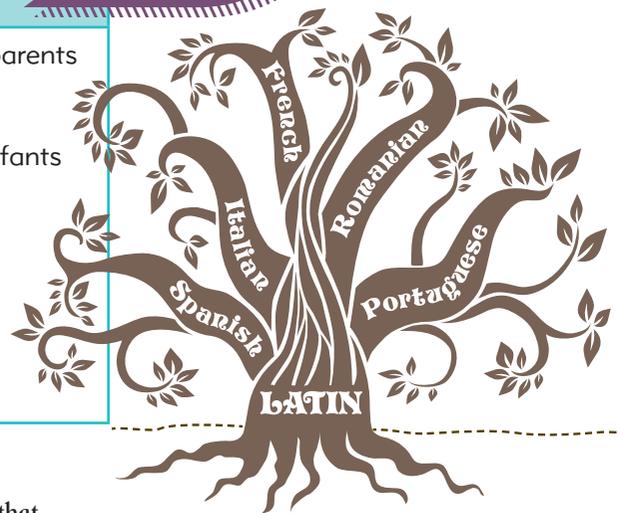
How many different ways can you correctly explain the identity of the people in Léo's family tree?

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.

Practise pronouncing these family words with your teacher. Watch these ones *. Like the word **famille**, they're tricky!

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	la femme*	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*	



Languages have ancestors, families and parents, just like people. You may know that the official language of the ancient Romans was Latin. But did you know that French, Italian, Spanish, Portuguese and Romanian are the direct descendants of Latin? They all 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.

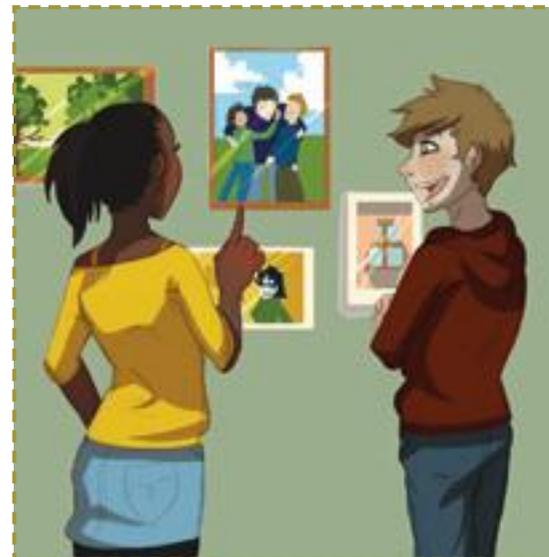
Find out the words for the days of the week, the months of the year and the numbers 1-10 in some of the other Romance languages and compare them to the French.

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		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

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

To learn how to find the meanings of any words you can't guess, turn to Section 2 of **Le mot juste** on page 70 for some hints on using a French-English dictionary.



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 Mamie (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 frères. 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

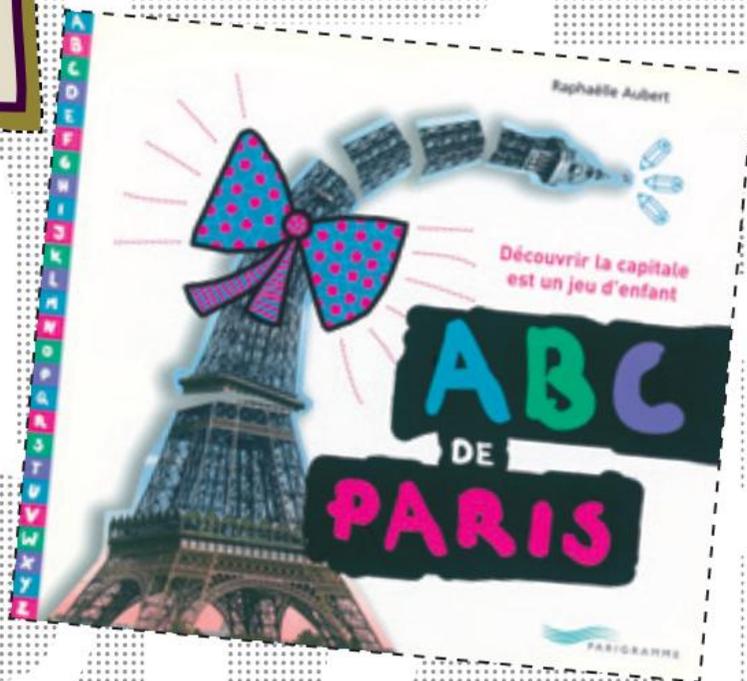
French and English both use the Roman alphabet, but each language has its own way of saying it. Learn to say the alphabet the French way with these songs.

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.



Vous avez la parole!

Voici ma famille

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



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, like **la famille Simpson**. If you've made a family album (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) and 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 unit.

Allez-y!

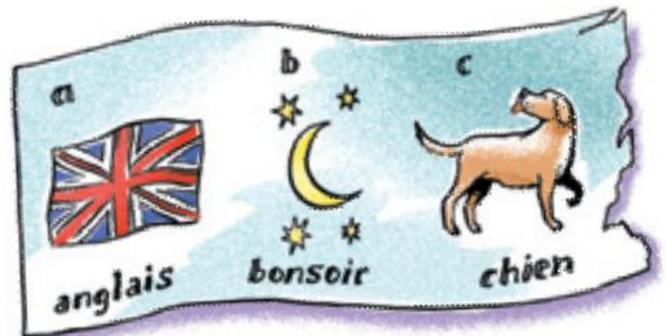
1 Composez une chanson 🎵

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.

2

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 and illustrate as many of them as you can. If you can't find a word for some letters (like K, W, X, Y, Z), you could combine several letters in one section.



3 Album de famille

Make your own family album or slide show. You could use photos of your own family or of an imaginary or celebrity family. Present your family album as a poster, booklet or PowerPoint slide show 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.

4 Jouez aux cartes — Paires familiales

Each student is given a card and has to find the person with the male or female equivalent. Use the cards and instructions provided by your teacher to play this card-matching game.



UNITÉ

4



À table!

explorations

- * Find out about breakfast in France
- * Learn about French name days and reflect on changing customs
- * Find out about **La Chandeleur**
- * Reflect on the **Tu me gonfles!** gesture

interactions

- * 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

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.

1 À huit heures du matin ...

Qu'est-ce que tu fais, Guillaume ?

Je prépare le petit déjeuner.

Pourquoi ? Où est maman ?

2

Elle a un jour de repos. C'est son anniversaire. C'est le trente novembre.

Où est papa ? C'est aussi son anniversaire aujourd'hui ?

3

Non, c'est sa fête aujourd'hui. Léo et moi, nous préparons le petit déj'.

Où est Léo ?

Il est à la boulangerie.

4

Vous préparez le déjeuner aussi ?

Non. Nous déjeunons au restaurant.

Et le dîner ? Vous préparez le dîner ?

5

Non. Nous dînons chez mamie ce soir.

Génial ! J'adore dîner chez mamie et papi.

Quelle est la date de mon anniversaire, Guillaume ?

6

Ton anniversaire est le cinq mai.

Ah, voici Léo !

Salut, Cécile ! J'ai du pain et des croissants.

Attention, Léo !

7

Il mange le croissant ! Hugo est gourmand !

8

Oh là là là !

Miam-miam ! C'est bon !

9

Qu'est-ce que tu fais, Guillaume ?

Je coupe du pain.

Je veux aider.

Non, Cécile. Tu ne coupes pas de pain.



10

Tu veux jouer avec Hugo ?

Non ! Je ne veux pas jouer avec Hugo.

Alors, tu veux regarder la télé ?

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



11

Tu veux mettre la table, Cécile ?

Oui ! J'adore mettre la table !

Alors, voici du beurre ... et du sucre ...



12

Et de la confiture ! Papa aime la confiture avec ses croissants.

D'accord. De la confiture ... et du lait aussi.



13

Et des céréales, Léo ?

Non, papa et maman ne mangent pas de céréales.



14

Et maintenant, nous posons des bols sur la table...

... et le cadeau pour maman ...

... et des fleurs ...



15

Mais où est le cadeau pour papa ? Où sont ses chocolats ?

Non, Hugo ! Les chiens ne mangent pas de chocolat !

Maman et papa arrivent ! Vite ! À table !



16

Bon anniversaire, maman ! Bonne fête, papa !

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, you are going to 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, Vérance
12	Ve	Christian
13	Sa	Brice
14	Di	Siodine
15	Lu	Albert, Arthur, Leopold, Malo
16	Ma	Mélanie



Le Calendrier des Fêtes

Look at this French calendar. What do you notice?

As well as showing public holidays and special events, French calendars commonly 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 give names of their own choosing, but many people sharing their first name with a saint still celebrate their saint's day. For example, on 12 November, anyone named Christian 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 French breakfast is fairly light. It might consist of sliced bread or fresh **baguette** served with butter or jam, and maybe **croissants** 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.

Among the many changes that other cultures are bringing to France's mealtime traditions is the growing popularity of breakfast cereals.



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?

Sans mot dire

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

- 1** How is the letter 'g' pronounced in French?
Listen to your teacher say these words. What do you notice?

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**

Say the words after your teacher.

2 The letter 'c' can also be pronounced hard or soft in French, and 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**.

Say these words after your teacher:

confiture cadeau garçon agaçante Cécile voici

Réfléchissez !

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



With your teacher's help, 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's and 'c's.

Nouns

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 dîner	la fleur
le jour de repos	la télé(vision)
le lait	les céréales (f)
mamie	novembre
papi	mai

Verbs

aider
arriver
couper
déjeuner
dîner
jouer
manger
poser
préparer
regarder
mettre la table

Useful words and expressions

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

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 commonly defined as 'doing' words. In both French and English, verb endings change depending on who is doing the action.

I live in France and my cousin lives in Australia.

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



What's an infinitive?

If you look up a French verb in a dictionary, you will find it listed in its infinitive form – a single word ending in **-er**, **-ir** or **-re**. Its English meaning will consist of two words, the first word being 'to'.

For example,
manger – to eat

With your teacher, read through each of these **-er** verbs aloud.

- Can you pick up the pattern in the endings?
- Can you also see a pattern in the English verb endings?

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

je	...e	nous	...ons*
tu	...es	vous	...ez*
il	...e	ils	...ent
elle	...s	elles	...ent

* pronounced endings

Using the right verb ending with the right person is called *conjugating* the verb.

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 **dînes** au restaurant ? (**dîner** / manger / déjeuner)

B Non, je **dîne** chez moi. (**dîner** / manger / déjeuner)

A Est-ce qu'elle **dîne** chez toi ? (**dîner** / manger / déjeuner)

B Non, elle **dîne** au restaurant. (**dîner** / manger / déjeuner)

A Et les garçons, ils **mangent** ici ? (**manger** / déjeuner / dîner)

B Oui, ils **mangent** ici. (**manger** / déjeuner / dîner)

A Est-ce que vous **mangez** chez vous ? (**manger** / déjeuner / dîner)

B Non, nous **mangeons** chez mamie. (**manger** / déjeuner / dîner)

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.

Elle adore **jouer** avec Hugo.
She loves *to play* with Hugo.

À vous

- A Je veux **déjeuner** avec Sylvie. (**manger / dîner**)
- B Mais tu détestes **déjeuner** avec Sylvie ! (**manger / dîner**)
- 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 / dîner**)
- B Non, il préfère **arriver** à sept heures. (**jouer / dîner**)

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

③ Saying what is his, hers or its

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 words for 'my' and three words for 'your'. The same pattern is followed when saying 'his', 'her' and 'its'...

Type of noun	my	your	his/her/its
Masculine singular	mon	ton	son
Feminine singular	ma	ta	sa
Plural	mes	tes	ses

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

- **son** is used before *masculine* nouns to mean his/her/its
- **sa** is used before *feminine* nouns to mean his/her/its
- **ses** is used before *plural* nouns to mean his/her/its.

It is the *gender of the word following* 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 Articles

Articles are the little words that come before nouns, such as the *definite* article 'the' and the *indefinite* article 'a'. You've already learnt to use these. 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'	du (de l')	de la (de l')	des

How would this dialogue sound in English?



Tu veux du pain ?

Oui. J'aime le pain.

Tu veux de la confiture ?

Oui. J'aime la confiture.

Tu veux des croissants ?

Oui. J'aime les croissants.



After a negative expression, all the words for 'some' or 'any' 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 (m)



les céréales (f)



les œufs (m)



le pain



le pain grillé



le beurre



la confiture



le miel

+ Les boissons (f)



le lait



le chocolat



le jus de fruit



l'eau (f)



le café



le thé

What do you think **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**, **de l'**, **du** or **des**.

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

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

A: Et comme boisson ?

B: **Du jus de fruit**.

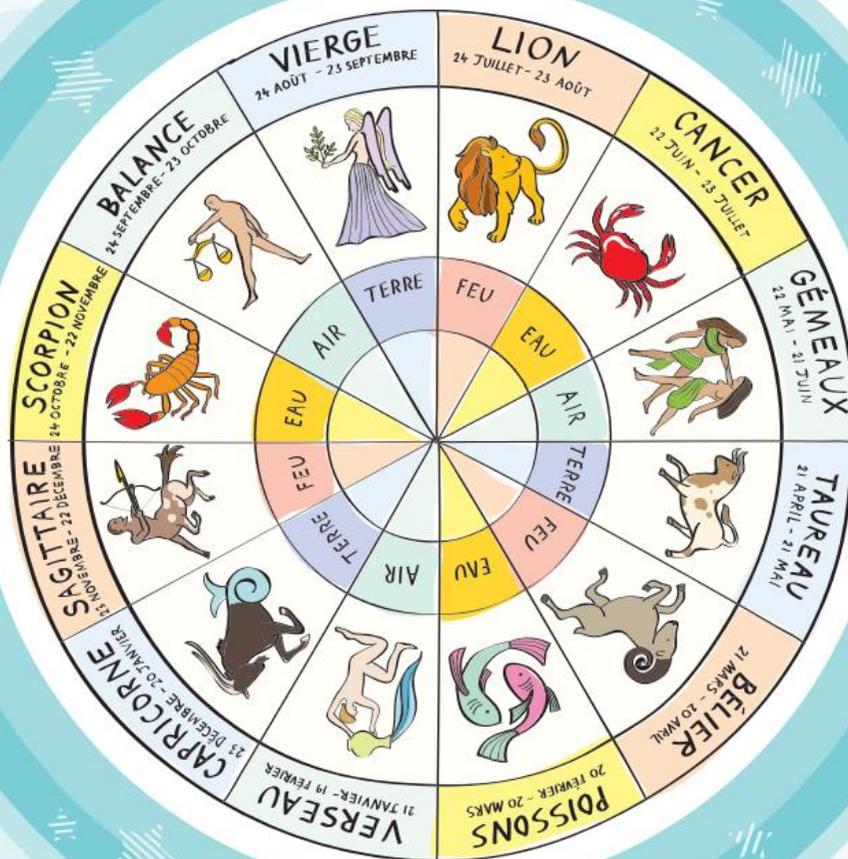


+ Les mois de l'année

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 it's the first word of a sentence.

- 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** ?

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

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

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



Aujourd'hui :
les premières crêpes
de l'année



LE PARDON 2012 DESSIN DE GRIM

Un peu de lecture



La Chandeleur

On 2 February, people in France enjoy making and eating **crêpes**, both sweet (**sucrées**) and savoury (**salées**) to commemorate **la Chandeleur** – the religious holiday of Candlemas. The tradition is to hold a coin in one hand while tossing the pancake with the other. If you succeed in catching the pancake in the pan, it will be a good year for you and your family.

Voici une recette pour des crêpes sucrées ou salées.

Crêpes (pour 8 personnes)



1 tasse de farine



1 œuf



1 ¼ tasse de lait

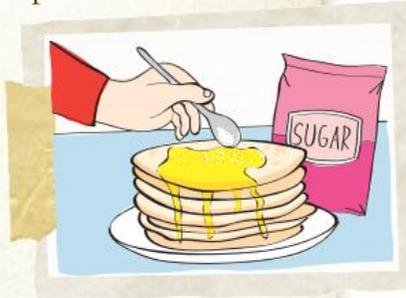


2–3 cuillères d'huile pour cuire



Et chez vous ?

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



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 !

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.

To learn how to find the meanings of any words you can't guess, turn to page 71 (Section 3 of **Le mot juste**) for some hints on using a French–English dictionary.

Conversations

1 Two friends are discussing what they have for breakfast.

A Qu'est-ce que tu manges
aimes manger au petit déjeuner ?

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

A Tu ne manges pas de pain
croissants au petit déjeuner ?

B Non. Je n'aime pas beaucoup le pain.
Berk ! Je déteste 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 le café.
Je préfère le chocolat. Je déteste le chocolat.
le café.
Je n'aime pas le lait. Je déteste le lait.
le jus de fruits. Je n'aime pas 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 déjeuner ?

B Ma femme et moi, nous mangeons du pain
Mon mari et moi, nous mangeons 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 au petit déjeuner.
le pain grillé

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

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



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

Vous avez la parole!

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.

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

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

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



- * regarder la télé/des DVD/le football
- * jouer avec le chien/le chat/ta sœur/ton frère/ton ami(e)
- * 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

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. Use pictures from magazines or the Internet of different people, animals and cartoon characters doing different things. 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've learnt on page 71 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

Create a presentation stating what you and/or others in your family do and don't eat for breakfast. 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 Connectez-vous!

Visit Pearson Places and test your skills in French with some online activities related to this unit.



Appendice 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 **Vocabulaire** 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 Unit 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 **Vocabulaire** 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 to the right place with 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.



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.

Which of these words would you find on this page?

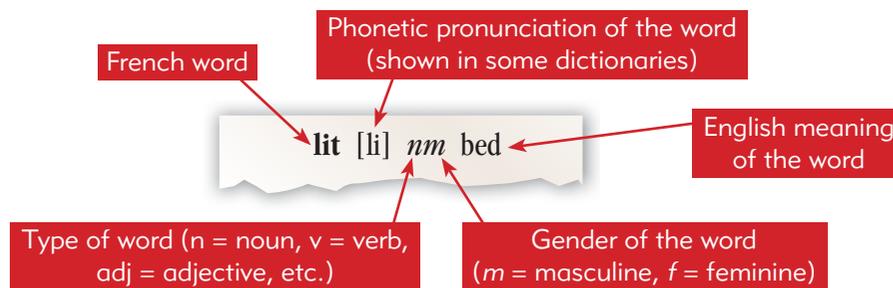
méchant mais mal mademoiselle maintenant

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 (**la/une**).

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 Unit 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.**

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

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

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. A check in 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 **marrons** has **les** before it is a good indication that it is being used as a noun, rather than as an adjective.

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

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

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 Unit 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 tee-shirt 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**).

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

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



Nouns

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

boulangier, boulangère (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 Unit 4 of your Activity Book.

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

All regular verbs are designated  in the **Vocabulaire** section.

Irregular verbs

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

All irregular verbs are designated  in the **Vocabulaire** section.

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



Appendice 3 : Glossaire

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
70	soixante-dix

Jours de la semaine

lundi
mardi
mercredi
jeudi
vendredi
samedi
dimanche

Mois de l'année

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

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>)

Vocabulaire : français - anglais

n = noun

m = masculine

f = feminine

pl = plural

adj = adjective

inv = invariable

fam = familiar

formal = formal

v = verb

Ⓡ = regular verb (see page 73)

ⓈⓇ = semi-regular verb

Ⓡ = irregular verb (see page 73)

A

à to, at, on

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

Allez-y! Go ahead!

alors so, then

alphabet *nm* alphabet

ami *nm* amie *nf* friend

amusant(e) *adj* funny

an *nm* year

animal *nm* (*pl* animaux) animal

animalerie *nf* pet shop

année *nf* year

anniversaire *nm* birthday

août *nm* August

appartement *nm* apartment, flat

arriver Ⓡ *v* to arrive

Attention! Watch out!

attraper Ⓡ *v* to catch

au revoir goodbye

aujourd'hui today

aussi also, too

australien(ne) *adj* Australian

avec with

aventureux (aventureuse) *adj* adventurous

avoir Ⓡ *v* to have

avril *nm* April

B

Balance *nf* Libra

balayeur *nm* street cleaner, road-sweeper

bande *nf* dessinée comic book

barbant(e) *adj* boring

battu(e) *adj* beaten

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

beaucoup a lot, much

beau-papa *nm* step-dad

beau-père *nm* step-father

Bélier *nm* Aries

belle-maman *nf* step-mum

belle-mère *nf* step-mother

Berk! Yuk!

beurre *nm* butter

bien well

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
boulangier, boulangère *nm/f* baker
boulangerie *nf* bakery
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, café
calendrier *nm* **des fêtes** name day and holiday calendar
câlin(e) *adj* cuddly, affectionate
calme *adj* calm, quiet
Cancer *nm* Cancer (zodiac sign)
caniche *nm* poodle
Capricorne *nm* Capricorn
ce soir this evening
centre *nm* middle
céréales *nfpl* cereal
Chandeleur *nf* Candlemas
chasser **☛** *v* to chase
chat *nm* cat
chaton *nm* kitten
chauffer **☛** *v* to heat
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 ? How are you? (*formal*)
Comment vas-tu ? How are you? (*fam*)
compagnie *nf* company
composez une chanson write a song
confiture *nf* jam
connecter **☛** *v* to connect
cool *adj inv* cool
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

dame *nf* lady
date *nf* date
de of, from
de la f, du m, de l', des pl some, any
début *nm* beginning
décembre *nm* December
déjeuner *nm* lunch
déjeuner **☛** *v* to have lunch
demander **☛** *v* to ask
demi-frère *nm* half-brother, step-brother
demi-sœur *nf* half-sister, step-sister
des pl, du m, de la f, de l' 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
dîner *nm* dinner
dîner **v** to have dinner
dire **v** to say
disperser **v** to spread
divorcé(e) *adj* divorced
dix ten
dix-sept seventeen
dix-huit eighteen
dix-neuf nineteen
dominant(e) *adj* dominant
dorer **v** to brown
douze twelve
du m, de la f, de l', des pl some, any

E

eau *nf* water
éducation *nf* **physique** physical education
éléphant *nm* elephant
elle she
elles *fpl* they (female)
en plus more, extra
énergique *adj* lively, energetic
enfant *nm* child
enfin finally
Est-ce que tu as ... ? Do you have ...?
et and
être **v** to be
euh um

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
février *nm* February
fille *nf* daughter; girl
fil *nm* son
fleur *nf* flower
fleuriste *nm/f* florist
français *nm* French (language)
français(e) *adj* French
frère *nm* brother
frise *nf* frieze
fromage *nm* cheese
fruit *nm* fruit

G

garçon *nm* boy
garniture *nf* garnish
Gémeaux *nmpl* Gemini
Génial ! Great!
gonfler **v** to blow up, to inflate
gourmand(e) *adj* greedy
grand(e) *adj* big, tall
grand-mère *nf* grandmother
grand-père *nm* grandfather
grands-parents *nmpl* grandparents
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(e) *adj* idiot
il he
ils *mpl* they
incliner **v** to tilt
incorporer **v** (à) to mix in (with)
indépendant(e) *adj* independent
ingénieur *nm* 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
jeudi *nm* Thursday
joli(e) *adj* pretty
jouer **v** to play
 jouez aux cartes play cards
jour *nm* day
 jour de repos day off
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'**, **les** *pl* the
là-bas over there
laisser **v** to let, leave
lait *nm* milk
lapin *nm* rabbit
lecture *nf* reading
le *m*, **la** *f*, **l'**, **les** *pl* the
les *pl*, **le** *m*, **la** *f*, **l'** the
lézard *nm* lizard
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
mal bad, badly
mâle *nm* male
maman *nf* mum
mamie *nf* granny, nana
manger **v** to eat
mardi *nm* Tuesday
mari *nm* husband
marron *adj inv* brown
mars *nm* March
méchant(e) *adj* nasty, naughty
médecin *nm* doctor
mélanger **v** to mix
mémoire *nf* memory
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
monsieur, Monsieur (M.) *nm* sir, Mr
morpion *nm* noughts and crosses
mot *nm* word
mouton *nm* sheep
musique *nf* music

N

neuf nine
neveu *nm* (*pl* **neveux**) nephew
nièce *nf* niece
noir(e) *adj* black, dark
nom *nm* name
nombre *nm* number
non no
nous we, us
novembre *nm* November
numéro *nm* number

O

octobre *nm* October
œuf *nm* egg
Oh là, là ! Oh dear! Goodness me!
Oh pardon ! Sorry!
oiseau *nm* (*pl* **oiseaux**) bird
on y va let's go
oncle *nm* uncle

onze eleven
orange *adj inv* orange
organisé(e) *adj* organised
où where
oui yes

P

pain *nm* bread
pain *nm* **grillé** toast
paires *nfppl* **familiales** family pairs
papa *nm* dad
papi *nm* granddad, grandpa
parce que because
pardon sorry; excuse me
parent *nm* parent
parfait(e) *adj* perfect
pas beaucoup not much
pas grand-chose not much
pas mal not bad
pâte *nf* batter
patient(e) *adj* patient
perdu(e) *adj* lost
père *nm* father
persil *nm* parsley
personne *nf* person
petit(e) *adj* small
petit déjeuner *nm* breakfast
petite-fille *nf* granddaughter
petits-enfants *nmppl* grandchildren
petit-fils *nm* grandson
peu little, bit
un peu a bit
peut-être maybe, perhaps
photo *nf* photo
piano *nm* piano
poêle *nf* frypan
poisson *nm* fish
Poissons *nmppl* Pisces
poser **Ⓜ** *v* to put, place
pour for
pourquoi why

préférer **☞** *v* to prefer
premier (première) *adj* first
préparer **☞** *v* to prepare
près (de) near
prêt(e) *adj* ready
prof(esseur) *nm/f* teacher
programmeur *nm* computer programmer
propriétaire *nm/f* owner



quel(le) which
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
Quoi de neuf ? What's new?

R

rapé(e) *adj* grated
rat *nm* rat
ravissant(e) *adj* ravishing
récré(ation) *nf* recess
regarder **☞** *v* to look at
restaurant *nm* restaurant
reste *nm(de)* the rest of
réunion *nf* reunion, meeting
robe *nf* dress
rose *adj* pink
rouge *adj* red
rouler **☞** *v* to roll (up)
rue *nf* street

S

sa f, son m, ses pl his, her, its
Sagittaire *nm* Sagittarius
sale *adj* dirty
salé(e) *adj* savoury
salut hi
samedi *nm* Saturday
sans without
sans mot dire without saying a word
s'appeler **☞** *v* to call oneself
je m'appelle my name is
Scorpion *nm* Scorpio
seize sixteen
semaine *nf* week
sénégalais(e) *adj* Senegalese
sept seven
septembre *nm* September
serpent *nm* snake
serveuse *nf* waitress
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
sportif (sportive) *adj* sporty
stérilisé(e) *adj* sterilised
studieux (studieuse) *adj* studious
sucré(e) *adj* sweet
sucré(e) *adj* sweet
suggestion *nf* suggestion
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
tante *nf* aunt
tasse *nf* cup
tatie *nf (fam)* aunty
Taureau *nm* Taurus
télé *nf (fam)* TV
télévision *nf* television
tes *pl*, **ta** *f*, **ton** *m* your
têtu(e) *adj* stubborn
thé *nm* tea
timide *adj* shy, timid
toi you (*fam*)
ton *m*, **ta** *f*, **tes** *pl* your (*fam*)
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*)

U

un *m*, **une** *f* a, an, one

V

vache *nf* cow
vendredi *nm* Friday
Verseau *nm* Aquarius
verser **Ⓢ** *v* to pour
vert(e) *adj* green
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

Z

zéro zero

Vocabulaire : anglais - français

n = noun

m = masculine

f = feminine

pl = plural

adj = adjective

inv = invariable

fam = familiar

formal = formal

v = verb

Ⓡ = regular verb (see page 73)

Ⓢr = semi-regular verb

Ⓡ = irregular verb (see page 73)

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

animal *n* animal *m* (*pl* animaux)

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 (my) house chez (moi)

August *n* août *m*

aunt *n* tante *f*, tatie *f* (*fam*)

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*

batter *n* pâte *f*

to **be** *v* être Ⓡ

beaten *adj* battu(e)

because parce que

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*

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

café *n* café *m*

calm *adj* calme

Cancer *n* Cancer *m*

Capricorn *n* Capricorne *m*

cat *n* chat *m*

to **catch** *v* attraper Ⓡ

cereal *n* céréales *fpl*
 to **chase** *v* chasser **FR**
cheese *n* fromage *m*
child *n* enfant *m*
chocolate *n* chocolat *m*
coffee *n* café *m*
comic book *n* bande dessinée *f*, BD (*fam*)
company *n* compagnie *f*
computer programmer *n* programmeur *m*
 to **cook** *v* cuire **FR**
cool *adj* cool *inv*
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 **FR**
cute *adj* mignon(ne), adorable
cycling *n* cyclisme *m*, vélo *m*

D

dad papa *m*
Damn! Mince!
daughter *n* fille *f*
December *n* décembre
dinner *n* 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)
 to **draw** *v* dessiner **FR**
drink *n* boisson *f*

E

to **eat** *v* manger **FR**
egg *n* œuf *m*
eight huit
eighteen dix-huit
eleven onze
engineer *n* ingénieur *m*

F

family *n* famille *f*
father *n* père *m*
February *n* février *m*
female *n* femelle *f*
fifteen quinze
fifty cinquante
finally enfin
fish *n* poisson *m*
five cinq
flat *n* appartement *m*
florist *n* fleuriste *m/f*
flour *n* farine *f*
flower *n* fleur *f*
for pour
forty quarante
four quatre
fourteen quatorze
French (language) *n* français *m*
French *adj* français(e)
Friday *n* vendredi *m*
friend *n* ami *m*, amie *f*
from de
fruit *n* fruit *m*
fruit juice *n* jus *m* de fruit
frypan *n* poêle *f*
funny *adj* amusant(e)

G

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 **tr**
to **have** *v* avoir **tr**
to **have dinner** *v* dîner **tr**
to **have lunch** *v* déjeuner **tr**
he il
to **heat** *v* chauffer **tr**
hello bonjour
to **help** *v* aider **tr**
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
idiot *adj* idiot(e)
independent *adj* indépendant(e)
intelligent *adj* intelligent(e)
interesting *adj* intéressant(e)
Is it? Really? Ah bon ?
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*to **leave** *v* laisser **FR****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** commeto **like** *v* aimer **FR****little** *adj* petit(e)**a little** un peuto **live** *v* habiter **FR****lively** *adj* énergiqueto **look (at)** *v* regarder **FR****a lot** beaucoupto **love** *v* adorer **FR****lunch** *n* déjeuner *m***M****madam (Mrs)** *n* madame (Mme) *f***male** *n* mâle *m***maple syrup** *n* sirop *m* d'érable**March** *n* mars *m***May** *n* mai *m***maybe** peut-être**me, to me** moi**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 **FR**to **mix in with** *v* incorporer **FR** à**Monday** *n* lundi *m***month** *n* mois *m***mother** *n* mère *f***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)**nice** *adj* sympa(thique)**niece** *n* nièce *f***nine** neuf**nineteen** dix-neuf**no** non**not bad** pas mal**not much** pas beaucoup, pas grand-chose**November** *n* novembre *m***number** *n* numéro *m*, nombre *m***O****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)**over there** là-bas**Ow!** Aïe !**owner** *n* propriétaire *m/f***P****pancake** *n* crêpe *f***parent** *n* parent *m*

parsley *n* persil *m*
patient *adj* patient(e)
perfect *adj* parfait(e)
perhaps peut-être
person *n* personne *f*
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*
to **place** *v* poser **tr**
to **play** *v* jouer **tr**
pleasant *adj* agréable
poodle *n* caniche *m*
to **pour** *v* verser **tr**
to **prefer** *v* préférer **sr**
to **prepare** *v* préparer **tr**
pretty *adj* joli(e)
purple *adj* violet(te)
puss, puss minou, minou
to **put** *v* mettre **tr**



quiet *adj* calme

R

rabbit *n* lapin *m*
rat *n* rat *m*
ready *adj* prêt(e)
really (truly) vraiment
Really? Ah bon ?
red *adj* rouge
restaurant *n* restaurant *m*
reunion *n* réunion *f*
to **roll (up)** *v* rouler **tr**
to **rollerblade** *v* faire **tr** du roller

S

Sagittarius *n* Sagittaire *m*
Saturday *n* samedi
savoury *adj* salé(e)
Scorpio *n* Scorpion *m*
See you on Sunday! À dimanche !
See you soon! À bientôt !
Senegalese *adj* sénégalais(e)
September *n* septembre *m*
to **set the table** *v* mettre **tr** 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
small *adj* petit(e)
smooth *adj* lisse
so alors
some de la *f*, du *m*, de l', des *pl*
son *n* fils *m*
sorry *adj* désolé(e)
Sorry! Oh pardon !
spoon *n* cuillère *f*
spoonful *n* cuillerée *f*
to **spread** *v* disperser **tr**
step-dad *n* beau-papa *m*
step-father *n* beau-père *m*
step-mother *n* belle-mère *f*
step-mum *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)

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' *pl*
then alors
there is, there are voilà
There you are! Voilà !
they ils *mpl*, elles *fppl*
thirteen treize
thirty trente
this evening ce soir
three trois
Thursday *n* jeudi *m*
to **tilt** *v* incliner ①
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 ①
TV télé *f* (*fam*)
twelve douze
twenty vingt
twin *n* jumeau *m* (*pl* jumeaux), jumelle *f*
two deux

U

um euh
uncle *n* oncle *m*, tonton *m* (*fam*)
until jusqu'à
us nous

V

very très
very badly très mal
very well très bien
Virgo *n* Vierge *f*

W

waitress *n* serveuse *f*
Watch out! Attention !
water *n* eau *f*
we nous
Wednesday *n* mercredi *m*
week *n* semaine *f*
well bien
What would you like? Qu'est-ce que vous désirez ?
What's new? Quoi de neuf ?
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*

Y

year *n* an *m*, année *f*
yellow *adj* jaune
yes oui
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

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