

Français inclusif: An Interactive Textbook for French 102

Français inclusif: An Interactive Textbook for French 102

*AMBER HOYE; BRITTNEY GEHRIG;
DR. MARIAH DEVEREUX HERBECK;
MADELYNN RUHTER; AND SHARON
WESTBROOK*

BOISE STATE UNIVERSITY
BOISE, IDAHO



Français inclusif: An Interactive Textbook for French 102 Copyright © 2022 by Department of World Languages, Boise State University is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/), except where otherwise noted.

Contents

Introduction	1
French at Boise State	6
Useful Expressions	viii
How to Type French Accents on Your Computer	xxi
Acknowledgements and Attribution	xxvii

Module 05: Bon appétit!

Première partie: Achetons de la nourriture!	35
Vocabulaire	
Première partie: Achetons de la nourriture!	40
explication de grammaire	
Première partie: Achetons de la nourriture! Les	50
exercices	
Deuxième partie: Au café/ au restaurant, vocabulaire	59
Deuxième partie: Au café, au restaurant / explication	63
de grammaire	
Deuxième partie: Au café, au restaurant, Les	73
exercices	
Troisième partie: L'art de la table ! Vocabulaire	82
Troisième partie: L'art de la table ! Explication de	88
grammaire	
Troisième partie: L'art de la table ! Les exercices	98
Module 5: Cultural Reflection	107
Module 5: Allez plus loin	108

Module 5 : L'évaluation de la production écrite et l'expression orale	109
---	-----

Module 06: La ville

Première partie: Montréal, le vocabulaire	121
Première Partie: Montréal, explication de grammaire	125
Première partie: Montréal, Les exercices	135
Deuxième partie : Dakar, le vocabulaire	141
Deuxième partie : Dakar, explication de grammaire	147
Deuxième partie : Dakar, les exercices	157
Troisième Partie : Se déplacer à Pau, vocabulaire	170
Troisième partie : Se déplacer à Pau, explication de grammaire	174
Troisième partie : Se déplacer à Pau, exercices	186
Module 6 : L'évaluation de la production écrite et l'expression orale	192
Module 6: Cultural reflection	197

Module 07: Les fêtes

Première Partie: le printemps et l'été, le vocabulaire	203
Première Partie: le printemps et l'été, la grammaire	208
Première Partie: le printemps et l'été, les exercices	215
Deuxième Partie: l'automne, le vocabulaire	219
Deuxième partie: l'automne, la grammaire	223
Deuxième Partie: l'automne, les exercices	232
Troisième Partie: L'hiver, le vocabulaire	237
Troisième Partie: L'hiver, la grammaire	242
Troisième Partie: L'hiver, les exercices	248

Module 7 : L'évaluation de la production écrite et l'expression orale	254
Module 7: Cultural Reflection	261

Module 08: Chez moi

Première partie: à la maison, le vocabulaire	267
Première partie: à la maison, la grammaire	271
Première partie: à la maison, les exercices	279
Deuxième partie: des tâches ménagères, le vocabulaire	284
Deuxième partie: des tâches ménagères, la grammaire	288
Deuxième partie: des tâches ménagères, les exercices	297
Troisième Partie: La fête, le vocabulaire	304
Troisième Partie: La fête, la grammaire	308
Troisième Partie: La fête, les exercices	320
Module 8: Cultural Reflection	327
Module 8 : L'évaluation de la production écrite	328



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=20#audio-20-1>

[Audio recording from Forvo.com](#)

Bienvenue ! Welcome to your textbook for French 102. This book provides an easy way for you to study the vocabulary and grammar for each module, while providing interactive exercises to practice and apply what you've learned.

What will we cover?

This *Français inclusif* title is comprised of four **Modules**. Each **Module** is comprised of **3 parts** containing the following:

- **Le vocabulaire** (Vocabulary)
- **Explication de grammaire** (Grammar explanation)
- **Les exercices** (You will complete these for practice as part of your weekly homework assignments)

Modules also contain an **introduction page** with learning objectives, a **cultural reflection assignment**, a **presentational speaking and/or writing assessment**, and **Allez plus Loin** (Go further) page which contains additional content.

View the title and learning outcomes for each module below:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=20#h5p-335>

2023 Open Education Award Finalists

Every year the **Open Education Awards for Excellence** recognizes outstanding contributions in the Open Education community, recognizing exemplary individuals, distinctive Open Educational Resources, and innovative Open Practices from around the world. This year they received over 174 nominations across 16 award categories.

We're delighted to share with you that **Boise State's *Français inclusif*** is featured on the shortlist of finalists in the category of "How We Share: Open Reuse / Remix / Adaptation!" Please check out the other nominees as well, there are some fantastic projects and folks featured this year!

[View the shortlist of finalists](#)



Acknowledgments

We would like to extend a sincere thank you to the financial support we've received from campus partners including [Boise State Concurrent Enrollment](#), [the Center for Teaching and Learning](#), [the College of Arts and Sciences](#), and [the Department of World Languages](#). This work would not be possible without you!

Note for Instructors Outside of Boise State

This workbook is a collection of original and remixed material from

[Français interactif](#) (FI) created by the [Center for Open Educational Resource for Language Learning \(COERLL\)](#).

Our work builds on the great foundation provided by FI and adds the following:

- Interactive exercises including many self-graded activities

- Additional exercises and localized examples
- New visuals including photos, illustrations, infographics, and videos
- Expanded representation of the French-speaking world
- IPA-style assessments for the three modes: Interpretive, Interpersonal and Presentational
- Homework checklists and in-class slide decks
- Interactive cultural reflection assignments at the end of each module

How to Access Instructor Materials

The image displays a collage of French 201 module 11 materials. At the top left, there is a worksheet titled 'Interpreting Reading' with a section 'Comprendre un Podcast en 5 étapes'. To its right is a red infographic titled 'França Inchoatif: Improvements Guide'. Below these are more worksheets, including 'Les devoirs #1 - La presse' and 'Campus France, your ticket to life abroad'. A large red banner with white text reads 'Instructor Materials AVAILABLE TO ALL VERIFIED INSTRUCTORS!'. At the bottom, there is a graphic for 'French 201 module 11' with the text 'un peu plus... vivre la francophonie' and 'CAMPUS FRANCE'.

If you are an instructor outside of Boise State University and interested in using our materials in

your course, kindly complete the form below. We would be glad to share our **implementation guide**, **sample syllabus**, **cultural reflections**, **homework checklists**, **slide decks**, and **module assessments** with you. If you would like to make a copy of Français inclusif that you can customize for your classroom, please review these [“Clone a Book”](#) instructions from Pressbooks.

Materials will be shared with instructors during the normal academic year, late August to the beginning of May. Requests outside this time frame may be delayed.



An interactive H5P element has been excluded from this version of the text.

You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=20#h5p-333>

French at Boise State



Anabella Antonucci – Boise State University

Why Study French?



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=22#oembed-1>

- “The skills I picked up [studying French] were not only relevant to the business world; they’ve been absolutely critical in building my career.”

- [“My BA in French Made Me the Tech CEO I am Today”](#)
- “Data suggests that [the] French language just might be the language of the future.”
 - [“Want to Know the Language of the Future? The Data Suggests it Could be French”](#)
- “Much of sub-Saharan Africa is French speaking, making international opportunities for French speakers even more numerous.”
 - [“These 5 Languages Will Help You to Stand Out the Most”](#)
- “[French] can enhance your enjoyment of art, history, literature and food, while giving you an important tool in business.”
 - [“Which is the Best Language to Learn”](#)
- “It is a language of international diplomacy, a global business language, and a top language of the internet.”
 - [“Why French?”](#)

Useful Expressions

Français

Anglais

L'enregistrement

J'ai une question.

I have a question.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/french102/?p=23#audio-23-1>

Je ne comprends pas.

I don't understand.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/french102/?p=23#audio-23-2>

Français

Anglais

L'enregistrement

Je ne sais pas.

I don't know.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/french102/?p=23#audio-23-3>

J'oublie.

I forget.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/french102/?p=23#audio-23-4>

Français

Anglais

L'registrement

**Répétez,
s'il vous
plaît.**

Repeat,
please
(formal).



*One or more interactive
elements has been
excluded from this version of the
text. You can view them online
here:*

[https://boisestate.pressbooks.pub/
french102/?p=23#audio-23-5](https://boisestate.pressbooks.pub/french102/?p=23#audio-23-5)

**Répète, s'il
te plaît.**

Repeat,
please
(informal).



*One or more interactive
elements has been
excluded from this version of the
text. You can view them online
here:*

[https://boisestate.pressbooks.pub/
french102/?p=23#audio-23-6](https://boisestate.pressbooks.pub/french102/?p=23#audio-23-6)

**Parlez plus
lentement.**

Speak more
slowly
(formal).

Français

Anglais

L'enregistrement

**Parle plus
lentement.**

Speak more
slowly
(informal).



*One or more interactive
elements has been
excluded from this version of the
text. You can view them online
here:*

[https://boisestate.pressbooks.pub/
french102/?p=23#audio-23-7](https://boisestate.pressbooks.pub/french102/?p=23#audio-23-7)

**Parlez plus
fort.**

Speak more
loudly
(formal).



*One or more interactive
elements has been
excluded from this version of the
text. You can view them online
here:*

[https://boisestate.pressbooks.pub/
french102/?p=23#audio-23-8](https://boisestate.pressbooks.pub/french102/?p=23#audio-23-8)

**Parle plus
fort.**

Speak more
loudly
(informal).

**Je n'ai pas
entendu.**

I didn't
hear.

Français

Anglais

L'enregistrement

**Comment
dit-on " " "
en
français?**

How do you
say " " " in
French?



*One or more interactive
elements has been
excluded from this version of the
text. You can view them online
here:*

[https://boisestate.pressbooks.pub/
french102/?p=23#audio-23-9](https://boisestate.pressbooks.pub/french102/?p=23#audio-23-9)

**Qu'est-ce
que " " "
veut dire?**

What does "
" mean?

**Écrivez, s'il
vous plaît.**

Write (it),
please.

Français

Anglais

L'enregistrement

À vos
souhais /
À tes
souhais.

[after
someone
sneezes]



*One or more interactive
elements has been
excluded from this version of the
text. You can view them online
here:*
[https://boisestate.pressbooks.pub/
french102/?p=23#audio-23-10](https://boisestate.pressbooks.pub/french102/?p=23#audio-23-10)



*One or more interactive
elements has been
excluded from this version of the
text. You can view them online
here:*
[https://boisestate.pressbooks.pub/
french102/?p=23#audio-23-11](https://boisestate.pressbooks.pub/french102/?p=23#audio-23-11)

J'ai fait une
erreur.

I made a
mistake.

Français

Anglais

L'registrement

**Je
plaisante!**

I'm kidding!



*One or more interactive
elements has been
excluded from this version of the
text. You can view them online
here:*

[https://boisestate.pressbooks.pub/
french102/?p=23#audio-23-12](https://boisestate.pressbooks.pub/french102/?p=23#audio-23-12)

**J'aime le
français!**

I love
French!

Français

Anglais

L'enregistrement



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/french102/?p=23#audio-23-13>

Écoutez /
Écoutons.

Listen /
Let's listen.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/french102/?p=23#audio-23-14>

Français

Anglais

L'enregistrement



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/french102/?p=23#audio-23-15>

**Lisez /
Lisons.**

Read / Let's
read.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/french102/?p=23#audio-23-16>

Français

Anglais

L'enregistrement



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/french102/?p=23#audio-23-17>

Regardez / Watch /
Regardons. Let's watch.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/french102/?p=23#audio-23-18>

Français

Anglais

L'enregistrement



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://boisestate.pressbooks.pub/french102/?p=23#audio-23-19>

**Faites /
Faisons.**

Do / Let's
do .



One or more interactive elements has been excluded from this version of the text. You can view them online here:
<https://boisestate.pressbooks.pub/french102/?p=23#audio-23-20>

**Vous avez
des
questions?**

Do you
have any
questions?

**C'est à
gauche / à
droite.**

It's on the
left / on the
right.

**C'est en
haut (en
bas, au
milieu).**

It's at the
top
(bottom,
middle).

Phrases derived from [Salt Lake Community College](#) French 1010 Materials.

Recordings from [Forvo.com](https://forvo.com).

How to Type French Accents on Your Computer



Photo via Pexels

PC users:

How to Type French Accents on a PC

Modified from <https://www.fluentu.com/blog/french/type-french-accents/>

Part 1

- *Hold the control [ctrl] key down while you make the first stroke. Nothing will appear on your document.*

- Now release *ctrl* and hit the letter that needs the accent.
Voilà!

Accent	Keyboard Strokes	Note
<i>l'accent aigu</i>		É
<i>Use the apostrophe key.</i>	é = ' then e	<i>Use the shift key when you hit the e to get a capital letter.</i>
<i>l'accent grave</i>		À
<i>Use the ` key near the top, at the far left.</i>	à = ` then a	<i>Again, use the shift key when you hit the a for a capital letter.</i>
è = ` then e	Same	
ù = ` then u	Same	
<i>la cédille</i>		
<i>Use the comma key.</i>	ç = , then c	Same

Part 2

- For these accents, hold the control [ctrl] key and the shift key down while you make the first stroke. Nothing will appear on your document.
- Now release them and hit the letter that needs the accent. Voilà!

Accent	Keyboard Strokes	Note
l'accent circonflexe		Â
Use the 6 key. You see ^ above the 6; that's why you hold both ctrl + shift to get this accent.	â = ^ then a	You can easily make capitals for these letters/accents as well. Just hold the shift key when you type the letter you want.
ê = ^ then e		
î = ^ then i		
ô = ^ then o		
û = ^ then u		
le tréma		
Use the colon key.	ë = : then e	Same
ï = : then i		
ü = : then u		
"l'e dans l'o"		
Use the 7 key. You see & above the 7; hold both ctrl + shift to get this exotic letter (which doesn't show up that often, fyi).	œ = & then o	Same

How to Type French Accents on a Mac

- Hold the alt key down while you make the first stroke. Nothing will appear on your document.
- Now release ctrl and hit the letter that needs the accent. Voilà!

Accent	Keyboard Strokes	Note
<i>l'accent aigu</i>	é = e then e	É
<i>Use the e key.</i>		<i>Use the shift key when you hit the e to get a capital letter.</i>
<i>l'accent grave</i>	à = ` then a	À
<i>Use the ` key near the top, at the far left.</i>		<i>Again, use the shift key when you hit the a for a capital letter.</i>
è = ` then e	Same	
ù = ` then u	Same	
<i>la cédille</i>	ç = c then c	Same
<i>Use the c key.</i>		
<i>l'accent circonflexe</i>	â = i then a	Â
<i>Use the i key.</i>		<i>You can easily make capitals for these letters/accents as well. Just hold the shift key when you type the letter you want.</i>
ê = i then e		
î = i then i		
ô = i then o		
û = i then u		
<i>le tréma</i>	ë = u then e	Same
<i>Use the u key</i>		
ĩ = u then i		
ü = u then u		
<i>"l'e dans l'o"</i>	œ = q then o	Same
<i>Use the q key.</i>		

Mac users:

- [Additional Method: Press and hold to add an accent mark](#)

When all else fails, in Word, PowerPoint, and Google Docs:

Go to the “insert” tab and choose “symbol.” The letter/accents you want will be there!

Typing French Accents on Your Keyboard- PC / Mac



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=25#oembed-1>

How to Type French Accents on a Phone:

Touch the letter key and keep your finger there lightly. You'll get choices for the letter, each with different accents. Move your finger to the one you want and release.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=25#oembed-2>



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=25#oembed-3>

Tutorial based on document and videos shared via [Salt Lake Community College](#) Canvas Course.

Acknowledgements and Attribution



FI: A Student Workbook for French 102 by [Boise State University](#) is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#).

Thank you to the following OER Creators!

This book would not be possible without the incredible work of [COERLL](#) and their OER text, [Français interactif](#). We are very grateful to have this foundational curriculum to build upon and remix.

We also wish to express our gratitude to [Salt Lake Community College](#) for providing their French 101 curriculum to remix and Gretchen Angelo, author of [Liberté](#).

Vocabulary Lists

Vocabulary lists provided by [Francais interactif](#), created by the Center for Open Educational Resources and Language Learning, under a [Creative Commons 4.0 license](#). Some vocabulary lists have been modified to provide additional useful terms.

Grammar Explanations

Grammar explanations provided by [Francais interactif](#), created by the Center for Open Educational Resources and Language Learning, under a [Creative Commons 4.0 license](#). Some grammar explanations have been modified to provide localized examples for Boise State University students.

Exercises

Some exercises have been provided by [Francais interactif](#), created by the Center for Open Educational Resources and Language Learning, under a [Creative Commons 4.0 license](#). Many exercises have been modified to provide localized examples for Boise State University students or visuals have been swapped.

Exercises from other OER sources are credited and where applicable, license links are included.

Original exercises created by the Boise State University team are available for use under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#). They have been indicated with a ● next to their title.

Photos and Illustrations

Unless otherwise indicated, all photos and illustrations are openly licensed. Attribution for photos and illustrations are displayed under each media file or where possible, included in the exercise copyright information. Inserts relying on fair use as described in the [Code of Best Practices in Fair Use for Open Educational Resources](#) are marked.

Cover Photo Credits:

(From left to right)

Row 1: “[La maison des Yvelines à Ourossoqui au Sénégal](#)” by Département des Yvelines via Flickr available under a [Creative Commons BY-NC-SA 2.0 license](#), “DSC_0953 – Version 2_tonemapped (Seychelles)” by CaptChrisCoconutAdventures via Flickr available under a [Creative Commons BY-NC 2.0 license](#), “[Rouen 2015 \(33\)](#)” by Spircygreenginger via Flickr available under a [Creative Commons BY-NC 2.0 license](#).

Center Photos: “[Blue & Orange Turf](#)” by Mike via Flickr available under a [Creative Commons BY-NC 2.0 license](#), “805 Idaho” by Thomas Hawk via Flickr available under a [Creative Commons BY-NC 2.0 license](#).

Row 2: “[PPCR Niger Community Action Project for Climate Resilience](#)” by CIF Action via Flickr available under a [Creative Commons BY-NC-SA 2.0 license](#), “[Derrière soi/Behind one’s back/Bakom av sig -2](#) (Montréal, Québec)” by Christian Barrette via Flickr available under a [Creative Commons BY-NC-SA 2.0 license](#), “[P3140044](#) (Haiti)” by Clément Larrivé via Flickr available under a [Creative Commons BY-SA 2.0 license](#).

Audio Recordings

Audio recordings for the vocabulary section come from [Forvo.com](#), under their noncommercial [license](#): “*In the same*

manner, the user can use the pronunciations and translations made available in Forvo Media S.L. in any way as long as they are not used for commercial purposes.”

Audio recordings for the grammar section come from [Francais interactif](#) or are original recordings from our team that have been localized for Idaho student.

Audio recordings for exercises are original unless otherwise indicated and are licensed under the book's [CC-NC-SA license](#).

MODULE 05: BON APPÉTIT!



**Where do Francophones buy their food
and how do they like it prepared?**



[Photo by Snapwire via Pexels](#)

Module 05 Learning Outcomes:

I can...

1. say what I (or someone else) have for each meal of the day
2. say which food or drinks I (or someone else) like and/or don't like
3. say which food or drinks I (or someone else) eat and/or drink often
4. say which food or drinks I (or someone else) don't or never eat and/or drink
5. Identify popular foods eaten by Francophones
6. express quantities
7. ask questions on a variety of topics

Interpretive: Read an authentic French shopping list and weekly meal plan and determine which items and quantities are needed for that week's groceries.

Interpersonal: With a partner, plan an upscale picnic experience for which you will decide an event theme, dishes to be served and specific items needed to set up and enjoy a festive event for your client.

Presentational: You've just hosted a successful event for your small picnic business. Create a blog post detailing the event to advertise your services.

Describe the food served, decorations and other items you provided for the picnic.

21st Century Skills:

- Familiarize yourself with and utilize tools for this course such as Quizlet, Pressbooks, and Vocaroo.
- Use digital technology tools to communicate your ideas.
- Articulate your thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
- Develop, implement, and communicate new ideas to others.

Première partie: Achetons de la nourriture! Vocabulaire

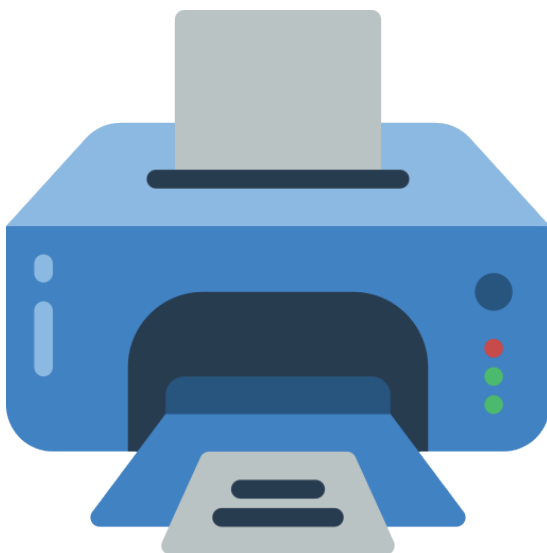
Première partie: Achetons de la nourriture





[Photo by Erik Scheel via Pexels](#)

It's time to practice the vocabulary for this section!



[Printer icon via Smashicons](#)

To download a copy or print this section's vocabulary, please use this [link](#).

Directions: To begin, you'll review flashcards for key unit vocabulary. Once you feel comfortable with the terms, you'll have the opportunity to practice what you've learned through several interactive activities. Please repeat these activities as much as needed and we encourage you to return to this page throughout the unit to review.

New to Quizlet? Watch the video below to get started:



One or more interactive elements has been excluded from this version of the text. You can

view them online here: <https://boisestate.pressbooks.pub/french102/?p=515#oembed-1>

Flashcards



Review the **flashcards**. Click on the speaker icon  in the word list to hear each word pronounced.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://boisestate.pressbooks.pub/french102/?p=515#h5p-134>

Multiple Choice Challenge



Complete “**Learn**” for a multiple choice challenge.

Visit [Quizlet](#) to “Learn!”

Match



Play “**Match**” to pair words. Try to beat your time!

Visit [Quizlet](#) to “Match”

Write



Demonstrate your spelling skills with “**Write.**”

Visit [Quizlet](#) to “Write!”

Première partie: Achetons de la nourriture! explication de grammaire

La Grammaire

In this section:

- **Partitive Articles**
- **Expressions of Quantity**

Partitive Articles



[Photo from Pexels.com](https://www.pexels.com/photo/pepperoni-pizza-slices-being-shared-by-several-people/)

In French, when talking about preferences, you will use the articles **le** (m), **la** (f) and **les** (pl) with food.

For example, j'adore **les** légumes (I love vegetables) or Je n'aime pas **les** œufs (I don't like eggs). J'aime beaucoup **le** café (I like coffee a lot). These are called “**definite articles**” and indicate **generalities**.

However, for expressing the notion of “**some**” or to indicate different **quantities** of food or other items, you will use the “**partitive**”:

Partitive Forms

There are three partitive articles in French.

Masculine: du	du pain	(some) bread
Feminine: de la	de la viande	(some) meat
Masculine or feminine before a vowel: de l'	de l' ail (m.) de l' eau (f.)	(some) garlic (some) water



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=665#audio-665-1>

Uses

Partitive articles are used both in English and in French to express quantities that cannot be counted. While the indefinite article (un, une, des) is used with countable quantities (un oeuf, deux oeufs ...), the partitive article is used before mass nouns, nouns that are indivisible or uncountable. In English, the article 'some' is often omitted.

Comme dessert, nous avons **de la** mousse au chocolat, **de la** glace parfumée à la vanille et **du** sorbet à l'ananas.

For dessert, we have (some) chocolate mousse, vanilla ice cream, and pineapple sorbet.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=665#audio-665-2>

While the definite article designates something in its totality, or as a whole, the partitive article designates a part of the whole. Note that depending on what you want to say, the same noun may be introduced by a [definite](#), [indefinite](#), or a partitive article. Compare these examples:

Vous prenez du jus, n'est-ce pas?	partitive article	You are having (some) juice, aren't you? (a quantity that is not specified)
Les fruits sont bon pour la santé!	definite article	Fruits are healthy! (‘fruit’ in general)
Il y a une banane, une pomme, un pamplemousse et un ananas.	indefinite article	There is a banana, an apple, a grapefruit and a pineapple

After the negative

In negative sentences, du, de la, des, de l' change to de:

Il mange de la viande.	Elle ne mange pas de viande.	He eats meat. She does not eat meat.
Il boit du café.	Elle ne boit jamais de café.	He drinks coffee. She never drinks coffee.
Il y a encore du vin.	Il n'y a plus de vin.	There is some wine left. There is not any wine left.



One or more interactive elements has been
excluded from this version of the text. You can
view them online here: [https://boisestate.pressbooks.pub/
french102/?p=665#audio-665-3](https://boisestate.pressbooks.pub/french102/?p=665#audio-665-3)

The partitive and indefinite articles may be used in
negative sentences, however, to emphasize the
contrasting positive noun. For example:

Entre ces deux personnes, ce n'est pas **de** l'amitié, c'est **de** l'amour!

Between these two people, it is not friendship, it is love!

Edouard sert **du** poulet, pas **des** escargots!

Edouard serves chicken, not snails!



One or more interactive elements has been excluded from this version of the text. You can

view them online here: <https://boisestate.pressbooks.pub/french102/?p=665#audio-665-4>

Notice the use of the partitive articles in the following dialogue.

Au téléphone : Allô ? Je reçois **des** amis ce soir. Je voudrais faire **des** crêpes, mais j'ai oublié la recette. Tu peux m'aider?

On the phone: Hello? I'm having some friends over tonight. I would like to make **some** crêpes, but I've forgotten the recipe. Can you help me?

A l'autre bout du fil: Rien de plus facile! Tu mélanges **de** la farine et **des** oeufs. Tu ajoutes ensuite **du** lait, **du** sel et **de** l'huile. Tu verses cette pâte dans une poêle. Quand la pâte est cuite, tu garnis la crêpe avec **du** fromage râpé, **du** jambon, ou **des** cèpes. Mais n'oublie pas avec des crêpes, on ne boit pas **d'eau**. Il faut boire **du** cidre.

On the other line: No problem! Mix **some** flour and eggs. Add **some** milk, **some** salt and **some** oil. Pour this batter in a pan. When the batter is cooked, fill the crêpe with **some** grated cheese, **some** ham, or cèpes (mushrooms). But don't forget, with crêpes, you don't drink water. You have to drink cider.

Expressions of Quantity



[Photo by Pexels.com](https://www.pexels.com)

There are many ways of expressing quantity:

- numbers (**deux** crêpes)
- the [indefinite article](#) (**un** chat et **un** chien)
- the [partitive article](#) (**du** lait, **some** milk)

Quantities may also be expressed using adverbs and adverbial expressions, such as **assez** (enough), **beaucoup** (a lot), or **trop** (too much).

When used with nouns, expressions of quantity are always followed by **de** (**d'** if the noun begins with a vowel sound).

Deux amis parlent.

Two friends are talking.

Une douzaine de crêpes,
c'est **trop** pour quatre
personnes?

A dozen crepes, that's too
much for four people?

Mais non, ce n'est pas **assez**. Il
faut préparer **beaucoup**
de crêpes.

No, it's not enough. You can
never prepare too many crepes.

Here is a list of common adverbial expressions of quantity:

assez de, enough

plein de, many

beaucoup de, a lot

un tas de, a lot of

un peu de, a little

trop de, too many



*One or more interactive elements has been
excluded from this version of the text. You can
view them online here: [https://boisestate.pressbooks.pub/
french102/?p=665#audio-665-5](https://boisestate.pressbooks.pub/french102/?p=665#audio-665-5)*

Note that these expressions of quantity do not change in negative sentences:

On ne prépare jamais **trop de** crêpes.

One never prepares too many crepes!

One can express *quantity* by using specific nouns or adverbs of quantity, as well as measures of weight, distance, or volume, especially in reference to food. For example:

une boîte de, a can (box) of

un litre de, a liter of

un bol de, a bowl of

une livre de, a pound of

un bout de, a piece (end) of

un morceau de, a piece of

une bouteille de, a bottle of

une part de, a serving of

une cuillère de, a teaspoon of

une pincée de, a pinch of

une douzaine de, a dozen

une tasse de, a cup of

50 grammes de, 50 grams of

une tranche de, a slice of

un kilo de, a kilo of

un verre de, a glass of



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=665#audio-665-6>

The definite article (le, la, les) may be used with these expressions to indicate a quantity of a **specific** item. Remember that **de + le** and **de + les** form the contractions **du** and **des** respectively.

un morceau **du** gâteau
qu'Edouard a préparé

a piece of **the** cake that
Edouard made

un verre **du** vin rouge,
pas **du** blanc

a glass of **the** red wine,
not **the** white one

beaucoup **des** invités parlent
français

many of **the** guests speak
French



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=665#audio-665-7>

Listen to the dialogue:

Pour **une douzaine de** crêpes, mélanger **400 grammes de** farine et deux oeufs. Ajouter ensuite **un demi-litre de** lait, **une cuillère de** sel et **une cuillère d'**huile.

For a dozen crêpes, mix 400 grams of flour and two eggs. Then add half a liter of milk, a spoonful of salt and a spoonful of oil.

Le **bouquet de** roses et **la bouteille de** cidre sont sur la table!

The bouquet of flowers and the bottle of cider are on the table!



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=665#audio-665-8>

Première partie: Achetons de la nourriture! Les exercices





Photo by Pexels.com

Exercice 1. Quels sont vos goûts (tastes)?



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=686#h5p-172>

To create a copy of this activity, click [HERE](#).

Exercice 2. Dictogloss – Faire une omelette!



One or more interactive elements has been excluded from this version of the text. You can

view them online here: <https://boisestate.pressbooks.pub/french102/?p=686#audio-686-1>





An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=686#h5p-166>

[french102/?p=686#h5p-166](https://boisestate.pressbooks.pub/french102/?p=686#h5p-166)

Exercice 3. Grammaire interactive



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=686#h5p-163>

[french102/?p=686#h5p-163](https://boisestate.pressbooks.pub/french102/?p=686#h5p-163)

Exercice 4. Drag & Drop – Les fruits et les légumes



[Illustration via Freepik.com](https://www.freepik.com)

Decide whether the following is a fruit or a vegetable. Put fruits to the left and vegetables to the right.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=686#h5p-169>

● Exercice 5. Les saisons



[Illustration via Freepik.com](https://www.freepik.com)

Navigate this website to discover when foods are in season!
Next, respond to the following questions.

[Les Aliments de saison](#)



An interactive H5P element has been excluded

from this version of the text. You can view it online here:
[https://boisestate.pressbooks.pub/
french102/?p=686#h5p-168](https://boisestate.pressbooks.pub/french102/?p=686#h5p-168)

Exercice 6. Quel magasin?



An interactive H5P element has been excluded from this version of the text. You can view it online here:

[https://boisestate.pressbooks.pub/
french102/?p=686#h5p-164](https://boisestate.pressbooks.pub/french102/?p=686#h5p-164)

● Exercice 7. Faire les courses



[Illustration via Freepik.com](https://www.freepik.com)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=686#h5p-173>

To create a copy of this activity, click [HERE](#).

Exercice 8. Calculer un Nutri-Score

Practice using the Nutri-Score by taking items from around your house and plugging the ingredients into the calculator!



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=686#h5p-167>

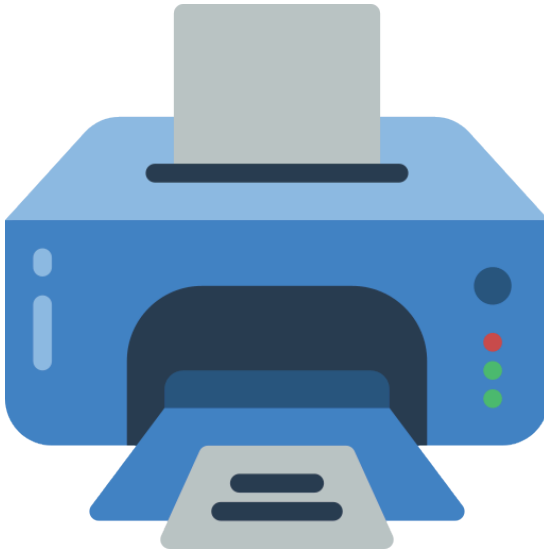
Deuxième partie: Au café/ au restaurant, vocabulaire

Deuxième partie: Au café / au restaurant



[Photo by Anna Uralpova via Pexels](#)

It's time to practice the vocabulary for this section!



[Printer icon via Smashicons](#)

To download a copy or print this section's vocabulary, please use this [link](#).

Directions: To begin, you'll review flashcards for key unit vocabulary. Once you feel comfortable with the terms, you'll have the opportunity to practice what you've learned through several interactive activities. Please repeat these activities as much as needed and we encourage you to return to this page throughout the unit to review.

New to Quizlet? Watch the video below to get started:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=526#oembed-1>

Flashcards



Review the **flashcards**. Click on the speaker icon  in the word list to hear each word pronounced.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://boisestate.pressbooks.pub/french102/?p=526#h5p-135>

Multiple Choice Challenge



Complete “**Learn**” for a multiple choice challenge.

Visit [Quizlet](#) to “Learn!”

Match



Play “**Match**” to pair words. Try to beat your time!

Visit [Quizlet](#) to “Match”

Write



Demonstrate your spelling skills with “**Write.**”

Visit [Quizlet](#) to “Write!”

Deuxième partie: Au café, au restaurant / explication de grammaire

La Grammaire

In this section:

- [Questions with subject/verb inversion](#)
- [Le verbe prendre – to take \(irregular verb\)](#)

Questions with subject/verb inversion



[Photo by Meruyert Gonullu via Pexels](#)

There are several ways to form questions in French.

Inversion

Formal questions may be asked by reversing the subject pronoun/verb order and linking the two with a hyphen (-). You may have already seen inversion in fixed expressions like the following greetings:

'Comment allez-vous?', 'Comment vous appelez-vous?', 'Quelle heure est-il?'

Anne choisit ses cours pour le semestre prochain.

Anne is choosing her classes for next semester.

Anne: Jason, as-tu des idées?

Anne: Jason, do you have any ideas?

Jean et Marc, connaissez-vous de bons cours?

Jean and Mark, do you know any good courses?



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=630#audio-630-1>

addition of -t- in third person singular

In the third person singular, when the verb ends in a vowel, a -t- is added to make the liaison possible.

Corey se parle à lui-même:

Corey thinks to himself:

Voyons. Marc aime-t-il les lettres? Non!

Let's see. Does Marc like the humanities? No!

A-t-il envie d'étudier les maths? Non!

Does he want to study math? No!

Va-t-il devenir médecin? Oh, jamais!

Is he going to become a doctor? Oh, never!

Aime-t-il les sciences? Oui!

Does he like science? Yes!

A-t-il des frères ou des sœurs ?

Does he have brothers and sisters?



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=630#audio-630-2>

addition of a pronoun with a noun or proper name

When the subject is a proper name or noun, the corresponding subject pronoun (**il, elle, ils, or elles**) is added for inversion with the verb.

Et les étudiantes de Sciences
Po foot **suivent-elles** ce cours?

Do students of political
sciences take this class?

Ce cours **est-il** difficile?

Is this class difficult?



One or more interactive elements has been excluded from this version of the text. You can

view them online here: <https://boisestate.pressbooks.pub/french102/?p=630#audio-630-3>

compound tenses

In compound tenses, such as the passé composé, the subject pronoun is inverted with the auxiliary (the conjugated verb).

As-tu suivi ce cours?

Did you take this class?

Avez-vous l'adresse ?

Do you have the address?



One or more interactive elements has been excluded from this version of the text. You can

view them online here: <https://boisestate.pressbooks.pub/french102/?p=630#audio-630-4>

negation

Ne precedes the conjugated verb and the second half of the negative (pas, jamais, plus, etc.) follows the pronoun.

Pourquoi n'**as-tu** pas réussi l'examen?

Why didn't you pass the exam?

Pourquoi n'avez-vous pas fait vos devoirs ?

Why didn't you do your homework?



One or more interactive elements has been excluded from this version of the text. You can

view them online here: <https://boisestate.pressbooks.pub/french102/?p=630#audio-630-5>

est-ce' and 'y a-t-il'

The inverted forms of 'c'est' and 'il y a' are est-ce and y a-t-il.

Comment **est-ce** possible?

How is this possible?

N'**y a-t-il** pas un cours de français ici ?

Isn't there a French class here?



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=630#audio-630-6>

Le verbe prendre – to take (an irregular verb)

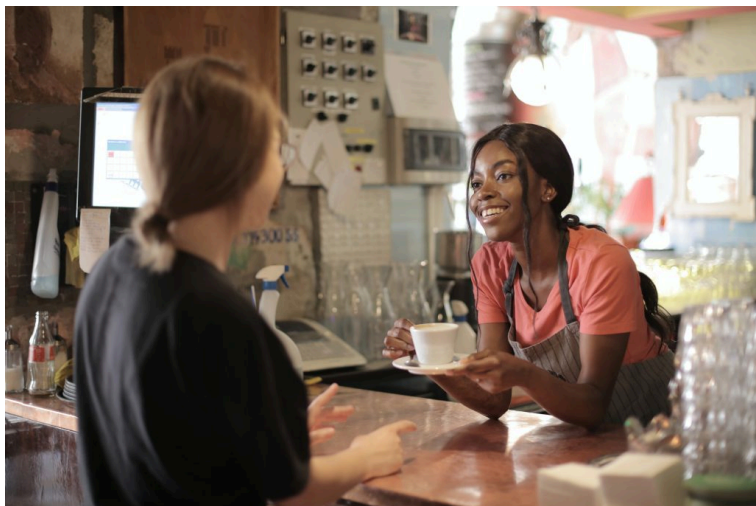


Photo by Andrea Piacquadio via Pexels



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=630#audio-630-7>

Verbs like *prendre* are conjugated like regular [-re verbs](#) in the singular, but not in the plural. Note the difference in the stem in the plural forms.

prendre 'to take'

je **prends**

nous **prenons**

tu **prends**

vous **prenez**

il/elle/iel/on **prend**

ils/elles/iels **prennent**

past participle: **pris**

Verbs conjugated like prendre include:

apprendre, to learn

comprendre, to understand

surprendre, to surprise



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=630#audio-630-8>

exemple :

Ils surprennent leur ami.

They surprise their friend.

Qu'est-ce que tu fais? Tu vas où?
Pourquoi tu **prends** un taxi?

What are you doing, Tex? Where are you going? Why are you taking a taxi?

Je suis en retard. Je vais en classe. Aujourd'hui mes étudiants **apprennent** à chanter la Marseillaise!

I'm late. Uhh, I'm going to class. Today my students are learning to sing the Marseillaise!



One or more interactive elements has been

*excluded from this version of the text. You can
view them online here: [https://boisestate.pressbooks.pub/
french102/?p=630#audio-630-9](https://boisestate.pressbooks.pub/french102/?p=630#audio-630-9)*

Deuxième partie: Au café, au restaurant, Les exercices



*[Photo by
Marta
Siedlecka
via pexels](#)*

Exercice 1. Les questions



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=651#h5p-170>

Practice writing questions using subject-verb inversion.

To access an editable version of this activity, please use this [link](#).

Exercice 2. Qu'est-ce qu'on prend au restaurant ?



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=651#h5p-146>

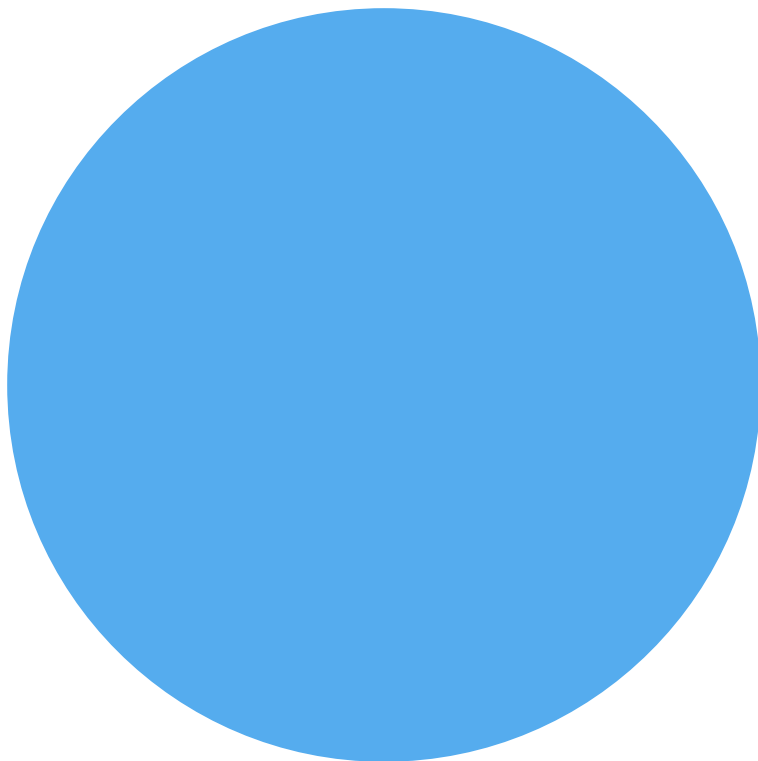
Exercice 3. Les verbes comme prendre/ verbs like prendre





An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=651#h5p-147>



Exercise 4. On commande

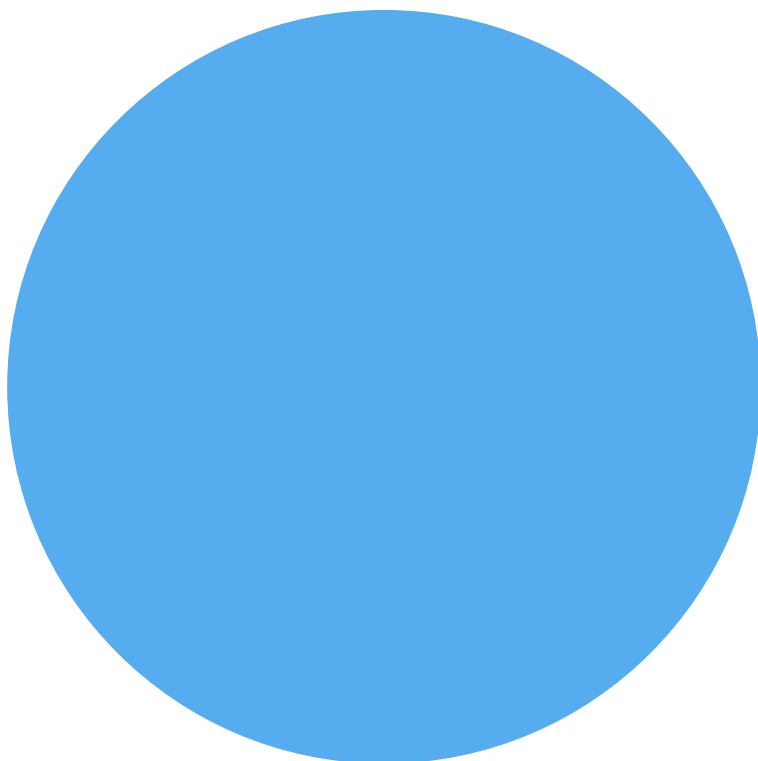
Match the dish with the meal in which it would be found.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/>

[french102/?p=651#h5p-160](https://boisestate.pressbooks.pub/french102/?p=651#h5p-160)



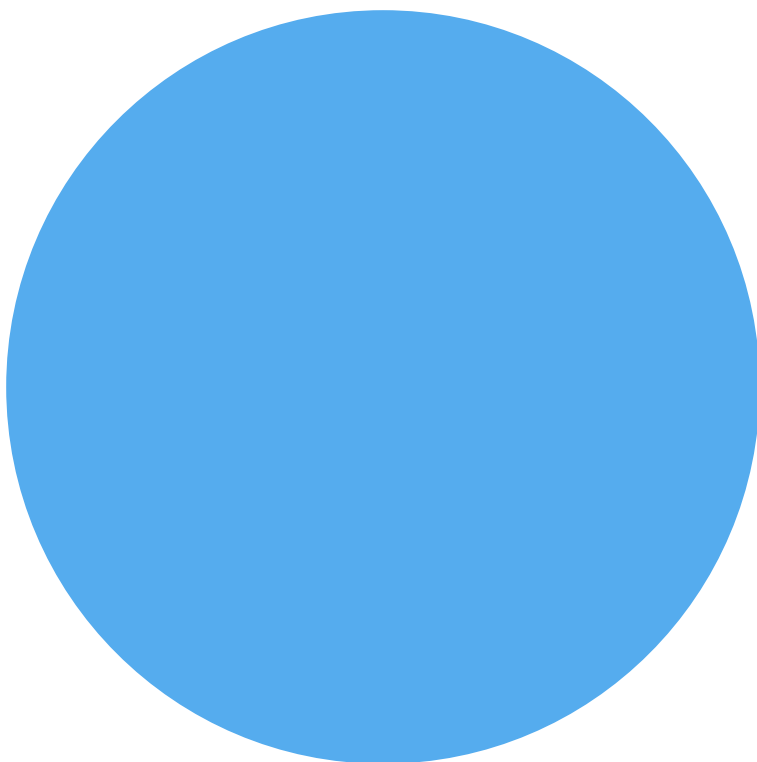
Exercice 5. Qui l'a dit ? Who said it?

Match each phrase with the logical speaker – customer or server. Drag and drop into the correct column.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=651#h5p-159>



Exercice 6. Décidez



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=651#h5p-161>

Look at the menu for the popular restaurant Fric Frac in Paris. Decide what you and your friends would order to eat based on the dietary guidelines in the document. Tell what ingredients there are and are not in each dish.

To access an editable version of the activity, please use this [link](#).

Exercice 7. Paul Bocuse



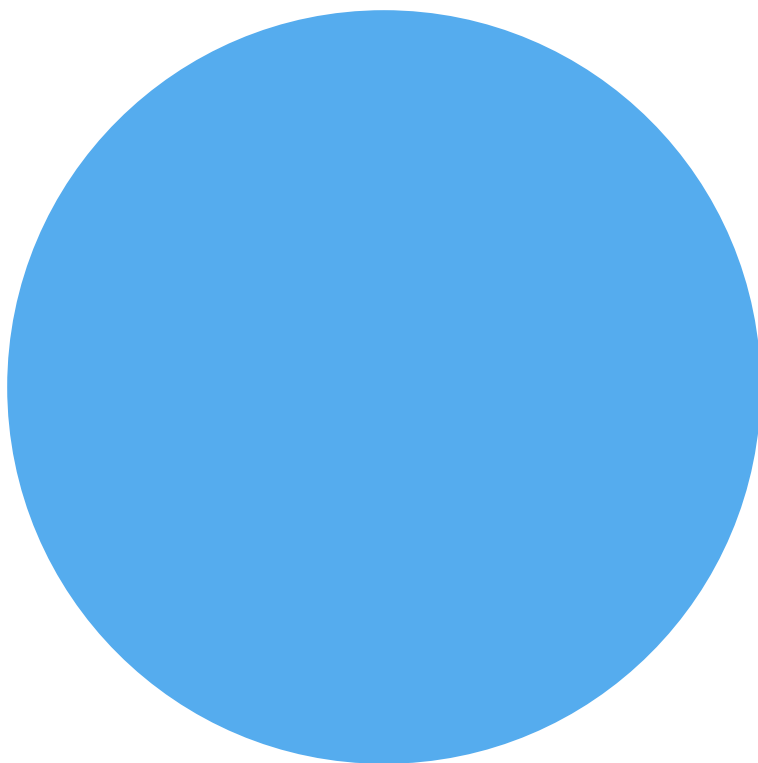
An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=651#h5p-171>

Connaissez-vous Paul Bocuse, le grand chef cuisinier français? Chevalier de la Légion d'honneur et désigné "Cuisinier du Siècle" par Gault-Millau en 1989, il a trois étoiles au Guide Michelin depuis 1965!

Voici le menu classique de son restaurant près de Lyon.

To access an editable version of this activity, please use this [link](#).



Exercice 8. Presentational Speaking : Commander



Photo by Ivan Samkov from [Pexels](#).

You are placing an order for pick-up at a French restaurant

that serves typical French meals. You are ordering for you and your friends on a Friday night. Using www.vocaroo.com or the audio recorder below (don't forget to download it!) to record your response, politely give your name, phone number and your order of at least 5 items. Specify which items you'd like for which part of your meal (*entrée, plat, dessert*). Be specific and list how many of each item you'd like. Say thank you and goodbye.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=651#h5p-150>

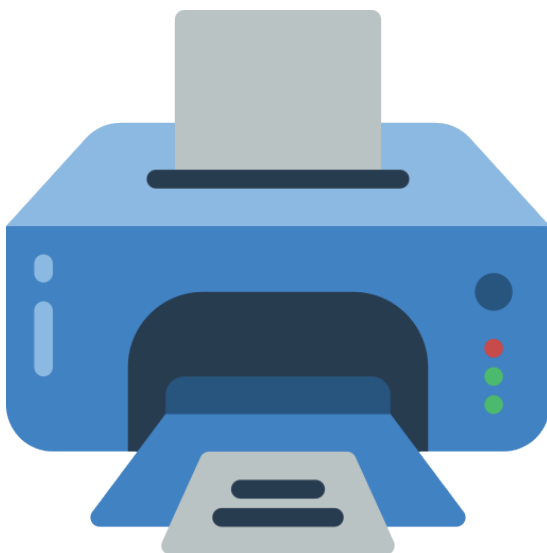
Troisième partie: L'art de la table ! Vocabulaire

Le Vocabulaire

It's time to practice the vocabulary for this section!



Photo by



[Printer icon via Smashicons](#)

To download a copy or print this section's vocabulary, please use this [link](#).

Directions: To begin, you'll review flashcards for key unit vocabulary. Once you feel comfortable with the terms, you'll have the opportunity to practice what you've learned through several interactive activities. Please repeat these activities as much as needed and we encourage you to return to this page throughout the unit to review.

New to Quizlet? Watch the video below to get started:



One or more interactive elements has been excluded from this version of the text. You can

view them online here: <https://boisestate.pressbooks.pub/french102/?p=544#oembed-1>

Flashcards



Review the **flashcards**. Click on the speaker icon  in the word list to hear each word pronounced.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=544#h5p-136>

Multiple Choice Challenge



Complete “**Learn**” for a multiple choice challenge.

[Visit Quizlet to “Learn!”](#)

Match



Play “**Match**” to pair words. Try to beat your time!

[Visit Quizlet to “Match”](#)

Write



Demonstrate your spelling skills with “**Write.**”

[Visit Quizlet to “Write!”](#)

Troisième partie: L'art de la table ! Explication de grammaire

La Grammaire

In this section:

- **-ir verbs (regular) present tense**
- **boire, croire, voir**
- **interrogative words: où, quand, comment...**

-ir verbs (regular) present tense



[Photo by Maria Orlova.](#)

Verbs with infinitives ending in -ir form a second group of regular verbs in French, often called 'second conjugation' verbs. To conjugate these verbs, drop the -ir from the infinitive and add the second conjugation present tense endings: -is, -is, -it, -issons, -issez, -issent. The singular and plural forms of the third person are clearly distinguishable (finit vs. finissent). Listen to the difference.

finir 'to finish'

je **finis**

nous **finissons**

tu **finis**

vous **finissez**

il/elle/iel/on **finit**

ils/elles/iels **finissent**

past participle : **fini**



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=565#audio-565-1>

Here is a list of other common -ir verbs:

choisir, to choose

maigrir, to lose weight

réfléchir, to think, reflect

établir, to establish

mincir, to get slimmer

réunir, to get together, assemble

grandir, to grow (up)

obéir (à quelqu'un), to obey (someone)

réussir (à), to succeed (at)

grossir, to gain weight

réagir, to react

vieillir, to grow old



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=565#audio-565-2>

Not all verbs ending in -ir follow this pattern, however. Irregular -ir verbs include [ouvrir](#), [partir](#), [sortir](#), and [dormir](#).

Listen carefully to the pronunciation of the verbs in the following dialogue. In particular, note the difference in the pronunciation of one s (pronounced as /z/) and two ss (pronounced as /s/) in the verb 'choisir.'



Un couple
réunissent des copains
ce soir.

A couple is getting
friends together this
evening.

Quel vin tu choisis, Alex?

What wine do you
choose, Alex?

Iel réfléchit un moment,
et puis iel choisit un bon
vin rouge.

They reflecta a moment
and then they chooses a
good red wine.

Nous
choisissons toujours du
rouge. C'est bon pour la
santé.

We always choose red
(wine). It's good for
(one's) health.

boire, croire, voir



[Photo by ArtHouse Studio.](#)

The irregular verbs boire, croire, and voir have similar conjugations. Listen carefully to their forms in the present tense.

boire 'to drink'

je **bois**

nous **buons**

tu **bois**

vous **buvez**

il/elle/iel/on **boit**

ils/elles/iels **boivent**

past participle : **bu**



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=565#audio-565-3>

croire 'to believe'

je **crois**

nous **croyons**

tu **crois**

vous **croyez**

il/elle/iel/on **croit**

ils/elles/iels **croient**

past participle : **cru**



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=565#audio-565-4>

voir 'to see'

je **vois**

nous **voyons**

tu **vois**

vous **voyez**

il/elle/iel/on **voit**

ils/elles/iels **voient**

past participle : **vu**



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=565#audio-565-5>

interrogative words: où, quand, comment...



[Photo by Edoardo Colombo.](#)

Où

(where), **quand** (when), **comment** (how), **pourquoi** (why), **combien** (how much), **combien** de (how many) may be used to ask questions with [subject/verb inversion](#) or with [est-ce que](#). Note that the question word goes before est-ce que.

Read the following dialogue to see question words in context.

A woman is asking a friend about the background of one of their mutual friends, but he has trouble hearing. He often asks her to repeat the questions. Observe how the question formation differs.

Où est-il né?

Where was he born?

Comment?

Pardon?

Où est-ce qu'il est né?

Where was he born?

Au Texas.

In Texas.

Quand a-t-il rencontré sa femme?

When did he meet his wife?

Comment?

Pardon?

Quand est-ce qu'il a rencontré sa femme?

When did he meet his wife?

Il y a deux ans à Lyon.

Two years ago in Lyon.

Comment est-il venu aux Etats-Unis?

How did he come to the United States?

Qu'est-ce que tu as dit?

What did you say?

Comment est-ce qu'il est venu aux Etats-Unis?

How did he come to the United States?

Il a été expulsé de France!

He was deported from France.

Pourquoi porte-t-il toujours un béret?

Why does he always wear a beret?

Comment?

Pardon?

Pourquoi est-ce qu'il porte toujours un béret?

Why does he always wear a beret?

Il n'a pas de cheveux. Sans chapeau il risque des coups de soleil.

He doesn't have any hair. Without a hat he risks getting sunburned.

Combien est-il payé?

How much is he paid?

Comment?

Pardon?

Combien est-ce qu'il est payé?

How much is he paid?

Pas assez. Les tuteurs sont mal payés.

Not enough. Tutors are not paid well.

Combien de cigarettes
fume-t-il par jour?

Comment?

Combien de cigarettes est-ce
qu'il fume par jour?

Je ne sais pas, mais il fume de
moins en moins depuis son
arrivée aux Etats-Unis. Dis
donc, tu es bien curieuse.

How many cigarettes does he
smoke every day?

Pardon?

How many cigarettes does he
smoke every day?

I don't know, but he's smoking
less and less since he came to
the US. Say, you are very
curious.

Troisième partie: L'art de la table ! Les exercices





[Photo by Zakaria Boumliha.](#)

Exercice 1. Les verbes en -ir





An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=600#h5p-137>

[french102/?p=600#h5p-137](https://boisestate.pressbooks.pub/french102/?p=600#h5p-137)

Exercice 2. Vrai ou faux ?

Décidez si les phrases suivantes sont vraies ou fausses.



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=600#h5p-141>

[french102/?p=600#h5p-141](https://boisestate.pressbooks.pub/french102/?p=600#h5p-141)

Exercice 3. Les verbes en -ir



An interactive H5P element has been excluded from this version of the text. You can view it

online here:

<https://boisestate.pressbooks.pub/french102/?p=600#h5p-156>

[french102/?p=600#h5p-156](https://boisestate.pressbooks.pub/french102/?p=600#h5p-156)

Exercice 4. Boire, croire, voir



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=600#h5p-138>

Exercice 5. Boire ou manger

Sort the food items into the appropriate category.



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=600#h5p-144>

Exercice 6. Les interrogatifs



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

[https://boisestate.pressbooks.pub/
french102/?p=600#h5p-139](https://boisestate.pressbooks.pub/french102/?p=600#h5p-139)

Exercice 7. Le couvert



*An interactive H5P element has been excluded
from this version of the text. You can view it online*

here:

[https://boisestate.pressbooks.pub/
french102/?p=600#h5p-140](https://boisestate.pressbooks.pub/french102/?p=600#h5p-140)

● Exercice 8. Délicieux ou dégoûtant ?



Délicieux
ou
dégoûtant ?



Croissant [photo](#) by Felicity Tai from Pexels. No thank you [image](#) by Robin Higgins from Pixabay.

Click [HERE](#) to make a copy of the Jamboard and complete the activities.

● Exercice 9. How to describe food.

Use the memory game below to match each adjective to describe food with the corresponding image.



An interactive H5P element has been excluded from this version of the text. You can view it online [here](#):

<https://boisestate.pressbooks.pub/french102/?p=600#h5p-152>

Salt icon by [Freepik](#). Sugar icon by [Freepik](#). Lemon icon by [Atif Arshad](#). Grilled icon by [tulpahn](#). Ground meat icon by [Nikita Golubev](#).

● Exercice 10. Le Ramadan



For this activity, you will read a short informational text about Ramadan and interpret the poster to the left.

Click [HERE](#) to access the Google Document.

Image by Fayz Marz, [Twitter](#).

● Exercice 11. Je te conseille...



Le salon menu image via [La Mosquée de Paris](#) included under the basis of fair use as described in the [CBPFUOER](#).

You have just visited the Salon de thé at the Grande Mosquée in Paris, and your friend is going next week. Review the menu

[HERE](#). Remember to scroll down to the bottom of the page to see the menu. Make a voice recording using the recorder below or with vocaroo.com and recommend 3 things your friend should try and why. Your reasons why must be different for each item recommended. Don't forget the expression "je te conseille" and the connecting words "parce que."



*An interactive H5P element has been excluded
from this version of the text. You can view it online*

here:

[https://boisestate.pressbooks.pub/
french102/?p=600#h5p-162](https://boisestate.pressbooks.pub/french102/?p=600#h5p-162)

Module 5: Cultural Reflection



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=825#h5p-336>

Module 5: Allez plus loin

To learn more about the history of the tajine and how to use it check out Sebastian Messinger's [blog](#).



Image from Canva.

Module 5 : L'évaluation de la production écrite et l'expression orale



[Photo de Anna Guerrero for Pexels](#)

Part One:

You've just hosted a successful event for your small picnic business. Both of your clients loved their experience at Le petit pique-nique. They've sent you beautiful photos of the event that you'd like to post on your social media pages as an advertisement for your services. Write a paragraph describing the picnic package. Include detailed information about the foods, dishes and drinks that you served for this picnic, the

price of the package (for four guests) and the colors you chose for decorations (flowers, table, napkins, etc.).

Rubric, Part One:

Criteria	Exceeds Expectations	Meets	Expectations	Does Not Meet Expectations
Language Function	You can create with language by combining and recombining known elements successfully into more than memorized sentences.	Strong	Minimal	
		You use mostly memorized language with some attempts to create original sentences. You can present topics related to basic personal information and some activities.	You use memorized language only, familiar language.	
Text Type	You use simple sentences and some connected sentences.	You use simple sentences and memorized phrases.	You use words, phrases, chunks of language, and lists.	You use isolated words.
Impact	Your writing is clear and organized. You Include an unexpected feature that captures interest and attention of audience.	Your writing is clear and organized.	Your writing is clear and organized.	Your writing may be either unclear or unorganized. You use minimal to no effort to maintain audience's attention.
Comprehensibility	Your writing is generally understood by those accustomed to interacting with non-natives.	Your writing is understood with occasional difficulty.	Your writing is understood, although often with difficulty.	Most of what you write may be unintelligible or only understood with repetition.

Criteria	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Language Control	You are most accurate when producing simple sentences in present tense. Your accuracy decreases as language becomes more complex.	You are most accurate with memorized language, including phrases. Your accuracy decreases when creating and trying to express personal meaning.	Your accuracy is limited to memorized words. Your accuracy may decrease when attempting to communicate beyond the word level. You have little accuracy even with memorized words.

Part Two:

You will now revise your original social media post (written) to make it more interesting to future clients. You decide to record a short video detailing your original description of the picnic your clients loved.

- [Adobe Express Video](#) (You can include accompanying visuals with this tool)
- [Canva](#) (You can include accompanying visuals with this tool)
- Record a video using a mobile device, tablet or web camera. (The [WLRC](#) has devices available for check out!)

Rubric, Part Two

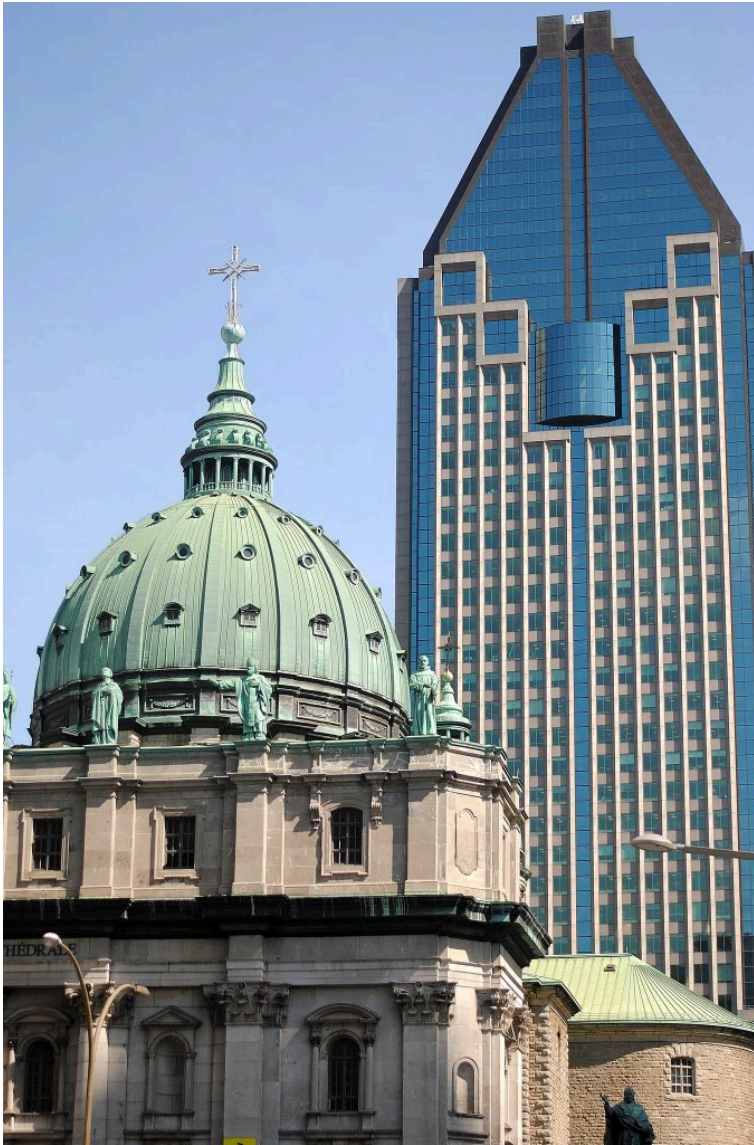
Criteria	Exceeds Expectations	Meets	Expectations	Does Not Meet Expectations
Language Function		Strong	Minimal	
	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks and topics necessary for survival in target-language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated communicative tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.
Text Type				
	Uses simple sentences and some strings of sentences.	Uses simple sentences and memorized phrases.	Uses words, phrases, chunks of language, and lists.	Uses isolated words.
Impact				
	Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience.	Presented in a clear and organized manner. Presentation illustrates originality and features rich details, visuals, and/or organization of the text to maintain audience's attention and/or interest.	Presented in a clear and organized manner. Some effort to maintain audience's attention through visuals, organization of the text, and/or details.	Presentation may be either unclear or unorganized. Minimal to no effort to maintain audience's attention.

Criteria	Exceeds Expectations	Meets	Expectations	Does Not Meet Expectations
Comprehensibility	Is generally understood by those accustomed to interacting with non-natives, although repetition or re-phrasing may be required.	Is understood with occasional difficulty by those accustomed to interacting with non-natives, although repetition or re-phrasing may be required.	Is understood, although often with difficulty, by those accustomed to interacting with non-natives.	Most of what is said may be unintelligible or only understood with repetition.
	Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex.	Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning.	Accuracy is limited to memorized words. Accuracy may decrease when attempting to communicate beyond the word level.	Most of what is said may be unintelligible or only understood with repetition.
Language Control				

MODULE 06: LA VILLE



What is life like in three Francophone cities?



"[Montréal](#)" by Kristina Servant via Flickr is licensed under a [Creative Commons BY 2.0 License](#)

Module 6 Learning Outcomes:

I can...

1. find my way in a city
2. describe the location of various places in a city
3. describe places in 3 Francophone cities (Montréal, Dakar and Pau)
4. say what I (or someone else) did on a past day/past weekend
5. say what I (or someone else) did during a trip
6. ask for and give directions in a new city

Interpretive: Read an infographic about the region of Québec and answer comprehension questions.

Interpersonal: Chat with a friend about your favorite city and what things you've done there in the past; what makes it a great city?

Presentational: Write a testimonial to promote your favorite city and all there is to do there. Talk about what you've done in a past visit to that city. In a second draft, you will revise your original testimonial to create a promotional video for that city.

21st Century Skills:

- Use digital technology tools to communicate your ideas.
- Articulate your thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
- Develop, implement, and communicate new ideas to others.

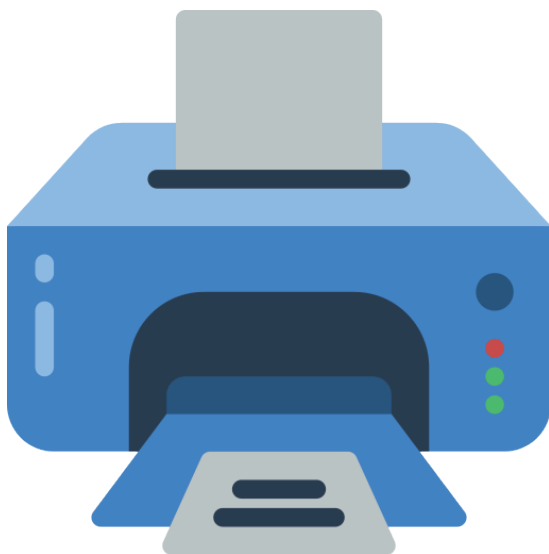
Première partie: Montréal, le vocabulaire

Le Vocabulaire



Photo from [Unsplash](#)

It's time to practice the vocabulary for this section!



[Printer icon via Smashicons](#)

To download a copy or print this section's vocabulary, please use this [link](#).

Directions: To begin, you'll review flashcards for key unit vocabulary. Once you feel comfortable with the terms, you'll have the opportunity to practice what you've learned through several interactive activities. Please repeat these activities as much as needed and we encourage you to return to this page throughout the unit to review.

New to Quizlet? Watch the video below to get started:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=919#oembed-1>

Flashcards



Review the **flashcards**. Click on the speaker icon  in the word list to hear each word pronounced.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://boisestate.pressbooks.pub/french102/?p=919#h5p-233>

Multiple Choice Challenge



Complete “**Learn**” for a multiple choice challenge.

Visit [Quizlet](#) to “Learn!”

Match



Play “**Match**” to pair words. Try to beat your time!

Visit [Quizlet](#) to “Match”

Write



Demonstrate your spelling skills with “**Write.**”

Visit [Quizlet](#) to “Write!”

Première Partie: Montréal, explication de grammaire

La Grammaire

In this section:

- **Regular -re verbs**
- **Contractions of à and de with definite articles**
- **Demonstrative determiners**

Regular -re verbs



Photo from [Unsplash](#)

Verbs with infinitives ending in **-re** form a third group of regular verbs, often called ‘third conjugation’. To conjugate these verbs, drop the **-re** from the infinitive and add the third conjugation ending to the resulting stem. As you listen, note especially that the final **-d** and **-ds** in the singular forms are pronounced as a consonant sound of the stem is pronounced because of the **-ent** ending. Can you hear the difference between the singular and plural forms of the third person? (il vs. ils)

descendre ‘to go down’

je descend**s**

nous descend**ons**

tu descend**s**

vous descend**ez**

il/elle/iel/on descend

ils/elles/iesl descend**ent**

past participle: **descendu**



One or more interactive elements has been



excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=839#audio-839-1>

Here is a list of common regular -re verbs:

attendre , to wait for	rendre , to hand in, give back
dépendre de, to depend (on)	rendre visite à quelqu'un , to visit someone
entendre , to hear	répondre , to answer, respond
pendre , to hang	vendre , to sell
perdre , to lose	



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=839#audio-839-2>

Not all verbs ending in -re follow this pattern, however. Irregular -re verbs include [prendre](#), [mettre](#), [suivre](#) and [vivre](#).

Un flic **descend** la rue. Manou le voit.

A cop is coming down the street. Manou sees him.

Agent de police: **Attendez! Attendez** ... Monsieur, vous **vendez** des macarons?

Policeman: Wait! Wait...Sir, are you selling macarons?

Manou **répond**: Euh, oui, monsieur.

Manou answers, "Yes, sir."

Agent de police: Mais, vous n'avez pas de permis.

Policeman: But you do not have a permit.

Contractions of à and de with definite articles



Photo from [Unsplash](#)

The prepositions **à** or **de** contract with the definite articles **le** and **les** to give the following forms:

de + le = **du**

de + les = **des**

à + le = **au**

à + les = **aux**

Madelynn et Sharon sont dans un café **près du** campus, **à côté des** parcs, pas **loin de la** rivière.

Madelynn and Sharon are in a café near campus, next to the parks, not far from the river.

Madelynn: Je vais prendre une glace **à la** vanille et un gâteau **au** chocolat. Et toi?

Madelynn: I am going to have vanilla ice cream and a chocolate cake. What about you?

Sharon: Pour moi, un biscuit **aux** amandes et un café **au** lait.

Sharon: For me, an almond cookie and a latte.

Demonstrative Determiners

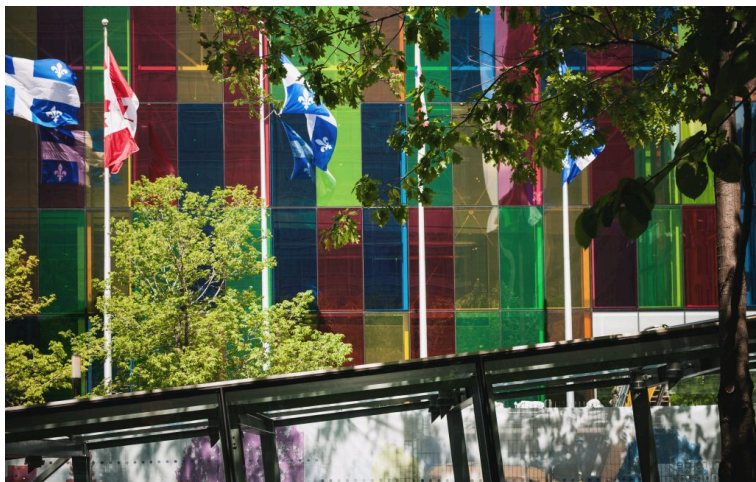


Photo from [Pexels](#).

Forms

Demonstrative determiners ('this', 'these', 'that' or 'those') are used to point out things or people. They are also sometimes called **demonstrative adjectives** (in French 'adjectifs démonstratifs'); they agree in number and gender with the noun they introduce.

Masculine singular: ce
Masculine singular
before a vowel
sound: cet

ce tatou
cet écureuil

this armadillo
this squirrel

Feminine singular: cette

cette chatte

this cat (female)

Plural (masculine or
feminine): ces

ces tatous
ces écureuils

these armadillos
these squirrels



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=839#audio-839-3>

Note that liaison is compulsory between **ces** and words starting with a vowel or a **silent h**.

Uses

In general, demonstrative determiners designate something one can see or show:

Mariah explique: **Ce** bâtiment, c'est la bibliothèque. **Cette** rivière s'appelle Boise River.

Mariah explains: This building is the library. This river is called the Boise River.

-ci and -là

Demonstrative determiners can designate something close or far away: in order to distinguish between two or more elements, you can add the suffixes **-ci** or **-là** to the demonstrative determiner. The suffix **-ci** indicates that the item is relatively near to the speaker; **-là** suggests that something is farther away. In English, they are generally translated by 'this' and 'that':

Brittney: Tu vois Sharon, **cette** étoile-**ci** s'appelle Vénus. Mais **ces** étoiles-**là**, c'est la Voie lactée.

Tex: See Sharon, **this** star (**here**) is called Venus. But **those** stars (**there**), are the Milky Way.

Première partie: Montréal, Les exercices



Photo from [Freepik](#)

Exercice 1. Les conjugaisons (verbes -re)



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=833#h5p-177>

Exercice 2. Les conjugaisons (verbes -re)



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=833#h5p-223>

Exercice 3. Les lieux de la ville



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

[https://boisestate.pressbooks.pub/
french102/?p=833#h5p-232](https://boisestate.pressbooks.pub/french102/?p=833#h5p-232)

Exercice 4. Où?



*An interactive H5P element has been excluded
from this version of the text. You can view it online*

here:

[https://boisestate.pressbooks.pub/
french102/?p=833#h5p-176](https://boisestate.pressbooks.pub/french102/?p=833#h5p-176)

Exercice 5. Les articles contractés (à, au, à la, aux)



*An interactive H5P element has been excluded
from this version of the text. You can view it online*

here:

[https://boisestate.pressbooks.pub/
french102/?p=833#h5p-225](https://boisestate.pressbooks.pub/french102/?p=833#h5p-225)

Exercice 6. Les articles contractés (de, du,

de la, des)



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=833#h5p-227>

Exercice 7. Grammaire. Les prépositions de lieu

Do these 4 exercises on TV5 Monde. Watch the video and complete the activities.



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=833#h5p-228>

● Exercice 8. S'orienter. Exprimer un lieu





An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=833#h5p-238>

[french102/?p=833#h5p-238](https://boisestate.pressbooks.pub/french102/?p=833#h5p-238)

Exercice 9. Les adjectifs démonstratifs



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=833#h5p-234>

[french102/?p=833#h5p-234](https://boisestate.pressbooks.pub/french102/?p=833#h5p-234)

Exercice 10. Changez la phrase



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=833#h5p-235>

[french102/?p=833#h5p-235](https://boisestate.pressbooks.pub/french102/?p=833#h5p-235)

Exercice 11. Testez-vous



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=833#h5p-236>

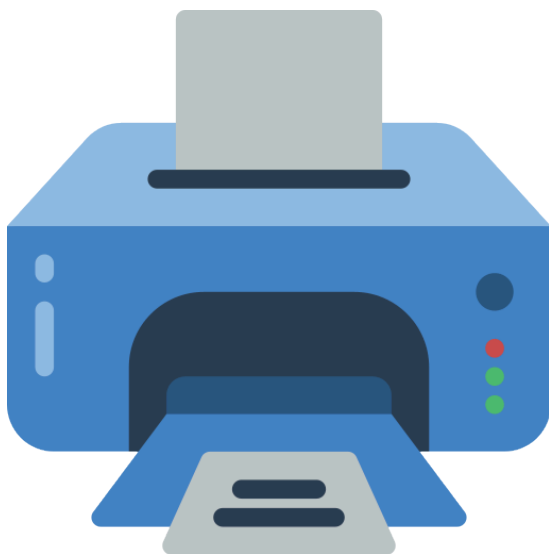
Deuxième partie : Dakar, le vocabulaire





Vendeuse d'arachides from Wikimedia Commons by [Vincenzo Fotoguru Iaconianni](#). [Creative Commons Attribution-Share Alike 2.5](#)

It's time to practice the vocabulary for this section!



[Printer icon via Smashicons](#)

To download a copy or print this section's vocabulary, please use this [link](#).

Directions: To begin, you'll review flashcards for key unit vocabulary. Once you feel comfortable with the terms, you'll have the opportunity to practice what you've learned through several interactive activities. Please repeat these activities as much as needed and we encourage you to return to this page throughout the unit to review.

New to Quizlet? Watch the video below to get started:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=901#oembed-1>

Flashcards



Review the **flashcards**. Click on the speaker icon  in the word list to hear each word pronounced.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://boisestate.pressbooks.pub/french102/?p=901#h5p-185>

Multiple Choice Challenge



Complete “**Learn**” for a multiple choice challenge.



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=901#h5p-186>

Match



Play “**Match**” to pair words. Try to beat your time!

Visit [Quizlet](#) to “Match”

Write



Demonstrate your spelling skills with
“Write.”

Visit [Quizlet](#) to “Write!”

Deuxième partie : Dakar, explication de grammaire

La Grammaire

In this section:

- uses of the *passé composé*
- formation of the *passé composé*
- negation of the *passé composé*
- the *passé composé* with *être*
- irregular past participles



Pirogues à Dakar. Image from [Wikimedia Commons](#). [Creative Commons Attribution-Share Alike 4.0](#)

uses of the passé composé

The **passé composé** is the most commonly used tense to refer to actions completed in the past. The passé composé may be translated into English in three different ways depending on the context.

formation of the passé composé

This tense is called the passé composé because it is composed of two elements: the present tense of an auxiliary verb (either avoir or être), followed by a past participle:

passé composé = present tense of auxiliary + past participle

Note that in most instances the auxiliary verb is **avoir**, but some verbs require **être** as the auxiliary.

For regular verbs with an infinitive ending in **-er**, the past participle is formed by replacing the final **-er** of the infinitive with **-é**. Listen carefully to the pronunciation of the passé composé of the verb 'parler'. The past participle (**parlé**) is pronounced the same as the infinitive (**parler**), even though they are spelled differently.

parler 'to talk'

j'**ai parlé**, I (have) talked

nous **avons parlé**, we (have) talked

tu **as parlé**, you (have) talked

vous **avez parlé**, you (have) talked

il/elle/iel/on **a parlé**, he, she (it) / one (has) talked

ils/elles/iels **ont parlé**, they (have) talked



One or more interactive elements has been excluded from this version of the text. You can

view them online here: <https://boisestate.pressbooks.pub/french102/?p=906#audio-906-1>

The past participle of regular verbs with an infinitive ending in **-ir** is formed by dropping the final **-r** from the infinitive. For example, the past participle of **finir** is **fini**.

finir 'to finish'

j' ai fini , I (have) finished	nous avons fini , we (have) finished
tu as fini , you (have) finished	vous avez fini , you (have) finished
il/elle/iel/on a fini , he, she (it) / one (has) finished	ils/elles/iels ont fini , they (have) finished



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=906#audio-906-2>

The past participle of regular verbs with an infinitive ending in **-re** is formed by replacing the final **-re** of the infinitive with **-u**. For example, the past participle of **perdre** is **perdu**.

perdre 'to lose'

j' ai perdu , I (have) lost	nous avons perdu , we (have) lost
tu as perdu , you (have) lost	vous avez perdu , you (have) lost
il/elle/iel/on a perdu , he, she (it) / one (has) lost	ils/elles/iels ont perdu , they (have) lost



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=906#audio-906-3>

negation of the passé composé

Negation of the passé composé is formed by placing **ne ... pas** around the conjugated verb, which, in this case, is the auxiliary **avoir**.

Je n'ai **pas** perdu mes devoirs. Ils n'ont **pas** perdu le match.

the *passé composé* with *être*

Remember the *passé composé* = present tense of auxiliary + past participle.

Note that in most instances the auxiliary verb is **avoir**, but some verbs require **être** as the auxiliary.

When using *être* as the auxiliary verb, note that the past participle **MUST** agree with the subject in number and in gender.

With masculine singular subjects there is **no change** to the past participle.

With feminine singular subjects add an **-e**.

With masculine plural subjects add an **-s**.

With feminine plural subjects add an **-es**.

See the table below for examples. The pronouns *je*, *tu*, *nous*, and *vous* may be feminine depending on context. *Nous* is always plural and *vous* may be singular (formal situation) or plural depending on the context.

aller 'to go'

je suis allé(e) , I went (have gone)	nous sommes allé(e)s , we went (have gone)
tu es allé(e) , you went (have gone)	vous êtes allé(e)s , you went (have gone)
il / on est allé , he / one went (has gone)	ils sont allés , they went, (have gone)
iel est allé·e , they (non-binary) went (have gone)	iels sont allé·é·s , they (non-binary) went, (have gone)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=906#audio-906-4>

The negation is formed by placing **ne ... pas** around the conjugated verb, which in this case, is the auxiliary être:

Je **ne suis pas** allé(e), Tu **n'es pas** allé(e), etc.

verbs that can use avoir OR être

Transitive verbs, by definition, have an object, either a direct object or an indirect object. Intransitive verbs never have objects. Click [HERE](#) to read more about transitive and intransitive verbs.

A few of these verbs that use être as an auxiliary (**monter, descendre, sortir, passer, retourner**) may sometimes take a direct object, thus becoming transitive. When they do, the auxiliary used is avoir instead of être. Example:

Il **est** sorti.

He went out.

Il n'**a** pas sorti la poubelle.

He did not take out the
garbage.



*One or more interactive elements has been
excluded from this version of the text. You can
view them online here: [https://boisestate.pressbooks.pub/
french102/?p=906#audio-906-5](https://boisestate.pressbooks.pub/french102/?p=906#audio-906-5)*

It is important to note that many intransitive verbs of movement, like **courir** and **marcher**, do not use **être** but **avoir**.

irregular past participles

Note that many verbs, however, have **irregular** past participles. The past participles of many common irregular verbs which have **avoir** as an auxiliary are listed below.

infinitive	translation	past participle
avoir	to have	eu
être	to be	été
faire	to do	fait
ouvrir	to open	ouvert
prendre	to take	pris
mettre	to put	mis
suivre	to follow	suivi
boire	to drink	bu
croire	to believe	cru
voir	to see	vu
savoir	to know	su
connaître	to know	connu
dire	to say	dit
lire	to read	lu
écrire	to write	écrit
pouvoir	to be able to	pu
vouloir	to want	voulu
devoir	to have to	dû
tenir	to hold	tenu
recevoir	to receive	reçu



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=906#audio-906-6>

The past participles of the verbs that use **être** as an auxiliary are regular except for the following:

infinitive	translation	past participle
venir	to come	venu
devenir	to become	devenu
revenir	to come back	revenu
naître	to be born	né
mourir	to die	mort



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=906#audio-906-7>

Deuxième partie : Dakar, les exercices

Les Exercices



Car rapide à Dakar. Image from Wikimedia Commons by [Ewien van Bergeijk – Kwant](#). [Creative Commons Attribution-Share Alike 4.0](#)

Exercice 1. L'année dernière à Paris.

Qu'est-ce qu'ils ont fait à Paris l'année dernière? (*last year*)
Complétez les phrases suivantes.



An interactive H5P element has been excluded
from this version of the text. You can view it
online here:

[https://boisestate.pressbooks.pub/
french102/?p=904#h5p-189](https://boisestate.pressbooks.pub/french102/?p=904#h5p-189)

Exercice 2. la formation du passé composé

À Boise, Blake mange des hamburgers mais l'année dernière à
Paris, il **a mangé** des escargots.

À Boise, Blake ne va pas au musée, mais l'année dernière à
Paris, il **est allé** au Louvre.



An interactive H5P element has been excluded
from this version of the text. You can view it
online here:

[https://boisestate.pressbooks.pub/
french102/?p=904#h5p-196](https://boisestate.pressbooks.pub/french102/?p=904#h5p-196)



An interactive H5P element has been excluded
from this version of the text. You can view it
online here:

[https://boisestate.pressbooks.pub/
french102/?p=904#h5p-197](https://boisestate.pressbooks.pub/french102/?p=904#h5p-197)

Look at the boldfaced elements below.

Il **a** mangé / il **est** allé





An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=904#h5p-195>

These two verbs are used in the *passé composé* as auxiliary verbs. **mangé** and **allé** are past participles.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=904#h5p-194>

It is important to be proficient at using *avoir* and *être* in the present tense to be able to employ the *passé composé* successfully.

Use the following exercises to review *avoir* and *être* in the present tense

Exercice 3. avoir – au présent



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=904#h5p-241>

Exercice 4. avoir – au présent



An interactive H5P element has been excluded

 from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=904#h5p-199>

Exercice 5. être au présent



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=904#h5p-192>

Exercice 6. être au présent

Passez le curseur au-dessus de “voir la conjugaison” pour réviser être au présent. Écoutez la conjugaison, puis choisissez la forme correcte d’être pour chaque phrase. Vous pouvez écouter la phrase correcte en cliquant sur le bouton play vert à droite de la phrase. Cliquez “valider” pour voir vos résultats.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=904#h5p-191>

Exercice 7. choisissez – être ou avoir

Reliez les expressions en français avec les phrases correctes en

anglais.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=904#h5p-190>

Exercice 8. choisissez – être ou avoir



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=904#h5p-203>

Exercice 9. Le Temps est bon par Isabelle Pierre, 1997, Québec (publié à l'origine 1972)

Cette chanson fait partie de la bande originale (soundtrack) de Emily in Paris, une série sur Netflix et une publicité de Renault en 2019.

Reflect on the following questions after watching the Renault advertisement below, and be prepared to discuss your answers in class.

**What type of mood does the song create?
this be beneficial to Renault?**

How might

**Do you recognize any words in the song?
you think the song is about?**

What do



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=904#oembed-1>

Listen to the entire song below and fill in the blanks with the correct form of *avoir* or *être*. Click on the white boxes for drop-down choices.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=904#h5p-201>

Exercice 10. écoute – le présent ou le passé composé

Can you hear the difference between the *présent* and the *passé composé*? Click the green play buttons in the exercise below and listen to each statement. Decide if it is *présent* or *passé composé*. You will see a happy face or an “x” to the right of the question to indicate if you are correct or not.



An interactive H5P element has been excluded from this version of the text. You can view it

online here:

<https://boisestate.pressbooks.pub/french102/?p=904#h5p-207>

Exercice 11. écoute – Quel est le participe passé ?

Can you hear the past participle? Click the green play buttons in the exercise below and listen to each sentence. Type in the past participle that you hear. Keep in mind how to form the past participles of regular verbs.

For verbs that end in **-er**, the “er” becomes **é**.

For verbs that end in **-ir**, the “ir” becomes **i**.

For verbs that end in **-re**, the “re” becomes **u**.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=904#h5p-208>

Exercice 12. écrire – le passé composé – avoir

Choose the correct form of the auxiliary verb *avoir* and the correct past participle to fill in the missing words.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=904#h5p-211>

Exercice 13. écrire – le passé composé – avoir

Fill in the blanks with the correct form of the passé composé of the verb in parentheses. Remember you will use the correct form of **avoir** as the auxiliary verb and a past participle. Click “VERIFIE” to check your answers.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=904#h5p-209>

Exercice 14. écrire – le passé composé – avoir

Read each sentence. Then retype the sentence in the white box changing the verb from present tense to passé composé.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=904#h5p-212>

Exercice 15. écrire – le passé composé – être



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=904#h5p-213>

Exercice 16. écrire – le passé composé – être

Fill in the blanks with the correct form of the passé composé of the verb in parentheses. Remember you will use the correct form of **être** as the auxiliary verb and a past participle. Click “VERIFIE” to check your answers. Don’t forget, with **être** the past participle must agree with the subject of the sentence.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=904#h5p-214>

Exercice 17. écrire – la journée de Flora – le passé composé – être

Fill in the blanks with the correct form of the passé composé of the verb in parentheses. Remember you will use the correct form of **être** as the auxiliary verb and a past participle. Click the blue check in the bottom right corner to check your answers. Don't forget, with **être** the past participle must agree with the subject of the sentence.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=904#h5p-220>

Exercice 18. Construire le passé composé à la forme négative

Tapez les mots des phrases dans le bon ordre. Vous pouvez écouter la phrase correcte en cliquant sur le bouton play vert à droite de la phrase. Faites des corrections si nécessaire. Quand vous êtes finie, cliquez “valider” pour voir vos résultats.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/>

Exercice 19. Dictée – biographie Marie Curie – le passé composé avec avoir et être



Marie Curie. Image from [Wikimedia Commons](#) is in the public domain CC0.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=904#audio-904-1>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=904#h5p-216>

Click [HERE](#) to open the dictée.

Listen to the recording as you fill in the blanks with the correct form of the verb in passé composé.

Exercice 20. Biographie Édith Piaf – le passé composé avec avoir et être

Read the passage below and fill in the blanks with the correct form of the verb in parentheses in the passé composé. Click “Correction” at the bottom of the page to check your answers. Click “Aide” to get a hint. Clicking this button will reveal one letter of the answer at a time.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/>

Exercice 21. vacances à Royan – le passé composé avec avoir et être

Read the passage below and fill in the blanks with the correct form of the verb in parentheses in the passé composé. Click the blue check in the lower right corner to check your answers. Click [HERE](#) to see Royan on Google Maps.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=904#h5p-218>

Exercice 22. voyage à Lyon – le passé composé avec avoir et être

Read the passage below and fill in the blanks with the correct form of the verb in parentheses in the passé composé. Click “Correction” at the bottom of the page to check your answers. Click “Aide” to get a hint. Clicking this button will reveal one letter of the answer at a time.

Click the link [Envoyer une carte postale de Lyon](#) to learn more about Lyon.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=904#h5p-219>

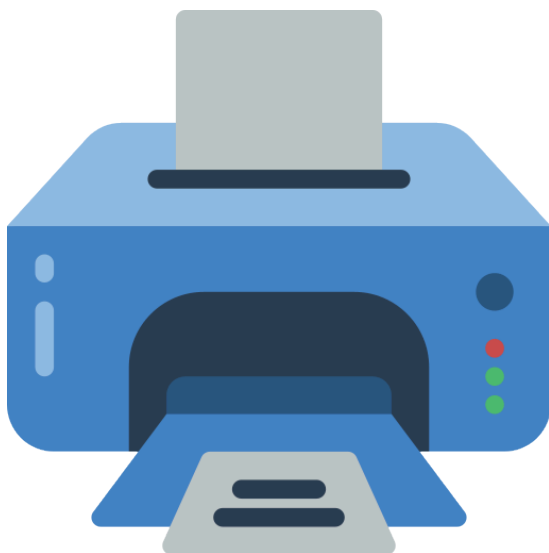
Troisième Partie : Se déplacer à Pau, vocabulaire

Le Vocabulaire



Photo by
from [Pexels](#)

It's time to practice the vocabulary for this section!



[Printer icon via Smashicons](#)

To download a copy or print this section's vocabulary, please use this [link](#).

Directions: To begin, you'll review flashcards for key unit vocabulary. Once you feel comfortable with the terms, you'll have the opportunity to practice what you've learned through several interactive activities. Please repeat these activities as much as needed and we encourage you to return to this page throughout the unit to review.

New to Quizlet? Watch the video below to get started:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=869#oembed-1>

Flashcards



Review the **flashcards**. Click on the speaker icon  in the word list to hear each word pronounced.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://boisestate.pressbooks.pub/french102/?p=869#h5p-178>

Multiple Choice Challenge



Complete “**Learn**” for a multiple choice challenge.

Visit [Quizlet](#) to “Learn!”

Match



Play “**Match**” to pair words. Try to beat your time!

Visit [Quizlet](#) to “Match”

Write



Demonstrate your spelling skills with “**Write.**”

Visit [Quizlet](#) to “Write!”

Troisième partie : Se déplacer à Pau, explication de grammaire

La Grammaire

In this section:

- **Review of -ER and -RE verb conjugations**
- **Nombres ordinaux**

Review of -ER and -RE verb conjugations



[Photo by Will Truettner for unsplash](#)

Remember, in French there are three types of verbs : Those ending in -er, -ir and -re.

To conjugate an ER verb, such as the ones below, drop the ER and add the appropriate endings :

To conjugate the -er verb "[traverser](#)", drop the "er" so you have "travers".

je traverse



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=876#audio-876-1>

tu travers**es**

il/elle/iel/on traverse**e**

nous travers**ons**

vous traverse**ez**

ils/elles/iels travers**ent** (remember, the “ent” is silent!)

Here are some useful -er verbs to talk about getting around town:

marcher – to walk



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=876#audio-876-2>

tourner – to turn



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=876#audio-876-3>

traverser – to cross



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=876#audio-876-4>

continuer – to continue



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=876#audio-876-5>

demander – to ask



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=876#audio-876-6>

Se trouver and se déplacer are examples of pronominal verbs. They take a reflexive pronoun. We will learn more about these verbs in a future chapter. To read more information about this grammar topic click [here](#).

*se trouver – to be found, to be located

exemple : L'église **se** trouve à côté de l'école. Les magasins **se** trouvent au centre ville.

*Se déplacer – to get around (town)

*aller à pied – To go on foot

Aller is an irregular verb, which means it doesn't follow the typical -er verb pattern! Click [here](#) to review the conjugation of the verb aller.

To conjugate -ir verbs, drop the “-re” from the end of the verb. For example, to conjugate the verb prendre, drop the -re and add the following endings depending on the pronoun you're using:

je prend**s**



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=876#audio-876-7>

tu prend**s**

il/elle/iel/on prend

nous pren**ons**

vous pren**ez**

ils/elles/iels prenn**ent**



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=876#audio-876-8>

Here are some useful re verbs when talking about getting around town:

prendre le métro, un taxi, etc – to take the metro, a taxi, etc.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=876#audio-876-9>

attendre – to wait



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=876#audio-876-10>

entendre – to hear



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=876#audio-876-11>

perdre – to lose



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=876#audio-876-12>

rendre – to hand in/give back



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=876#audio-876-13>

rendre visite à quelqu'un – to pay a visit to someone



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=876#audio-876-14>

répondre – to respond



One or more interactive elements has been excluded from this version of the text. You can

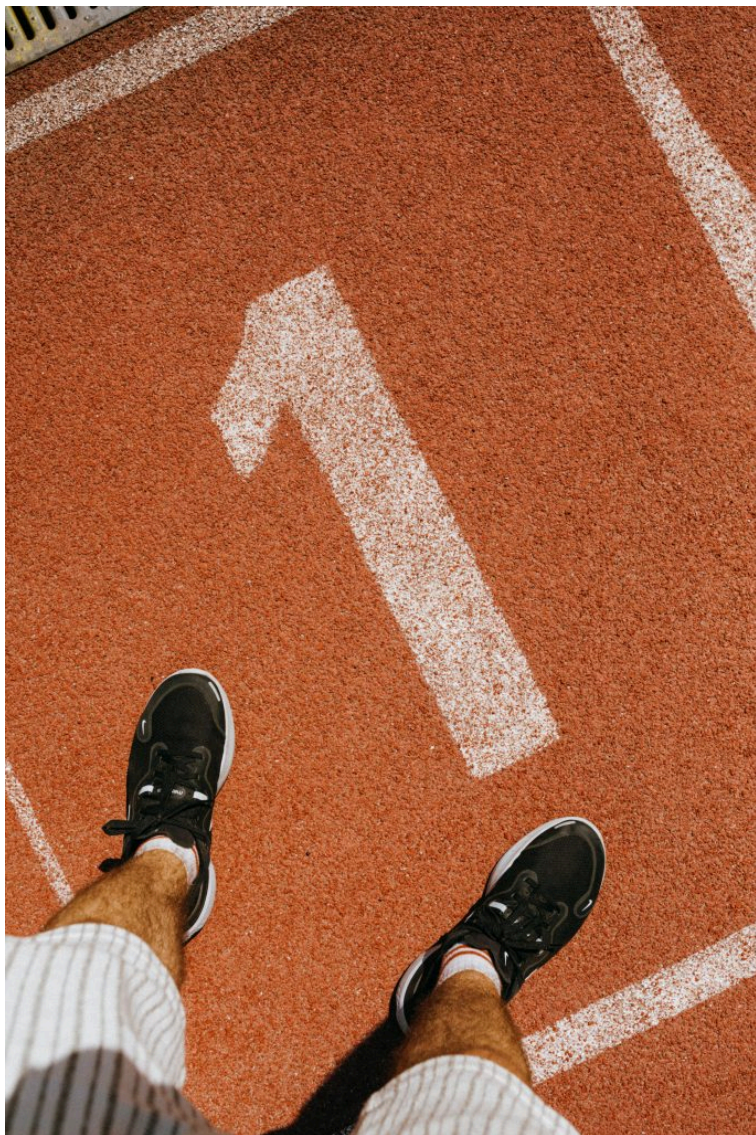
view them online here: <https://boisestate.pressbooks.pub/french102/?p=876#audio-876-15>

vendre – to sell



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=876#audio-876-16>

Nombres ordinaux



[Photo de Koolshooters for pexels](#)

Ordinal numbers are used to rank and place things in order. Note that premier/première are irregular, as the rest of the ordinal numbers have a “ième” ending.

premier, première – first
deuxième – second
troisième – third
quatrième – fourth
cinquième – fifth
sixième – sixth
septième – seventh
huitième – eighth
neuvième – ninth
dixième – tenth



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=876#audio-876-17>

onzième – eleventh
douzième – twelfth
treizième – thirteenth
quatorzième – fourteenth
quinzième – fifteenth
seizième – sixteenth
dix-septième – seventeenth
dix-huitième – eighteenth
dix-neuvième – nineteenth
vingtième – twentieth

When writing, one can abbreviate the ordinal numbers.

1st = 1er or 1re (depending on the grammatical gender)

2nd = 2e, 2d or 2de

3rd = 3e

4th = 4e

5th = 5e

6th = 6e

7th = 7e

8th = 8e

9th = 9e

10th = 10e.

Exemples :

– Les célébrations du 100e anniversaire de la ville Boise auront lieu demain.

– La boulangerie se trouve au carrefour de la 9e Rue et de la 5e Avenue.

Troisième partie : Se déplacer à Pau, exercices





Photoby Will Truettner for [Unsplash](#)

Exercice 1. Les verbes

Practice conjugating these regular -re verbs. Pay attention to the subject in the proposed sentences.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=886#h5p-221>

Exercice 2. Les étudiant.e.s et vous



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=886#h5p-180>

To access an editable version of this activity, please use this [link](#).

Exercice 3. Indiquez le chemin

Choose the French phrase that best matches the English displayed on the screen.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=886#h5p-179>

Exercice 4. Donner des indications

Drag the directions to the appropriate image. If you match the wrong one, simply click on the tape between the words and the image to undo the match. Remember, you may use ordinal numbers (premier, deuxième, troisième, etc) to indicate which road is mentioned.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=886#h5p-181>

Exercice 5. Écoutez

Listen to the conversation and follow along with the transcription. Fill in the missing words. Listen as many times as necessary.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=886#audio-886-1>

Extrait de « Français.com » CLE International



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=886#h5p-182>

Exercice 6. Les nombres ordinaux



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=886#h5p-222>

Exercice 7. La fête de la musique



Map from [La rép des Pyrénées](#)

Presentational Speaking: You and your friends are in Pau during the annual Fête de la musique in June!

You can't make it to all of the performances in town, but you want to choose a few different stages to visit.

Your friend is running late so you call them to explain directions

to each of the stages you've chosen consecutively as they try to catch up with you. Use the Château de Pau as a starting point. Use www.vocaroo.com or the recording device below to record your directions and attach them to your homework checklist.

*Remember to use the “**tu**” form when speaking to your friend.

*Vocabulaire utile : “puis” – then, “ensuite”-next. Try to include ordinal numbers as you describe the directions.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=886#h5p-237>

Module 6 : L'évaluation de la production écrite et l'expression orale

Part 1: Writing

Write a testimonial to promote your favorite city and all there is to do there. Talk about what you've done in a past visit to that city.

Rubric, Part One:

Criteria	Exceeds Expectations	Meets	Expectations	Does Not Meet Expectations
Language Function	You can create with language by combining and recombining known elements successfully into more than memorized sentences.	Strong	Minimal	
		You use mostly memorized language with some attempts to create original sentences. You can present topics related to basic personal information and some activities.	You use memorized language only, familiar language.	
Text Type	You use simple sentences and some connected sentences.	You use simple sentences and memorized phrases.	You use words, phrases, chunks of language, and lists.	You use isolated words.
Impact	Your writing is clear and organized. You Include an unexpected feature that captures interest and attention of audience.	Your writing is clear and organized.	Your writing is clear and organized.	Your writing may be either unclear or unorganized. You use minimal to no effort to maintain audience's attention.
Comprehensibility	Your writing is generally understood by those accustomed to interacting with non-natives.	Your writing is understood with occasional difficulty.	Your writing is understood, although often with difficulty.	Most of what you write may be unintelligible or only understood with repetition.

Criteria	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Language Control	You are most accurate when producing simple sentences in present tense. Your accuracy decreases as language becomes more complex.	You are most accurate with memorized language, including phrases. Your accuracy decreases when creating and trying to express personal meaning.	Your accuracy is limited to memorized words. Your accuracy may decrease when attempting to communicate beyond the word level. You have little accuracy even with memorized words.

Part Two:

In a second draft, you will revise your original testimonial to create a promotional video for that city. You will make edits to your first (writing) draft and make it more detailed/interesting. Your short video should be personal and informational.

- [Adobe Express Video](#) (You can include accompanying visuals with this tool)
- [Canva](#) (You can include accompanying visuals with this tool)
- Record a video using a mobile device, tablet or web camera. (The [WLRC](#) has devices available for check out!)

Rubric, Part Two

Criteria	Exceeds Expectations	Meets	Expectations	Does Not Meet Expectations
Language Function		Strong	Minimal	
	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks and topics necessary for survival in target-language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated communicative tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.
Text Type				
	Uses simple sentences and some strings of sentences.	Uses simple sentences and memorized phrases.	Uses words, phrases, chunks of language, and lists.	Uses isolated words.
Impact				
	Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience.	Presented in a clear and organized manner. Presentation illustrates originality and features rich details, visuals, and/or organization of the text to maintain audience's attention and/or interest.	Presented in a clear and organized manner. Some effort to maintain audience's attention through visuals, organization of the text, and/or details.	Presentation may be either unclear or unorganized. Minimal to no effort to maintain audience's attention.

Criteria	Exceeds Expectations	Meets	Expectations	Does Not Meet Expectations
Comprehensibility	Is generally understood by those accustomed to interacting with non-natives, although repetition or re-phrasing may be required.	Is understood with occasional difficulty by those accustomed to interacting with non-natives, although repetition or re-phrasing may be required.	Is understood, although often with difficulty, by those accustomed to interacting with non-natives.	Most of what is said may be unintelligible or only understood with repetition.
Language Control	Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex.	Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning.	Accuracy is limited to memorized words. Accuracy may decrease when attempting to communicate beyond the word level.	Most of what is said may be unintelligible or only understood with repetition.

Module 6: Cultural reflection



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1132#h5p-240>

MODULE 07: LES FÊTES



What are some French and Francophone holidays and traditions?



Photo by Daniel Gregoire on [Unsplash](#)

Module 7 Learning Outcomes:

I can...

1. talk about my favorite holiday(s)
2. talk about French and Francophone holidays and traditions
3. answer questions using object pronouns
4. say what I (or someone) used to do at a certain period of life
5. talk about childhood memories

Interpretive:

You will listen to and read the lyrics for a popular French song about the past and interpret what the author says about a time period, culture, etc.

Interpersonal:

You and your partner are from different cities. You want to get to know them better so you ask them about their life before Boise State, specifically when they were younger. You want to know if they were similar or different from you. Ask them about a specific time period in their childhood and about their favorite holiday. Tell them about yours.

Presentational:

Your family is having a reunion and you've been asked to contribute several photos to the family

album. You will create captions that describe each photo in detail (in the past).

21st Century Skills:

- Familiarize yourself with and utilize tools for this course such as Quizlet, Pressbooks, and Vocaroo.
- Use digital technology tools to communicate your ideas.
- Articulate your thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
- Develop, implement, and communicate new ideas to others.

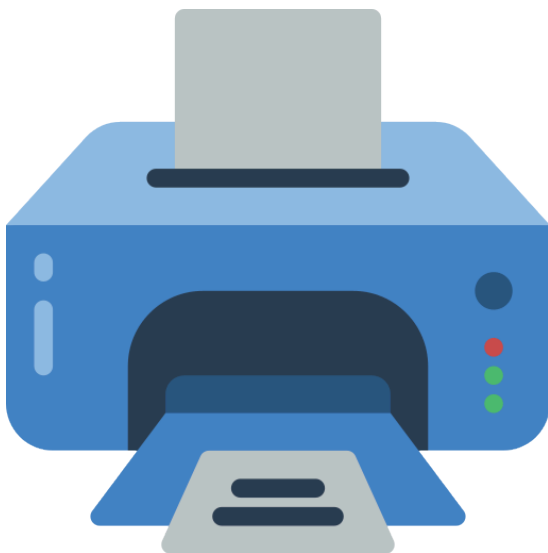
Première Partie: le printemps et l'été, le vocabulaire





[Photo de Simon Berger de Pexels](#)

It's time to practice the vocabulary for this section!



[Printer icon via Smashicons](#)

To download a copy or print this section's vocabulary, please use this [link](#).

Directions: To begin, you'll review flashcards for key unit vocabulary. Once you feel comfortable with the terms, you'll have the opportunity to practice what you've learned through several interactive activities. Please repeat these activities as much as needed and we encourage you to return to this page throughout the unit to review.

New to Quizlet? Watch the video below to get started:



One or more interactive elements has been excluded from this version of the text. You can

view them online here: <https://boisestate.pressbooks.pub/french102/?p=1170#oembed-1>

Flashcards



Review the **flashcards**. Click on the speaker icon  in the word list to hear each word pronounced.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://boisestate.pressbooks.pub/french102/?p=1170#h5p-248>

Multiple Choice Challenge



Complete “**Learn**” for a multiple choice challenge.

Visit [Quizlet](#) to “Learn!”

Match



Play “**Match**” to pair words. Try to beat your time!

Visit [Quizlet](#) to “Match”

Write



Demonstrate your spelling skills with “**Write.**”

Visit [Quizlet](#) to “Write!”

Première Partie: le printemps et l'été, la grammaire



In this section:

- imparfait – formation
- imparfait – idiomatic uses

imparfait – formation



[Photo de Shuvrasankha Paul](#)

The imperfect tense (**l'imparfait**), one of several past tenses in French, is used to describe [states of being and habitual actions](#) in the past. It also has several [idiomatic uses](#).

Stem:

The stem of the **imparfait** is the first person plural (**nous**) form of the present tense, minus the -ons. The imparfait stem is regular for all verbs except être:

verb	present tense 'nous' form	imparfait stem
-er verbs: parler	nous parlons	parl-
-ir verbs: finir	nous finissons	finiss-
-re verbs: descendre	nous descendons	descend-
faire	nous faisons	fais-
prendre	nous prenons	pren-
partir	nous partons	part-
être	nous sommes	ét-

Endings

To the stem, add the endings **-ais, -ais, -ait, -ions, -iez,** and **-aient**. Listen carefully to the pronunciation of the verbs *danser*, *finir* and *être* in the imparfait tense. Note that *-ais, -ais, -ait,* and *-aient* are all pronounced alike. That means that the singular forms and 3rd person plural (the boot) all sound the same!



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1172#audio-1172-1>

danser 'to dance'

je dansais	nous dansions
tu dansais	vous dansiez
il / elle / on dansait	ils / elles dansaient



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1172#audio-1172-2>

finir 'to finish'

je finissais	nous finissions
tu finissais	vous finissiez
il / elle / on finissait	ils / elles finissaient



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1172#audio-1172-3>

être 'to be'

j'étais	nous étions
tu étais	vous étiez
il / elle / on était	ils / elles étaient

Stem changing verbs like *voyager* and *commencer* add an **e** or **ç** to maintain the soft g or s sound, before imparfait endings which begin with a (je voyageais, tu voyageais, il / elle / on voyageait, ils / elles voyageaient), in other words, before all forms except *nous* and *vous* (*nous* voyagions, *vous* voyagiez).

The imparfait of **pronominal verbs** is regular, with the addition of the *reflexive pronoun*:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1172#audio-1172-4>

s'amuser 'to have fun'

je m'amusais

nous nous amusions

tu t'amusais

vous vous amusiez

il / elle / on s'amusait

ils / elles s'amusaient

The **negation** is formed as usual by placing **ne ... pas** around the conjugated verb: Je **ne** dansais **pas** (I wasn't dancing / I didn't used to dance), Tu **ne** t'amusais **pas** (You weren't having a good time / You didn't used to have a good time).

Listen to someone describing their morning:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1172#audio-1172-5>

Je suis allé chez mon copain ce matin. Je voulais le voir, mais il **n'était pas** chez lui. J'avais un cadeau à lui donner. Je **ne** pouvais **pas** le laisser devant sa porte! Donc je l'ai offert aux voisins! J'espère qu'ils l'aimeront.

imparfait – idiomatic uses

The imperfect tense (**l'imparfait**) has two primary uses: to describe on-going actions or states of being in the past, and to state habitual actions in the past. The imparfait also has several idiomatic uses found in the following contexts:

Suggestions

The imparfait is used to suggest an action in phrases beginning with *Si on* ... ?

Si on achetait une grosse voiture?

What if we bought a big car?
(note: 'on' is often used in the sense of 'nous')

Si on achetait une moto?

What about buying a motorcycle?

Wishes

The imparfait is used to express wishes such as '**If only** we didn't have a test this week!' The French equivalent structure, *si* + imparfait, may, or may not, contain the adverb *seulement*:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1172#audio-1172-6>

Tex: Si (seulement) on avait plus d'argent!

Tex: If (only) we had more money!

Tammy: Ah, si (seulement) mes parents nous prêtaient de l'argent!

Tammy: If only my parents would lend us some money!

Note that the question mark at the end of the sentence indicates a suggestion, and the exclamation mark a wish. In spoken French, however, you have to rely on context and intonation to distinguish between wish and suggestion. Listen to the difference in intonation between these two sentences:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1172#audio-1172-7>

Tammy: Si je
me faisais tatouer?

Tammy: What if I got tattooed?

Tex: Si seulement
je pouvais avoir une moto!

Tex: If only I could have a
motorcycle!

For other uses of si + imparfait, see [si clauses + conditional](#). The imparfait also occurs in idiomatic uses with [depuis](#) and [venir de](#).

Première Partie: le printemps et l'été, les exercices

Les Exercices



[Photo de Jill Wellington de pexels](#)

● Exercice 1. L'imparfait vs passé composé



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1174#h5p-257>

Watch the video and answer the questions.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1174#h5p-258>

To access an editable version of this activity, please use this [link](#).

Exercice 2. Uses of the imparfait



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1174#h5p-259>

Exercice 3. I used to...





An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1174#h5p-249>

Exercice 4. l'imparfait – exercices



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1174#h5p-250>

To access an editable version of this activity, please use this [link](#).

Exercice 5. Maintenant ou autrefois



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1174#audio-1174-1>

Ecoutez les phrases et décidez si les phrases décrivent les

activités que votre professeur fait maintenant (au présent) ou les activités qu'il/elle faisait autrefois (à l'imparfait). Ensuite écrivez la phrase.



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=1174#h5p-266>

To access an editable version of this activity, please use this [link](#).

Exercice 6. Qu'est-ce que vous faisiez en été?



An interactive H5P element has been excluded from this version of the text. You can view it

online here:

<https://boisestate.pressbooks.pub/french102/?p=1174#h5p-268>

To access an editable version of this activity, please use this [link](#).

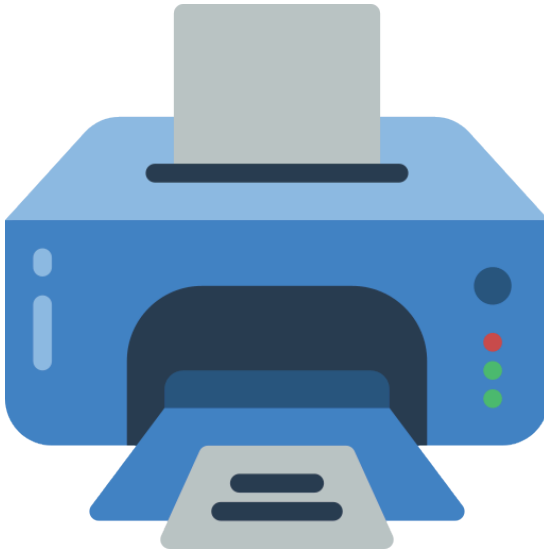
Deuxième Partie: l'automne, le vocabulaire

Le Vocabulaire



Potimarrons, Charny, France. Photo by [Eric Prouzet](#) on [Unsplash](#).

It's time to practice the vocabulary for this section!



[Printer icon via Smashicons](#)

To download a copy or print this section's vocabulary, please use this [link](#).

Directions: To begin, you'll review flashcards for key unit vocabulary. Once you feel comfortable with the terms, you'll have the opportunity to practice what you've learned through several interactive activities. Please repeat these activities as much as needed and we encourage you to return to this page throughout the unit to review.

New to Quizlet? Watch the video below to get started:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1165#oembed-1>

Flashcards



Review the **flashcards**. Click on the speaker icon  in the word list to hear each word pronounced.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://boisestate.pressbooks.pub/french102/?p=1165#h5p-242>

Multiple Choice Challenge



Complete “**Learn**” for a multiple choice challenge.

Visit [Quizlet](#) to “Learn!”

Match



Play “**Match**” to pair words. Try to beat your time!

Visit [Quizlet](#) to “Match”

Write



Demonstrate your spelling skills with “**Write.**”

Visit [Quizlet](#) to “Write!”

Deuxième partie: l'automne, la grammaire

La Grammaire

In this section:

- **direct object pronouns – forms and uses**
- **direct object pronouns – placement**
- **direct object pronouns – agreement with the past participle**



Photo by [Bernardo Lorena Ponte](#) on [Unsplash](#).

A **direct object** is a noun following the verb that

answers the questions 'what?' or 'whom?' Remember a pronoun replaces a noun. In this case the noun is a direct object. For example, Camille might ask: 'Virginie, will you call **me** tonight when you get home?', where the direct object pronoun '**me**' stands for Camille. Whether a verb takes a direct object or not depends on whether the specific verb is [transitive or intransitive](#).

Definitions: transitive direct, transitive indirect, intransitive

Transitive verbs by definition have an **object**, either a direct object or an indirect object. Intransitive verbs never have objects.

A **transitive-direct** verb acts directly on its object. In the first sentence below, the telephone is the direct object. The verb 'entendre' (to hear) always takes an object; one hears **someone** or **something**.

A **transitive-indirect** verb acts **to** or **for** its object. Tex is the object of the preposition *à* in the second sentence since Joe-Bob is talking to him.

Intransitive verbs, on the other hand, have **no object** at all. The verb **dormir** (to sleep) in the last example does not need any object to complete it. In fact, because the verb is intransitive, it cannot take an object. Intransitive verbs (as well as transitive ones) may be modified by adverbs or prepositional phrases: 'Joe-Bob sleeps in the car; he sleeps all the time.'

direct object pronouns – forms and uses

direct object pronouns

me, me

nous, we/us

te, you

vous, you

le, him/it

les, them (masc./fem.)

la, her/it



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1162#audio-1162-1>

In front of a word starting with a vowel, **le** and **la** become **l'**; **me** becomes **m'**; **te** becomes **t'**.

Tammy: Dis, tu **m'**appelles ce soir, Tex?

Tammy: Say, will you call me tonight, Tex?

Tex: Oui, ma belle, je **t'**appelle ce soir.

Tex: Yes, beautiful, I will call you tonight.

Corey: Edouard et moi, tu **nous** appelles ce soir, Tex?

Corey: Edouard and me, will you call us tonight, Tex?

Tex: Non, je ne **vous** appelle pas ce soir.

Tex: No, I will not call you guys tonight.

Joe-Bob: Moi, je peux **les** appeler ce soir!

Joe-Bob: I can call them tonight!



One or more interactive elements has been



excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1162#audio-1162-2>

Direct object pronouns in French agree in number and gender with the nouns they replace.

Tex cherche le numéro de téléphone de Tammy. Enfin il **le** trouve et il l'appelle.

Tex looks for Tammy's phone number. Finally, he finds **it** and he calls **her**.

Joe-Bob cherche les numéros d'Edouard et de Corey. Enfin il **les** trouve et il **les** appelle.

Joe-Bob looks for Edouard and Corey's phone numbers. Finally, he finds **them** and he calls **them**.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1162#audio-1162-3>

Note that **le/l'** can replace an adjective or a verb.

Tex et Tammy sont amoureux? Oui, ils **le** sont.

Tex and Tammy are in love? Yes, they are.

Tex est quelquefois jaloux? Oui, il **l'**est.

Tex is sometimes jealous? Yes, he is.

Joe-Bob: Tu veux que j'appelle Tammy?

Joe-Bob: Do you want me to call Tammy?

Tex: Non, moi, je vais **le** faire.

Tex: No, I'll do it.

direct object pronouns – placement

Direct object pronouns precede the verb of which they are the object. In a composed tense (like the *passé composé*), the pronoun precedes the auxiliary. In infinitive constructions, the pronoun goes immediately before the infinitive. When the conjugated verb is negative, the **ne** precedes the object pronoun.

Tammy: Tex **m'**aime.

Tammy: Tex loves me.

Bette: Tex ne **t'**aime pas.

Bette: Tex does not love you.

Tammy: Tex va **m'**épouser.

Tammy: Tex is going to marry me.

Bette: Sois raisonnable, Tammy.
Tex ne veut pas **t'**épouser.

Bette: Be reasonable, Tammy.
Tex doesn't want to marry you.

Tammy: Mais si. **Il**'a promis
quand je **l'**ai rencontré à Lyon.

Tammy: Yes he does. He
promised when I met him in
Lyon.

Bette: Mais il ne **m'**avait pas
encore rencontrée!

Bette: But he hadn't yet met
me!



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1162#audio-1162-4>

In the negative imperative, the pronoun follows the normal placement before the verb. However, in the affirmative imperative, the object pronoun goes after the verb and is attached to it by a hyphen. In addition, **me** and **te** become **moi** and **toi**.

Bette: Tex, embrasse-**moi**!

Bette: Tex, kiss me!

Joe-Bob: Attends,
ne **l'**embrasse pas devant moi.
Je m'en vais.

Joe-Bob: Wait, don't kiss her in
front of me. I'm leaving.

Bette: Eh bien, il est parti.
SMACK!

Bette: Eh bien, he's left. SMACK!



*One or more interactive elements has been
excluded from this version of the text. You can
view them online here: [https://boisestate.pressbooks.pub/
french102/?p=1162#audio-1162-5](https://boisestate.pressbooks.pub/french102/?p=1162#audio-1162-5)*

direct object pronouns – agreement with the past participle

The past participle agrees in gender and in number with a preceding direct object. In other words, if the direct object pronoun is feminine, add an **e** to the end of the past participle; if the pronoun is masculine plural, add an **s** (unless the past participle already ends in **s**); if it is feminine plural, add **es**.

Un peu plus tard ...

A little later ...

Bette: Tammy? Tu sais, Tex **m'**a
embrassée.

Bette: Tammy? Tex kissed me.

Tammy: Ce n'est pas vrai!

Tammy: That's not true.

Bette: Demande-lui. Il arrive.

Bette: Ask him. Here he comes.

Tammy: Tex, tu **l'**as embrassée,
Bette?

Tammy: Tex, did you kiss her,
Bette?

Tex: Qui? Bette? Mais non. Je
ne **l'**ai pas embrassée. C'est elle
qui **m'**a embrassé! PAF! Aïe!

Tex: Who? Bette? Why no. I
didn't kiss her. She kissed me!
POW! Ow!



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1162#audio-1162-6>

Deuxième Partie: l'automne, les exercices



a pot of chrysanthemums, photo by [Georgi Zvezdov](#) on [Unsplash](#).

Exercice 1. Grammaire interactive. Les fêtes.

1. Look at the following sentences:

1. Le Jour de l'An, les Américains **le** fêtent.
2. La Toussaint, les Américains ne **la** fêtent pas.
3. Halloween les Américains **l'**adorent.
4. Les jours fériés, les Français **les** adorent.
5. Thanksgiving, les Français ne **le** fêtent pas.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1168#h5p-246>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1168#h5p-247>

2. Fill in the blanks:



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1168#h5p-244>

3. What do you notice about the position of the direct object pronouns in the sentences below?

Le Jour de l'An, les Américains **le** fêtent.

La Toussaint, les Américains ne **la** fêtent pas.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1168#h5p-245>

Exercice 2. the direct object pronouns le, la, l', les

Review the direct object pronouns **le**, **la**, **l'**, and **les** in the first three sections (French direct object pronouns, position, gender) from the webpage below. Watch the [video](#) then complete the quiz.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1168#h5p-269>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1168#h5p-271>

Exercice 3. Glissez et déposez

Glissez et déposez les mots pour réorganiser chaque phrase dans l'ordre correct.

Drag and drop to put the words in each sentence in the correct order.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1168#h5p-273>

Exercice 4. direct object pronouns



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1168#h5p-280>

Exercice 5. direct object pronouns and le passé composé



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1168#h5p-281>

Exercice 6. direct object pronouns and le passé composé



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1168#h5p-282>

Exercice 7. direct object pronouns and l'impérative



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1168#h5p-279>

Troisième Partie:

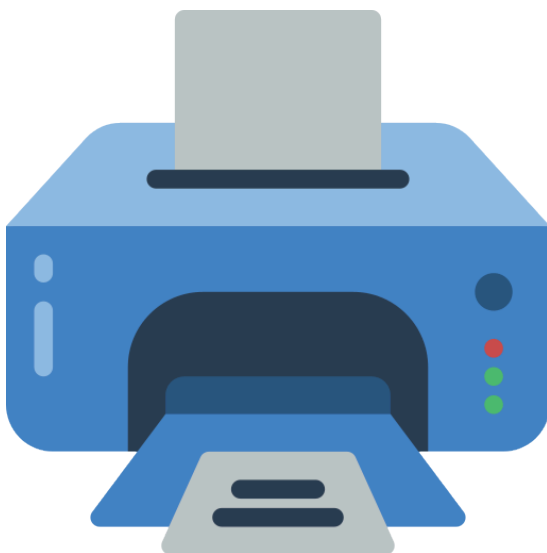
L'hiver, le vocabulaire





Image by [Freepik](#)

It's time to practice the vocabulary for this section!



[Printer icon via Smashicons](#)

To download a copy or print this section's vocabulary, please use this [link](#).

Directions: To begin, you'll review flashcards for key unit vocabulary. Once you feel comfortable with the terms, you'll have the opportunity to practice what you've learned through several interactive activities. Please repeat these activities as much as needed and we encourage you to return to this page throughout the unit to review.

New to Quizlet? Watch the video below to get started:



One or more interactive elements has been excluded from this version of the text. You can

view them online here: <https://boisestate.pressbooks.pub/french102/?p=1149#oembed-1>

Flashcards



Review the **flashcards**. Click on the speaker icon  in the word list to hear each word pronounced.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1149#h5p-274>

Multiple Choice Challenge



Complete “**Learn**” for a multiple choice challenge.

Visit Quizlet to “[Learn!](#)”

Match



Play “**Match**” to pair words. Try to beat your time!

Visit Quizlet to “[Match](#)”

Write



Demonstrate your spelling skills with “**Write.**”

Visit Quizlet to “[Write!](#)”

Troisième Partie:

L'hiver, la grammaire

La Grammaire

In this section:

- **Indirect Object Pronouns**

Indirect Object Pronouns



Photo from [Unsplash](#)

Forms and Uses

An indirect object is a *person* which receives the action of a verb indirectly. In French the indirect object is always preceded by the preposition **à** and in English by the preposition **'to'** :

Examples : Gabriel offre des fleurs **à** Chloé. (Gabriel gives flowers **to** Chloé.) Remember, "offrir quelque chose **à** quelqu'un – you offer something **TO** someone.

Alain donne un cadeau **à** sa sœur. (Alain gives a gift **to** his sister.) Remember, the verb "donner" is used to give something **to** someone – donner quelque chose **à** quelqu'un.

An indirect object **pronoun** indicates **à** + a person. In the sentence 'Gabriel offre des fleurs **à** Chloé', 'Chloé' is the indirect object. The indirect object **pronoun** that replaces 'à Chloé' is **lui**, this way, we avoid repeating Chloé.

Gabriel **lui** offre des fleurs. (Gabriel gives flowers to **her**.)

Alain **lui** donne un cadeau. (Alain gives a gift to **her**)

Following are the French indirect object pronouns:

me (to me)

nous (to us)

te (to you)

vous (to you)

lui (to him/to her)

leur (to them)



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1151#audio-1151-1>

In front of a word starting with a vowel, **me** and **te** become **m'** and **t'**.

Mimi: Qu'est-ce que tu vas offrir Michel pour son anniversaire?

Mimi: What are you going to give Micheal for his birthday?

Martin: Je vais **lui** offrir un jeu vidéo.

Martin: I'm going to give **him** a video game.

Mimi: Anthony **m'a** dit que je devrais **lui** donner un jeu de société!

Mimi: Anthony told **me** that I should give **him** a board game.

Martin: Bonne idée!

Martin: Good idea!

Placement

An indirect object pronoun (IOP) is placed just **before** the verb of which it is the object.

Example: Sophie, je **te** parle ! Sophie, I'm talking to **you**! The IOP is "te" and the verb is "parle" in this example.

In a composed tense (like the passé composé), the pronoun precedes the auxiliary.

Example: Tu **lui** as parlé ? Did you talk to him? Here, lui is the IOP, which goes before the auxiliary verb avoir.

In infinitive constructions, the pronoun goes immediately before the infinitive.

Example: Nous allons **leur** donner un cadeau. We are going to give **them** a gift

When the conjugated verb is negative, the **ne** precedes the object pronoun. The IOP is placed between the ne and the conjugated verb.

Exemple: Il ne **m'a** pas envoyé un SMS. He did not send me a text message.

Tu ne **lui** as pas parlé. You didn't talk to him/her.

The IOP is *sandwiched* between the ne and the verb avoir in a negative sentence.

Note that, in compound tenses (such as the passé composé), there is no agreement between the past participle and the indirect object.

In the affirmative imperative (commands, advice), the

indirect object pronoun is placed after the verb it is the object of and attached to it by a hyphen. In addition, **me** and **te** become **moi** and **toi**.

See examples below:

Mimi: Qu'est-ce que tu as reçu pour ton anniversaire?

Mimi: What did you get for your birthday?

Michel: Mariah **m'**a donné une carte cadeaux pour Janjou!

Michel: Mariah gave **me** a gift card for Janjou!

Mimi: Génial ! Qu'est-ce que Sophia **t'**a donné?

Mimi: Cool! What did Sophia give **you**?

Michel: Elle **m'**a donné des romans.

Michel: She gave **me** some books.

Mimi: Oh, montre-**moi** les romans!

Tammy: Oh, show **me** the books!

Troisième Partie: L'hiver, les exercices



Photo by [Ian Schneider](#) on [Unsplash](#)

Exercice 1. Grammaire interactive

Look at the following sentences:

1. Pour l'anniversaire de Guillaume, je vais **lui** donner un gâteau!
2. Qu'est-ce qu'il **t'**a donné pour Noël?
3. Donne-**moi** le portable!
4. Elle **nous** dit qu'elle cherche une table.
5. Je **leur** ai offert une carte cadeau pour Gaston's.



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=1155#h5p-264>

Exercice 2. Réécrivez les phrases



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=1155#h5p-286>

Exercice 3. Complétez les phrases



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=1155#h5p-285>

Exercice 4. Dialogue – L'anniversaire de Julie

Listen to the dialogue and answer the questions based on your inferences. Be sure to click next to answer each question.



One or more interactive elements has been excluded from this version of the text. You can

view them online here: <https://boisestate.pressbooks.pub/french102/?p=1155#audio-1155-1>



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=1155#h5p-255>

Exercice 5. Complétez le dialogue au passé



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=1155#h5p-263>

Exercice 6. Conjugaison – ouvrir



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=1155#h5p-256>

Exercice 7. Ouvre les yeux

Listen to “Ouvre les yeux” by Marie Mai and fill in the missing lyrics.



An interactive H5P element has been excluded

from this version of the text. You can view it online
here:

[https://boisestate.pressbooks.pub/
french102/?p=1155#h5p-262](https://boisestate.pressbooks.pub/french102/?p=1155#h5p-262)



An interactive H5P element has been excluded
from this version of the text. You can view it online
here:

[https://boisestate.pressbooks.pub/
french102/?p=1155#h5p-261](https://boisestate.pressbooks.pub/french102/?p=1155#h5p-261)

To access an editable version of this activity, please
use this [link](#).

Exercice 8. Un repas pour Noël



An interactive H5P element has been excluded
from this version of the text. You can view it online
here:

[https://boisestate.pressbooks.pub/
french102/?p=1155#h5p-254](https://boisestate.pressbooks.pub/french102/?p=1155#h5p-254)

Exercice 9. La Chandeleur

Watch the following video and respond to the questions in the document.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1155#h5p-265>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1155#h5p-267>

To access an editable version of this activity, please use this [link](#).

Module 7 : L'évaluation de la production écrite et l'expression orale



Photo by Anne Nygård on [Unsplash](#)

Part One:

Your family is having a reunion and you've been asked to contribute several photos to the family album. Choose 4-5 photos of your favorite past memories and create captions that describe each photo in detail. You should write 4 to 5 sentences for each caption.

Things to consider when writing your captions : where were you, what holiday was it, what was the date and season, what were you celebrating, what did you eat, who was there, what did you do, etc.

Rubric, Part One:

Criteria	Exceeds Expectations	Meets	Expectations	Does Not Meet Expectations
Language Function	You can create with language by combining and recombining known elements successfully into more than memorized sentences.	Strong	Minimal	
		You use mostly memorized language with some attempts to create original sentences. You can present topics related to basic personal information and some activities.	You use memorized language only, familiar language.	
Text Type	You use simple sentences and some connected sentences.	You use simple sentences and memorized phrases.	You use words, phrases, chunks of language, and lists.	You use isolated words.
Impact	Your writing is clear and organized. You Include an unexpected feature that captures interest and attention of audience.	Your writing is clear and organized.	Your writing is clear and organized.	Your writing may be either unclear or unorganized. You use minimal to no effort to maintain audience's attention.
Comprehensibility	Your writing is generally understood by those accustomed to interacting with non-natives.	Your writing is understood with occasional difficulty.	Your writing is understood, although often with difficulty.	Most of what you write may be unintelligible or only understood with repetition.

Criteria	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Language Control	You are most accurate when producing simple sentences in present tense. Your accuracy decreases as language becomes more complex.	You are most accurate with memorized language, including phrases. Your accuracy decreases when creating and trying to express personal meaning.	Your accuracy is limited to memorized words. Your accuracy may decrease when attempting to communicate beyond the word level.
			You have little accuracy even with memorized words.

Part Two:

Your family loved your contributions to the album for the reunion! They have asked everyone to contribute to a digital version of the album so that all of the family across the US has access at all times. You have been asked to record the captions you previously provided. Using your phone's recording app or www.vocaroo.com, make any changes provided by your instructor and record yourself reading your four detailed captions.

Rubric, Part Two

Criteria	Exceeds Expectations	Meets	Expectations	Does Not Meet Expectations
Language Function		Strong	Minimal	
	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks and topics necessary for survival in target-language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated communicative tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.
Text Type				
	Uses simple sentences and some strings of sentences.	Uses simple sentences and memorized phrases.	Uses words, phrases, chunks of language, and lists.	Uses isolated words.
Impact				
	Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience.	Presented in a clear and organized manner. Presentation illustrates originality and features rich details, visuals, and/or organization of the text to maintain audience's attention and/or interest.	Presented in a clear and organized manner. Some effort to maintain audience's attention through visuals, organization of the text, and/or details.	Presentation may be either unclear or unorganized. Minimal to no effort to maintain audience's attention.

Criteria	Exceeds Expectations	Meets	Expectations	Does Not Meet Expectations
Comprehensibility	Is generally understood by those accustomed to interacting with non-natives, although repetition or re-phrasing may be required.	Is understood with occasional difficulty by those accustomed to interacting with non-natives, although repetition or re-phrasing may be required.	Is understood, although often with difficulty, by those accustomed to interacting with non-natives.	Most of what is said may be unintelligible or only understood with repetition.
Language Control	Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex.	Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning.	Accuracy is limited to memorized words. Accuracy may decrease when attempting to communicate beyond the word level.	Most of what is said may be unintelligible or only understood with repetition.

Module 7: Cultural Reflection



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1337#h5p-283>

MODULE 08: CHEZ MOI



What makes a home?

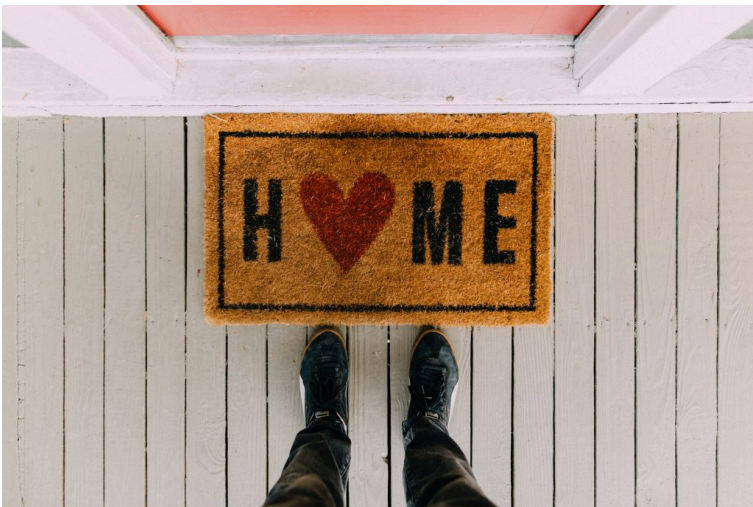


Photo by Kelly via [Pexels](#)

Module 08 Learning Outcomes:

I can...

1. describe where I live
2. describe a few characteristics of homes in francophone countries
3. give people simple commands
4. talk about my daily routine in the past
5. talk about household chores, what I do or do not like to do

Interpretive: Read two ads for apartments in Francophone countries and make recommendations for who might want to rent these properties.

Interpersonal: Discuss with a roommate which chores need to be completed before you can host some friends for a dinner party.

Presentational: Write a letter to university residence life to request a new dorm after a disagreement over chores with your roommate.

21st Century Skills:

- Use digital technology tools to communicate your ideas.
- Articulate your thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and

contexts.

- Develop, implement, and communicate new ideas to others.

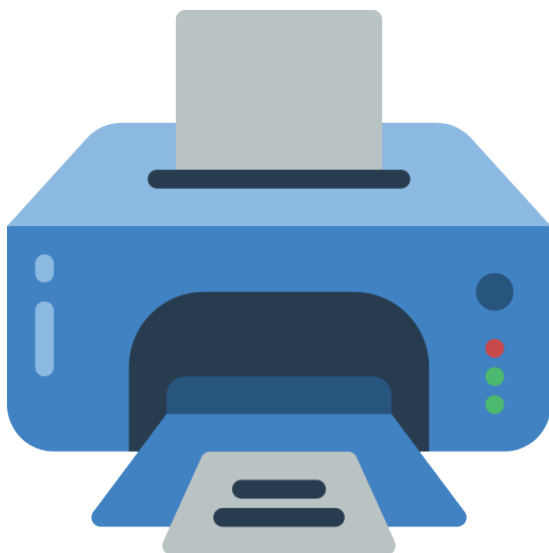
Première partie: à la maison, le vocabulaire

Le Vocabulaire



[Photo by Vlada Karpovich for Pexels](#)

It's time to practice the vocabulary for this section!



[Printer icon via Smashicons](#)

To download a copy or print this section's vocabulary, please use this [link](#).

Directions: To begin, you'll review flashcards for key unit vocabulary. Once you feel comfortable with the terms, you'll have the opportunity to practice what you've learned through several interactive activities. Please repeat these activities as much as needed and we encourage you to return to this page throughout the unit to review.

New to Quizlet? Watch the video below to get started:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1384#oembed-1>

Flashcards



Review the **flashcards**. Click on the speaker icon  in the word list to hear each word pronounced.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://boisestate.pressbooks.pub/french102/?p=1384#h5p-293>

Multiple Choice Challenge



Complete “**Learn**” for a multiple choice challenge.

Visit [Quizlet](#) to “Learn!”

Match



Play “**Match**” to pair words. Try to beat your time!

Visit [Quizlet](#) to “Match”

Write



Demonstrate your spelling skills with “**Write.**”

Visit [Quizlet](#) to “Write!”

Première partie: à la maison, la grammaire

La Grammaire

In this section:

- **adjectives to describe a home**
- **The pronoun y**
- **Les pronoms toniques & “chez”**

Adjectives to describe a home



[Photo by Ryan Klaus for Pexels](#)

Adjectives “agree” with the noun or the pronouns with which

they are used. For example, if an adjective is used with a feminine, plural noun, one modifies the noun to be feminine and plural.

Example:

ma chambre = feminine singular

> ma chambre est **spacieuse** – spacieuse is a feminine, singular noun.

Mon bureau = masculine singular

mon bureau est **spacieux** – spacieux is the masculine, singular form of spacious.

Here are some common examples of adjectives and their gendered forms:

Masculine singular	Feminine singular	Masculin plural	Feminine plural
spacieux	spacieuse	spacieux	spacieuses
lumineux	lumineuse	lumineux	lumineuses
sombre	sombre	sombres	sombres
ancien	ancienne	anciens	anciennes
moderne	moderne	modernes	modernes
clair	claire	clairs	claires
confortable	confortable	confortables	confortables
pratique	pratique	pratiques	pratiques
joli	jolie	jolis	jolies

You'll notice that some adjectives don't change form from masculine to feminine. They already end in **-e** and therefore will not change, unless to denote the plural form. **Example : pratique / pratiques**

Placement of adjectives

You will remember from a previous module that the placement of adjectives is different than in English!

Adjectives typically go after the noun. For example, *un*

fauteuil bleu or *un tableau bizarre*. However, some adjectives go before the noun. [Revisit this section](#) to read more about placement of adjectives.

The pronoun y



Photo by Nataliya Vaitkevich for Pexels

Y expressing place

Y replaces a preposition indicating location plus its object: 'à UT' (at UT), 'devant la Tour' (in front of the Tower). It is usually translated as **there**. Prepositions which indicate location include **à, en, dans, devant, derrière, sous, sur**. The noun objects of these prepositions are places and things which indicate a place. The exception is the preposition **chez** which is used with a person, as in 'chez Amber' (Amber's place). Note that à + person is replaced by an [indirect object pronoun](#) except with certain verbs.

Marie, tu vas à Nampa?

Marie, are you going to Nampa?

Oui, j'y vais ce week-end pour faire du shopping.

Yes, I'm going there this weekend for some shopping.

On ne peut pas y manger ?

You can't eat there?

Mais si, on peut y manger. Il y a beaucoup de restaurants.

But yes, you can eat there. There are lots of restaurants.

Super, on y va!

Super, let's go there!

Y with certain verbs

With certain verbs y replaces the preposition à when its object is an idea or thing, but **not** a person. Some of these verbs are penser à, réfléchir à (to think about), s'intéresser à (to be interested in), répondre à (to answer to), participer à (to participate in).

Note: In these expressions, the preposition à is idiomatic. It does not indicate location in or movement toward.

Ma mère s'intéresse à la déco.
Elle s'y intéresse énormément.

My mom is interested in home decoration. She's tremendously interested in it.

Je pense toujours à l'existentialisme. Il y pense jour et nuit.

Tex always thinks about existentialism. He thinks about it night and day.

When these verbs are followed by a person, the disjunctive pronoun will be used, for example, 'Barbara pense souvent à Jean. Elle pense souvent à lui.' (Bette often thinks of Tex. She often thinks of him.)

Placement

Placement of y is the same as that of direct and indirect pronoun objects: y precedes the verb it refers to, except in the affirmative imperative. In compound tenses, like the passé composé, it precedes the auxiliary. Note that there is no agreement between y and the past participle, since y does not replace a direct object.

Examples:

Où allez-vous?

A Cœur d'Alène. Tu veux **y** aller avec nous?

Je n'**y** suis jamais allé. On m'a dit que Cœur d'Alène, était une expérience inoubliable.

Nous **y** allons tout de suite.

Bon, attendez-moi, j'**y** vais aussi. Allons-**y**!

Where are you going?

To Cœur d'Alène, Do you want to go **there** with us?

I've never been **there**. I've been told that Cœur d'Alène. was an unforgettable experience.

We're going **there** right away.

Good, wait for me I'm going **there**, too. Let's go (**there**)!

les pronoms toniques – chez **moi** ou chez **toi** ?

The usage of tonic pronouns changes according to the subject pronoun. Here are some potential uses:

1. Après une préposition/after a preposition

Exemples :

– Je viens **chez toi**.

– Vous allez **avec lui** ?

2. Pour renforcer un pronom ou un nom / to reinforce a pronoun or a noun

Exemples :

– **Moi, je** joue de la guitare.

– **Lui, il** joue de la trompette.

– **Toi Eric, tu** joues du piano.

3. Quand le pronom est employé sans le verbe / when the pronoun is used without a verb

Exemples :

– Qui veut encore du gâteau ? – **Elle**.

– Qui connaît la réponse ? – **Moi**.

4. Dans une réponse avec « aussi » ou « non plus » / in a response with “also” or the expression “non plus”

Exemples :

– Tu détestes l'opéra. – **Moi aussi.** (Pour une phrase affirmative positive)

– Il n'aime pas les insectes. – **Nous non plus.** (Pour une phrase négative)

5. Après « chez », « avec », « pour »

Exemples :

– On va **chez toi** ou **chez moi** ? – Allons **chez moi**, c'est plus près.

– Elle parle **avec lui** tous les soirs au téléphone.

– C'est pour qui le café ? – C'est **pour elle.**

Pronoms sujets Pronoms toniques

Je	moi	\mwa\
Tu	toi	\twa\
Il	lui	\ly\
Elle	elle	\ ε \
Nous	nous	\nu\
Vous	vous	\vu\
Ils	eux	\ø\
Elles	elles	\ ε \



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1389#audio-1389-1>

Table, audio and explanation adopted from <https://www.francepodcasts.com/2020/06/01/les-pronoms-toniques/#Usages>

Première partie: à la maison, les exercices

Les Exercices



[Photo by Cottonbro for Pexels](#)

Exercice 1. Dans la cuisine



An interactive H5P element has been excluded from this version of the text. You can view it online [here](#):

<https://boisestate.pressbooks.pub/french102/?p=1391#h5p-314>

Exercice 2. La maison de votre prof



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1391#h5p-309>

To access an editable version of this activity, please use this [link](#).

Exercice 3. Quelle pièce



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1391#h5p-313>

To access an editable version of this activity, please use this [link](#).

Exercice 4. Un peu de shopping – meubler un appartement

You and your roommate abroad have saved over the last year and you want to finally purchase some things to furnish your apartment. Visit <https://www.darty.com/>. Visit the site and find six pieces of furniture. Complete the table.

Instructions en français : Vous avez envie d'habiter en France et d'acheter des meubles.

Allez sur le site Darty, <http://www.darty.com/>. Cherchez et choisissez six meubles (lit, commode, table, canapé, lave-vaisselle, etc). • Complétez le tableau.

*Copy the items that you have chosen into your document. You will share this later with your classmates.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1391#h5p-315>

To access an editable version of this activity, please use this [link](#).

Exercice 5. Les pronoms toniques



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1391#h5p-321>

Exercice 6. Le pronom y – Qu'est-ce qu'on y fait ?



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1391#h5p-322>

To access an editable version of this activity, please use this [link](#).

Exercice 7. Le pronom y – transformez



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1391#h5p-323>

To access an editable version of this activity, please use this [link](#).

Exercice 8. Quelle pièce ?



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1391#h5p-325>

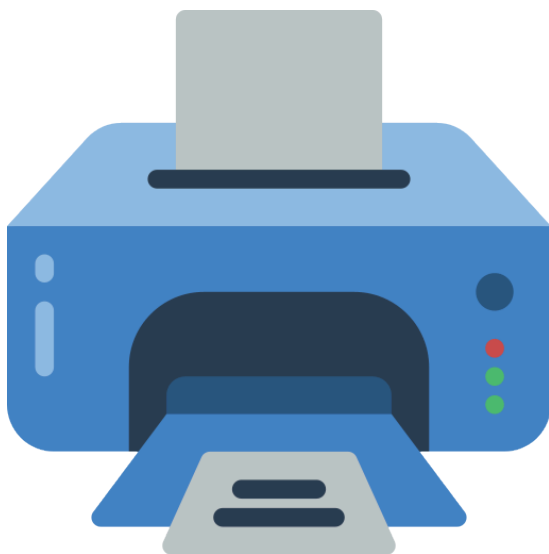
Deuxième partie: des tâches ménagères, le vocabulaire

Le Vocabulaire



Photo by [Scott Umstatt](#) on [Unsplash](#).

It's time to practice the vocabulary for this section!



[Printer icon via Smashicons](#)

To download a copy or print this section's vocabulary, please use this [link](#).

Directions: To begin, you'll review flashcards for key unit vocabulary. Once you feel comfortable with the terms, you'll have the opportunity to practice what you've learned through several interactive activities. Please repeat these activities as much as needed and we encourage you to return to this page throughout the unit to review.

New to Quizlet? Watch the video below to get started:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1374#oembed-1>

Flashcards



Review the **flashcards**. Click on the speaker icon  in the word list to hear each word pronounced.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://boisestate.pressbooks.pub/french102/?p=1374#h5p-288>

Multiple Choice Challenge



Complete “**Learn**” for a multiple-choice challenge.

Visit [Quizlet](#) to “Learn!”

Match



Play “**Match**” to pair words. Try to beat your time!

Visit [Quizlet](#) to “Match”

Write



Demonstrate your spelling skills with “**Write.**”

Visit [Quizlet](#) to “Write!”

Deuxième partie: des tâches ménagères, la grammaire

La Grammaire

In this section:

- **formation of the imperative**
- **irregular imperatives**
- **imperative of pronominal verbs**
- **negative commands**
- **pronoun object with imperative**



Photo by [Daniel Watson](#) on [Unsplash](#).

The imperative, (**l'impératif** in French) is used to give commands, orders, or express wishes, like 'Stop!', 'Listen!' You may recognize the imperative from commands such as 'Ecoutez' or 'Répétez'. It is one of four [moods](#) in the French language. Unlike the other moods, the imperative is not divided into tenses. Keep in mind that the imperative is a very direct way to give an order. It is often replaced with more polite alternatives like the [conditional](#).

formation of the imperative

There are three forms of the imperative: **tu**, **nous**, and **vous**. For all verbs, the imperative is formed by taking the corresponding forms of the [present indicative](#), but without subject pronouns.

The lack of a subject pronoun is what identifies the imperative mood.

finir 'to finish'		
present	imperative	translation
tu finis	finis	finish (you, familiar)
nous finissons	finissons	let's finish
vous finissez	finissez	finish



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1377#audio-1377-1>

The **tu** form is used to give an order to a child or when the speaker is on familiar terms with the person addressed. The **vous** form is used to give an order to a group of people or to address one person in the vous form. The **nous** form is used to give an order that involves oneself as well as others, though it often expresses a suggestion as its translation (Let's ...) indicates.

Drop the final **s** in the **tu** forms of the imperative for **-er** verbs, including **aller**, and **-ir** verbs like **ouvrir** and other verbs whose present indicative form of **tu** ends in **-es**:

present	imperative	translation
tu regardes	regarde	look
tu ouvres	ouvre	open
tu vas	va	go

When these forms are followed by the pronoun *y* or *en*, the *-s* is reattached for pronunciation purposes. For example:

Corey: Bette, **va** au supermarché! **Vas-y!**
Et **achète** de l'insecticide pour moi ... Tu m'entends? **Achètes-en** pour moi!

Corey: Bette, go to the supermarket! Go there! And buy some insecticide for me ... Do you hear me? Buy some for me!

Bette: Imbécile, l'insecticide est dangereux pour les cafards! Paf!

Bette: Imbecile, insecticide is dangerous for cockroaches! Pow!

Corey: Oh, Bette ... aide-moi à me relever, s'il te plaît.

Corey: Oh, Bette, help me back up, please.

Bette: Tu es vraiment trop bête. Je m'en vais.

Bette: You are really too stupid. I'm leaving.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1377#audio-1377-2>

irregular imperatives

There are several verbs that have irregular imperative forms.

avoir	être	savoir	vouloir
aie	sois	sache	veuille
ayons	soyons	sachons	veuillons
ayez	soyez	sachez	veuillez



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1377#audio-1377-3>

imperative of pronominal verbs

For [pronominal verbs](#), the subject pronoun is dropped and the object pronoun is placed after the verb and is attached with a hyphen. **Te** becomes **toi** in this situation.

se souvenir 'to remember'		
present	imperative	translation
tu te souviens	souviens-toi	remember
nous nous souvenons	souvenons-nous	let's remember
vous vous souvenez	souvenez-vous	remember



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1377#audio-1377-4>

negative commands

The forms of the **affirmative** imperative (an order to do something) have been presented in the above charts. In **negative** commands (an order **not** to do something), place the **ne ... pas** around the imperative, as in **Ne regarde pas** ('Don't look'). In negative commands for reflexive verbs, the object pronoun is placed in front of the verb.

Corey: **Ne te moque pas** de moi!

Corey: Don't make fun of me!

Joe-Bob: **Ne nous moquons pas** de Corey!

Joe-Bob: Let's not make fun of Corey!



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1377#audio-1377-5>

pronoun object with imperative

Other non-pronominal pronoun objects follow the same placement as objects of pronominal verbs. As usual, the subject pronoun is dropped. In the negative, the **ne** precedes the object pronoun and the verb. In the affirmative imperative, the pronoun object follows the verb, and the forms **moi** and **toi** replace **me** and **te**.

Corey: **Aidez-moi, aidez-moi!** Je n'arrive pas à me relever.

Corey: Help me, help me! I can't get back up.

Joe-Bob: **Retournons-le!** Allez, un, deux, trois ... Doucement, doucement. **Ne le faites pas** trop vite!

Joe-Bob: Let's turn him. Let's go, one, two, three ... Slowly, slowly. Don't do it too fast!



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1377#audio-1377-6>

Listen to the following dialogue:

Corey: Merci, tout le monde. Ça va beaucoup mieux. **Allons** à Barton Springs cet après-midi.

Corey: Thanks, everybody. That's much better. Let's go to Barton Springs this afternoon.

Joe-Bob: D'accord, mais **écoute**, d'abord je dois mettre mon maillot.

Tammy: Okay, but listen, first I have to put on my swimsuit.

Corey: Oui, bien sûr, mais **dépêche-toi**.

Tex: Yes, of course, but hurry.

Joe-Bob: J'arrive. **N'oublions pas** l'insecticide. Il y a tant d'insectes empoisonnants en ce moment!

Joe-Bob: I'm coming. Let's not forget the insecticide. There are so many irritating insects now.

Corey: Eh moi alors?

Corey: And me?

Joe-Bob: Oh, pas toi, Corey. Tu n'es jamais empoisonnant!

Joe-Bob: Oh, not you, Corey. You are never irritating!



One or more interactive elements has been excluded from this version of the text. You can

view them online here: <https://boisestate.pressbooks.pub/french102/?p=1377#audio-1377-7>

Deuxième partie: des tâches ménagères, les exercices

Les Exercices



Photo by [engin akyurt](#) on [Unsplash](#).

Exercice 1. Le gros minet/The fat cat

Watch the video and answer the pop-up questions. You will be able to check your answers as you go.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1379#h5p-307>

Exercice 2. Associer

Associer la tâche ménagère avec l'image qui correspond.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1379#h5p-294>

Exercice 3. Écouter et associer.

Écouter et relier chaque enregistrement à une image.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1379#h5p-295>

Exercice 4. le bon ordre

Mettez les images dans le même ordre que les phrases.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1379#h5p-300>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1379#h5p-301>

Exercice 5. Contre le montre !/Beat the clock !

Match each image to the correct sentence in under 60 seconds!



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1379#h5p-302>

Exercice 6. Qui fait ça ?

Regarder la grille et écrire le nom de la personne correcte pour compléter chaque phrase.





An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1379#h5p-299>

Exercice 7. Écouter et associer.

Écoute et associe chaque situation à une tâche ménagère.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1379#h5p-297>

Exercice 8. une chanson – Les Tâches ménagères – par Les Torps

Watch the video and answer the questions to the right as you listen. Check your answers at the end by clicking on “Afficher vos résultats.”



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1379#h5p-312>

Exercice 9. Écouter et associer.

Écouter l’audio et déplacer les lettres à l’image qui correspond.

Think about the vocabulary you recently learned about items in the home.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1379#h5p-298>

Exercice 10. Impérative – Reliez.

Match the infinitive and subject to the correct form of the verb in *l'impératif*.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1379#h5p-324>

Exercice 11. Impératif.

Fill in the blanks with the correct form of the verbs in *l'impératif*. Click [HERE](#) to review verbs with irregular forms in the *l'impératif*. Press “return” after typing in your answer to check it.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1379#h5p-327>

Exercice 12. Impératif au négatif



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1379#h5p-328>

Exercice 13. Impératif with listening

Fill in the blank with the correct form of the verb in *l'impératif*. Think about is the relationship between the people giving and receiving the commands. Will they be given in the *tu* or *vous* form? There is an error in the first command of the second section [(faire) vos devoirs !]. Do you know what the error is? Be sure to read the instructions at the top of the page to know how to check your answers and add accent marks.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1379#h5p-330>

Exercice 14. une recette et l'impératif – les crêpes de Bretagne

Recipes are a common place you will see *l'impératif*. In the following exercise, you will drag and drop each step of the crêpe recipe, written in the *vous* form of *l'impératif*. Read the objectives and the instructions then click the green button

“commencer le module” to start. When you have finished click the blue button “Répondre” in the bottom left corner to check your answers. Use [WordReference](#) if you need to look up any words.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1379#h5p-331>

Exercice 15. une chanson et l'impératif – “Dis-moi que l'amour”

Open the module below and read the objectives and the instructions. Click the blue button [“Suivant”] in the bottom right corner to go to the next step of the module. First, answer the multiple-choice question. Then watch and listen to the music video and type in the verbs that you hear in *l'impératif*. Click the blue button [“Soumettre ma réponse”] in the bottom left corner to check your answers.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1379#h5p-332>

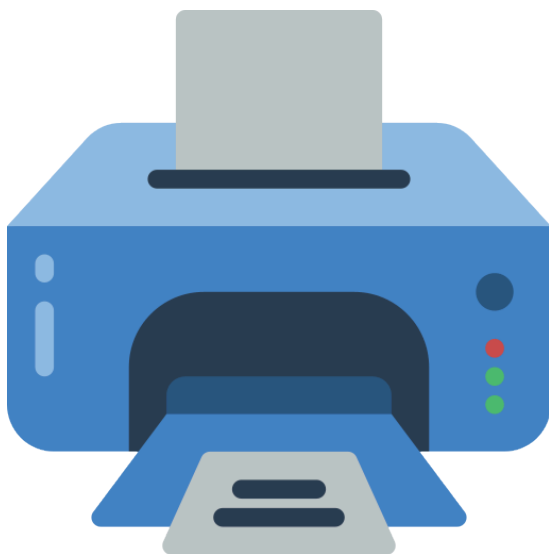
Troisième Partie: La fête, le vocabulaire

Le Vocabulaire



[Photo by Adi Goldstein on Unsplash](#)

It's time to practice the vocabulary for this section!



[Printer icon via Smashicons](#)

To download a copy or print this section's vocabulary, please use this [link](#).

Directions: To begin, you'll review flashcards for key unit vocabulary. Once you feel comfortable with the terms, you'll have the opportunity to practice what you've learned through several interactive activities. Please repeat these activities as much as needed and we encourage you to return to this page throughout the unit to review.

New to Quizlet? Watch the video below to get started:



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1345#oembed-1>

Flashcards



Review the **flashcards**. Click on the speaker icon  in the word list to hear each word pronounced.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://boisestate.pressbooks.pub/french102/?p=1345#h5p-287>

Multiple Choice Challenge



Complete “**Learn**” for a multiple choice challenge.

Visit Quizlet to “[Learn!](#)”

Match



Play “**Match**” to pair words. Try to beat your time!

Visit Quizlet to “[Match!](#)”

Write



Demonstrate your spelling skills with “**Write.**”

Visit Quizlet to “[Write!](#)”

Troisième Partie: La fête, la grammaire

La Grammaire

In this section:

- **Passé composé of pronominal verbs**
- **The pronoun “en”**

Passé composé of pronominal verbs



Photo by Levi Guzman on [Unsplash](#)

A [pronominal verb](#) is a verb which has a reflexive pronoun, that is, a pronoun referring back to its subject. These verbs are easily recognized by the pronoun *se* before the infinitive: *se lever*, *se laver*, *se promener*, etc.

Formation

In the **passé composé**, pronominal verbs are conjugated with *être* as their auxiliary. [Past participles](#) of pronominal verbs are formed like nonpronominal past participles. Note that the reflexive pronoun (*me*, *te*, *se*, *nous*, *vous*, *se*) precedes the auxiliary.

s'amuser 'to have fun'

je me suis amusé(e), I had fun	nous nous sommes amusé(e)s, we had fun
tu t'es amusé(e), you had fun	vous vous êtes amusé(e)(s), you had fun
il / on s'est amusé, he / one had fun	ils se sont amusés, they had fun
elle s'est amusée, she had fun	elles se sont amusées, they had fun



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1351#audio-1351-1>

Past participle agreement

It is important to note that, in most cases, the past participle of pronominal verbs agrees in gender and number with the gender and number of the reflexive pronoun, that is, an **e** is added to the past participle to agree with a feminine subject and an **s** is added for a plural subject.

Tammy: Je me suis réveillée très tôt ce matin.

Tammy: I got up really early this morning.

Tex: Moi, je me suis réveillé très tard!

Tex: I got up really late!



One or more interactive elements has been excluded from this version of the text. You can

view them online here: <https://boisestate.pressbooks.pub/french102/?p=1351#audio-1351-2>

Past participle agreement: exceptions

The past participle does not agree if there is a direct object following the verb which is a part of the body:

Tammy: Je me suis lavée.

Tammy: I washed.

Et ensuite je me suis lavé les cheveux.

And then, I washed my hair.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1351#audio-1351-3>

In the second example, the direct object les cheveux is placed after the verb, so there is no agreement.

Furthermore, in cases where the reflexive pronoun is an **indirect object** rather than a direct object, as in the verb se parler (parler à), there is no agreement.

Tammy: Puis, Bette et moi, nous nous sommes parlé.

Tammy: Then, Bette and I talked to each other.





One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1351#audio-1351-4>

Negation

In the negative, the **ne** precedes the reflexive pronoun and the **pas** follows the auxiliary:

je ne me suis pas amusé(e)

nous ne nous sommes pas amusé(e)(s)

tu ne t'es pas amusé(e)

vous ne vous êtes pas amusé(e)(s)

il / on ne s'est pas amusé

ils ne se sont pas amusés

elle ne s'est pas amusée

elles ne se sont pas amusées



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1351#audio-1351-5>

Tammy: Bonjour Tex! Oh là là!
Tu ne t'es pas rasé ce matin?

Tammy: Hi Tex! Oh dear! You
did not shave this morning?

Tex: Oh ça va hein! Mon réveil
n'a pas sonné! Je me suis
réveillé trop tard. Et toi, tu t'es
rasée?

Tex: Oh that's enough, OK! My
alarm clock did not go off! I
woke up too late.
Did *you* shave?

Tammy: Monsieur Tex s'est
levé du pied gauche
aujourd'hui!

Tammy: Mister Tex got up on
the wrong side of the bed
today!



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1351#audio-1351-6>

The Pronoun “en”

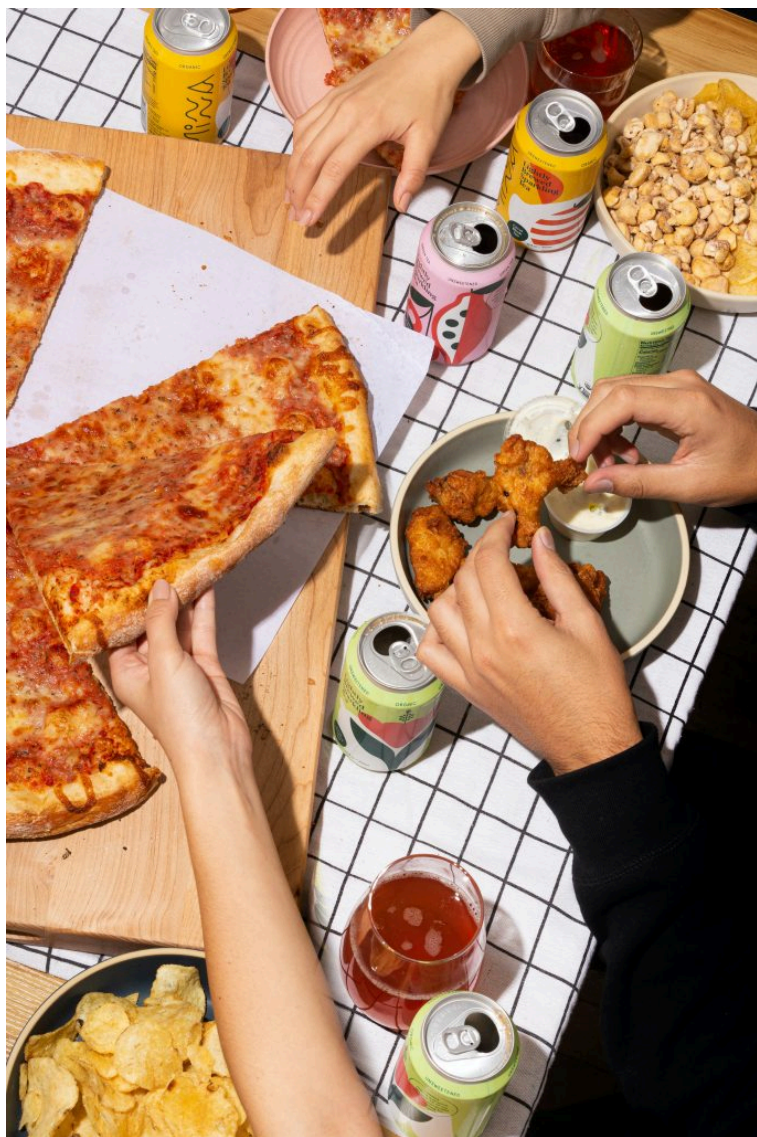


Photo by No Revisions on [Unsplash](#)

Uses

En is a pronoun that typically replaces *de* + a noun; this includes nouns introduced by partitive or indefinite determiners (*de*, *du*, *de* *l'*, *de* *la*, *des*). **En** may be translated as 'some', 'any', or 'not any'.

Tammy, Edouard et Tex sont à table.

Tammy, Edouard and Tex are eating.

Tammy: Edouard, tu veux de la soupe?

Tammy: Edouard, do you want some soup?

Edouard: Oui, merci. Elle est délicieuse.

Edouard: Yes, thank you. It is delicious.

Tex: Il y a du vin?

Tex: Is there any wine?

Tammy: Oui il y en a. Tu en veux?

Tammy: Yes, there is **some**. Would you like **some**?



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1351#audio-1351-7>

In a similar fashion, **en** replaces a noun introduced by a number or an expression of quantity. Notice that the equivalent of **en** is not always expressed in English, although **en** must still be used in the French sentence:

Tammy: Edouard, tu as assez de pain?

Edouard: Oui, merci, j'en ai assez.

Tammy: Tex, tu veux un peu de pain?

Tex: Non, merci, je n'en veux pas. J'en ai encore une tranche.

Tammy: Edouard, do you have enough bread?

Edouard: Yes, thank you, I have **enough (of it)**.

Tammy: Tex, do you want a little bread?

Tex: No, thank you, I do not want **any**. I still have **a slice (of it)**.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1351#audio-1351-8>

En also replaces expressions introduced by the preposition **de** with the following verbs:

- **s'occuper de**, to deal with
- **parler de**, to speak of
- **remercier de**, to thank for
- **revenir de**, to return from
- **venir de**, to come from



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1351#audio-1351-9>

Tammy: Alors Edouard, comment s'est passée ton interview au restaurant?

Edouard: J'en reviens tout juste! C'était dégoûtant.

Tammy: Tu veux en parler?

Edouard: Tu sais bien que j'ai envie de gagner plus d'argent, j'en ai vraiment besoin, mais servir du barbecue! Jamais! Edouard ne travaillera jamais dans un restaurant qui s'appelle le Bon Barbecue!

Tammy: So Edouard, how did your interview at the restaurant go?

Edouard: I've just returned **from it**! It was disgusting.

Tammy: Do you want to talk **about it**?

Edouard: You know that I want to earn more money. I really need **some** (money), but serve barbecue! Never! Edouard will never work in a restaurant named Good Barbecue!



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1351#audio-1351-10>

Note that a [disjunctive pronoun](#) is used with these verbs to replace expressions when the object of the preposition *de* is a person rather than a thing.

Placement

Placement of **en** is the same as [direct](#) and [indirect](#) pronoun objects. **En** precedes the verb it refers to, except in the affirmative imperative. In compound tenses (such as the *passé composé*), it precedes the auxiliary verb. Note that there is **no** agreement between **en** and the past participle, since **en** does not replace a direct object. When **en** is used with **il y a** ('there is, there are'), it comes between **y** and **a**: *Du pain sur la table? Il y en a* (Some bread on the table? There is **some there**.)

Tex: De nouveaux poèmes? Ne m'en parle pas!

Editeur: Mais si, parlons-en.

Tex: Je n'en ai pas écrit depuis longtemps et je ne vais plus en écrire. Ma muse m'a quitté et je n'ai plus d'idées.

Editeur: Mais si tu en as. Elles sont bizarres, tes idées, mais tu en as beaucoup quand même.

Tex: Some new poems? Don't talk to me **about them**.

Editor: But yes, let's talk **about them**.

Tex: I haven't written **any** for a long time and I'm not going to write **any** more. My muse has left me and I don't have any more ideas.

Editor: But yes, you have **some** (ideas). Your ideas are strange, but you have a lot **of them** nevertheless.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1351#audio-1351-11>

Troisième Partie: La fête, les exercices





Photo by No Revisions on [Unsplash](#)

Exercice 1. Conjuguez les verbes réfléchis au passé composé



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=1362#h5p-289>

Exercice 2. Complétez les phrases



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=1362#h5p-291>

Exercice 3. Complétez l'histoire du matin



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=1362#h5p-292>

Exercice 4. Transformez les phrases avec le pronom “en”



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=1362#h5p-303>

Exercice 5. “En” remplace quoi?

Decide what the pronoun “en” replaces in each sentence.



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=1362#h5p-310>

Exercice 6. Je veux



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=1362#h5p-319>

To access an editable version of this activity, please use this [link](#).



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=1362#h5p-320>

Exercice 7. “En” au passé composé

Écoutez l'audio et transformez la phrase selon l'exemple.

Exemple: Est-ce qu'ils ont mangé du pain? oui

- Oui, ils en ont mangé.

Est-ce qu'ils ont mangé du pain? non

- Non, ils n'en ont mangé.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://boisestate.pressbooks.pub/french102/?p=1362#audio-1362-1>



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://boisestate.pressbooks.pub/french102/?p=1362#h5p-318>

Exercice 8. “En” et la négation



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://boisestate.pressbooks.pub/french102/?p=1362#h5p-317>

Example: "J'ai mangé beaucoup d'oranges." → "Je n'en ai pas mangé beaucoup."

1. Tu as acheté trop de baguettes.
2. Iel a mangé un morceau de fromage.
3. Vous avez des livres.
4. Parlez de mon copain !

Exercice 9. Les devinettes avec "en"



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://boisestate.pressbooks.pub/french102/?p=1362#h5p-316>

Module 8: Cultural Reflection



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/french102/?p=1381#h5p-334>

Module 8 : L'évaluation de la production écrite

Presentational Writing

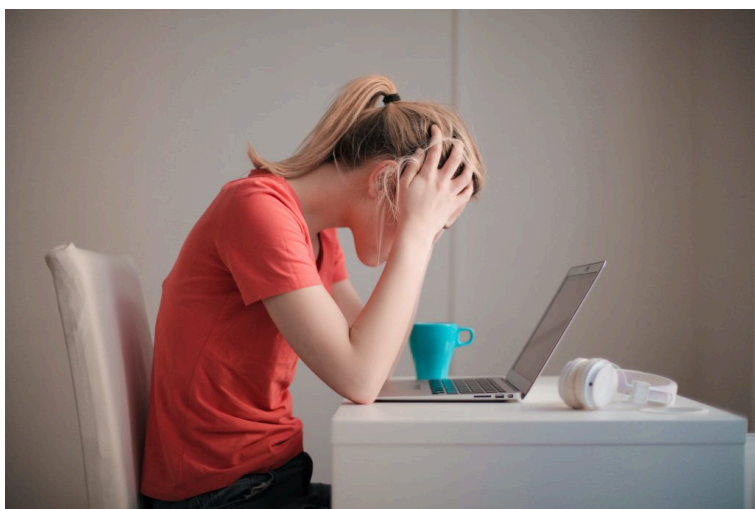


Photo by Andrea Piacquadio via [Pexels](#)

You and your roommate have a disagreement due to chores not getting done this semester! You need to write a letter to residence life to document exactly what happened over the course of the semester. Be as descriptive as possible! We've included some photos to help you or you can find your own. In the closing of your letter, you should ask to move to a new dorm and include a list of your furniture as an inventory for the movers so that your items don't get lost.

Criteria

Exceeds Expectations

Meets E

		Strong	Minimal	
Language Function	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks and topics necessary for survival in target-language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated communicative tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.
Text Type	Uses simple sentences and some strings of sentences.	Uses simple sentences and memorized phrases.	Uses words, phrases, chunks of language, and lists.	Uses isolated words.
Impact	Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience.	Presented in a clear and organized manner. Presentation illustrates originality and features rich details, visuals, and/or organization of the text to maintain audience's attention and/or interest.	Presented in a clear and organized manner. Some effort to maintain audience's attention through visuals, organization of the text, and/or details.	Presentation may be either unclear or unorganized. Minimal to no effort to maintain audience's attention.

Comprehensibility	Is generally understood by those accustomed to interacting with non-natives, although repetition or re-phrasing may be required.	Is understood with occasional difficulty by those accustomed to interacting with non-natives, although repetition or re-phrasing may be required.	Is understood, although often with difficulty, by those accustomed to interacting with non-natives.	Most of what is said may be unintelligible or only understood with repetition.
Language Control	Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex.	Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning.	Accuracy is limited to memorized words. Accuracy may decrease when attempting to communicate beyond the word level.	Has little accuracy even with memorized words.