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
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<td>Deuxième partie : Dakar, le vocabulaire</td>
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<td>Deuxième partie: l'automne, la grammaire</td>
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<td>Deuxième Partie: l'automne, les exercices</td>
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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:
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

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
Why Study French?

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

[https://boisestate.pressbooks.pub/french102/?p=22#oembed-1](https://boisestate.pressbooks.pub/french102/?p=22#oembed-1)
- “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?”
L’alphabet phonétique

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=1707#h5p-339
<table>
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<th>Français</th>
<th>Anglais</th>
<th>L'registrement</th>
</tr>
</thead>
<tbody>
<tr>
<td>J'ai une</td>
<td>I have a</td>
<td>One or more interactive elements has been excluded from this version of the text. You can view them online here:</td>
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<tr>
<td>question.</td>
<td>question.</td>
<td><a href="https://boisestate.pressbooks.pub/french102/?p=23#audio-23-1">https://boisestate.pressbooks.pub/french102/?p=23#audio-23-1</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Je ne</td>
<td>I don't understand.</td>
<td>One or more interactive elements has been excluded from this version of the text. You can view them online here:</td>
</tr>
<tr>
<td>comprends</td>
<td></td>
<td><a href="https://boisestate.pressbooks.pub/french102/?p=23#audio-23-2">https://boisestate.pressbooks.pub/french102/?p=23#audio-23-2</a></td>
</tr>
<tr>
<td>pas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Français</td>
<td>Anglais</td>
<td>L'registrement</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Je ne sais pas.</td>
<td>I don't know.</td>
<td>One or more interactive elements has been excluded from this version of the text. You can view them online here: <a href="https://boisestate.pressbooks.pub/french102/?p=23#audio-23-3">https://boisestate.pressbooks.pub/french102/?p=23#audio-23-3</a></td>
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<tr>
<td>J'oublie.</td>
<td>I forget.</td>
<td>One or more interactive elements has been excluded from this version of the text. You can view them online here: <a href="https://boisestate.pressbooks.pub/french102/?p=23#audio-23-4">https://boisestate.pressbooks.pub/french102/?p=23#audio-23-4</a></td>
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<td>Anglais</td>
<td>L'registrement</td>
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<td>-------------------------------------------------------------------------------</td>
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<tr>
<td>Répétez, s'il vous plait.</td>
<td>Repeat, please (formal).</td>
<td><img src="https://boisestate.pressbooks.pub/french102/?p=23#audio-23-5" alt="Sound" /></td>
</tr>
<tr>
<td>Répète, s'il te plait.</td>
<td>Repeat, please (informal).</td>
<td><img src="https://boisestate.pressbooks.pub/french102/?p=23#audio-23-6" alt="Sound" /></td>
</tr>
<tr>
<td>Parlez plus lentement.</td>
<td>Speak more slowly (formal).</td>
<td><img src="https://boisestate.pressbooks.pub/french102/?p=23#audio-23-6" alt="Sound" /></td>
</tr>
<tr>
<td>Français</td>
<td>Anglais</td>
<td>L'registrement</td>
</tr>
<tr>
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</tr>
<tr>
<td>Parle plus lentement.</td>
<td>Speak more slowly (informal).</td>
<td>One or more interactive elements has been excluded from this version of the text. You can view them online here: <a href="https://boisestate.pressbooks.pub/french102/?p=23#audio-23-7">https://boisestate.pressbooks.pub/french102/?p=23#audio-23-7</a></td>
</tr>
<tr>
<td>Parlez plus fort.</td>
<td>Speak more loudly (formal).</td>
<td>One or more interactive elements has been excluded from this version of the text. You can view them online here: <a href="https://boisestate.pressbooks.pub/french102/?p=23#audio-23-8">https://boisestate.pressbooks.pub/french102/?p=23#audio-23-8</a></td>
</tr>
<tr>
<td>Parle plus fort.</td>
<td>Speak more loudly (informal).</td>
<td></td>
</tr>
<tr>
<td>Je n'ai pas entendu.</td>
<td>I didn't hear.</td>
<td></td>
</tr>
<tr>
<td>Français</td>
<td>Anglais</td>
<td>L'registrement</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Comment dit-on &quot; &quot; en français?</td>
<td>How do you say &quot; &quot; in French?</td>
<td>One or more interactive elements has been excluded from this version of the text. You can view them online here: <a href="https://boisestate.pressbooks.pub/french102/?p=23#audio-23-9">https://boisestate.pressbooks.pub/french102/?p=23#audio-23-9</a></td>
</tr>
<tr>
<td>Qu'est-ce que &quot; &quot; veut dire?</td>
<td>What does &quot; &quot; mean?</td>
<td></td>
</tr>
<tr>
<td>Écrivez, s'il vous plaît.</td>
<td>Write (it), please.</td>
<td></td>
</tr>
<tr>
<td>Français</td>
<td>Anglais</td>
<td>L'registrement</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td>----------------</td>
</tr>
<tr>
<td>À vos souhaits / À tes souhaits.</td>
<td>[after someone sneezes]</td>
<td>One or more interactive elements has been excluded from this version of the text. You can view them online here: <a href="https://boisestate.pressbooks.pub/french102/?p=23#audio-23-10">https://boisestate.pressbooks.pub/french102/?p=23#audio-23-10</a></td>
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<tr>
<td>J'ai fait une erreur.</td>
<td>I made a mistake.</td>
<td>One or more interactive elements has been excluded from this version of the text. You can view them online here: <a href="https://boisestate.pressbooks.pub/french102/?p=23#audio-23-11">https://boisestate.pressbooks.pub/french102/?p=23#audio-23-11</a></td>
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<td>L'registrement</td>
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<td>----------------</td>
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<tr>
<td>Je plaisante!</td>
<td>I'm kidding!</td>
<td></td>
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<table>
<thead>
<tr>
<th>J'aime le français!</th>
<th>I love French!</th>
</tr>
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</table>
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-23-13

Useful Expressions | 17
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<tr>
<th>Français</th>
<th>Anglais</th>
<th>L'registrement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisez /</td>
<td>Read /</td>
<td>One or more interactive</td>
</tr>
<tr>
<td>Lisons.</td>
<td>Let's</td>
<td>elements has been excluded</td>
</tr>
<tr>
<td></td>
<td>read.</td>
<td>from this version of the text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>You can view them online here:</td>
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<tr>
<td></td>
<td></td>
<td><a href="https://boisestate.pressbooks.pub/french102/?p=23#audio-23-16">https://boisestate.pressbooks.pub/french102/?p=23#audio-23-16</a></td>
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</tbody>
</table>
Français  Anglais  L'registrement

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

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

Regardez / Watch /
Regardons. Let's watch.
<table>
<thead>
<tr>
<th>Français</th>
<th>Anglais</th>
<th>L'registrement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faites / Faisons.</td>
<td>Do / Let's do.</td>
<td></td>
</tr>
<tr>
<td>Vous avez des questions?</td>
<td>Do you have any questions?</td>
<td></td>
</tr>
<tr>
<td>C'est à gauche / à droite.</td>
<td>It's on the left / on the right.</td>
<td></td>
</tr>
<tr>
<td>C'est en haut (en bas, au milieu).</td>
<td>It's at the top (bottom, middle).</td>
<td></td>
</tr>
</tbody>
</table>

Phrases derived from Salt Lake Community College French 1010 Materials.
Recordings from [Forvo.com](https://www.forvo.com).
How to Type French Accents on Your Computer

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!

<table>
<thead>
<tr>
<th>Accent</th>
<th>Keyboard Strokes</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>l’accent aigu</td>
<td>é = ‘ then e</td>
<td>'É Use the shift key when you hit the e to get a capital letter.</td>
</tr>
<tr>
<td>l’accent grave</td>
<td>à = ` then a</td>
<td>À Again, use the shift key when you hit the a for a capital letter.</td>
</tr>
<tr>
<td>è = ` then e</td>
<td>Same</td>
<td>Same</td>
</tr>
<tr>
<td>û = ` then u</td>
<td>Same</td>
<td>Same</td>
</tr>
<tr>
<td>la cédille</td>
<td>ç = , then c</td>
<td>Same</td>
</tr>
</tbody>
</table>

Part 2

• For these accents, hold the control [ctrl] key and the shift key down while you make the first stoke. 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 | å = ^ then a | À  
Use the 6 key. You see ^ above the 6; that’s why you hold both ctrl + shift to get this accent.  
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  
i = ^ then i  
ô = ^ then o  
û = ^ then u  

Le tréma  
Use the colon key.  

ë = : then e  
i = : then i  
û = : then u  

“I’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!
<table>
<thead>
<tr>
<th>Accent</th>
<th>Keyboard Strokes</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>l’accent aigué</td>
<td>é = e then e</td>
<td>Use the shift key when you hit the e to get a capital letter.</td>
</tr>
<tr>
<td></td>
<td>É</td>
<td></td>
</tr>
<tr>
<td>l’accent grave</td>
<td>à = ` then a</td>
<td>Again, use the shift key when you hit the a for a capital letter.</td>
</tr>
<tr>
<td></td>
<td>À</td>
<td></td>
</tr>
<tr>
<td>è = ` then e</td>
<td>Same</td>
<td></td>
</tr>
<tr>
<td>ù = ` then u</td>
<td>Same</td>
<td></td>
</tr>
<tr>
<td>la cédille</td>
<td>ç = c then c</td>
<td>Same</td>
</tr>
<tr>
<td></td>
<td>À</td>
<td></td>
</tr>
<tr>
<td>ê = i then e</td>
<td></td>
<td></td>
</tr>
<tr>
<td>î = i then i</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ö = i then o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>û = i then u</td>
<td></td>
<td></td>
</tr>
<tr>
<td>le tréma</td>
<td>ë = u then e</td>
<td>You can easily make capitals for these letters/accents as well. Just hold the shift key when you type the letter you want.</td>
</tr>
<tr>
<td></td>
<td>Ë</td>
<td></td>
</tr>
<tr>
<td>î = u then i</td>
<td></td>
<td></td>
</tr>
<tr>
<td>û = u then u</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“l’e dans l’o”</td>
<td>œ = q then o</td>
<td>Same</td>
</tr>
<tr>
<td></td>
<td>Û</td>
<td></td>
</tr>
</tbody>
</table>

How to Type French Accents on Your Computer | 25
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/accent you want will be there!

Typing French Accents on Your Keyboard- PC / Mac

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.

See the source online here: [https://boisestate.pressbooks.pub/french102/?p=25#oembed-1](https://boisestate.pressbooks.pub/french102/?p=25#oembed-1)

See the source online here: [https://boisestate.pressbooks.pub/french102/?p=25#oembed-2](https://boisestate.pressbooks.pub/french102/?p=25#oembed-2)
Tutorial based on document and videos shared via Salt Lake Community College Canvas Course.
Acknowledgements and Attribution

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.
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Français inclusif
Curricular Table of Contents

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| Module 01: Bonjour! | How can I interact with others from francophone cultures? | - greet someone and ask how they are  
- introduce myself (or someone else)  
- tell someone what I study (or what someone else studies)  
- describe a classroom  
- tell someone where I am from (or where someone else is from)  
- spell my name  
- readily recognize and use the numbers from 1 to 69  
- tell someone the date of my birthday  
- say good-bye to someone | les salutations, les números, la salle de classe | Pronoms personnels sujets / Subje Pronouns, Le verbe “être” / The Verb “to be” Gender / genre: masculin, féminin, L'alphabet et phonétique, les números, Introduction aux noms / Introduction to Nouns, Les articles définis / Determiners: Definite Articles, Les articles indéfinis / Indefinite Articles, “Voilà” vs “il y a” / “There is” and “There are” |

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| Module 02: Me voici! | How does my university experience compare and contrast to students from francophone cultures? | - ask questions to gather information about someone else  
- describe my family  
- name the days of the week  
- name the months of the year  
- tell someone about my nationality, and the nationalities of others  
- talk about my pastime(s)  
- talk about my family members’ pastime(s)  
- tell what my family members do (professions, studies, etc.)  
- talk about pastimes that I do not like  
- tell time (in official and non-official time) | l'identité / les questions personnelles, la famille et les amis, les passe-temps, l'heure | le verbe avoir, forming questions, basic negation, la nationalité, possessive determiners, introduction to adjectives, placement of adjectives, introduction to adverbs, expressions avec avoir, verbes (ER), l'heure |
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| **Module 03: Les vacances** | How do people from Francophone cultures take time away from their busy lives to relax and explore the world? | - talk about the weather  
- discuss which season I prefer and why  
- discuss a French-speaking destination I would like to visit and why  
- talk about where I like to go and what I like to do on vacation  
- tell someone about my favorite pastimes and activities  
- tell someone what types of activities one can enjoy in different types of weather, and in various places  
- tell someone what I generally do on the weekends  
- tell someone what I am going to do next weekend | le temps / les saisons / les chiffres 70 à 100, la géographie / les points cardinaux, les activités, L’Hexagone et les destinations francophones | le verbe faire, météo, prépositions géographiques, les points cardinaux, au/dans, carte vs. plan, le verbe aller, le futur proche, les verbes, verbs in -ER stem changing |
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<tr>
<td>Module 04: L'identité</td>
<td>How do we describe people and daily routines?</td>
<td>- give a physical description of myself and others &lt;br&gt;- describe my personality and the personality of others &lt;br&gt;- describe my daily routine, or typical day &lt;br&gt;- compare and contrast someone’s daily activities with my own &lt;br&gt;- list ideal traits for roles like a roommate, travel partner, study buddy, running partner, etc.</td>
<td>le portrait physique, les personnalités, la routine quotidienne</td>
<td>les couleurs et les adjectifs, les articles définis, le portrait physique – avoir les pronoms non-binaire, adjectifs to describe personality, irregular adjective patterns, BANGS – adjective placement, c’est vs. il/elle/iel est la comparaison, des verbes pronominaux</td>
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<td>Module 05: Bon appétit!</td>
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| Where do Francophones buy their food and how do they like it prepared? | - say what I (or someone else) have for each meal of the day  
- say which food or drinks I (or someone else) like and/or don’t like  
- say which food or drinks I (or someone else) eat and/or drink often  
- say which food or drinks I (or someone else) don’t or never eat and/or drink  
- identify popular foods eaten by Francophones  
- express quantities  
- ask questions on a variety of topics | achetons de la nourriture!, au café/ au restaurant, l'art de la table | partitive articles, expressions of quantity, questions with subject/verb inversion, le verbe prendre – to take (irregular verb), -ir verbs (regular) present tense, boire, croire, voir, interrogative words: où, quand, comment... |

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<tr>
<th>Module 06: La ville</th>
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| What is life like in three Francophone cities? | - find my way in a city  
- describe the location of various places in a city  
- describe places in 3 Francophone cities (Montréal, Dakar and Pau)  
- say what I (or someone else) did on a past day/past weekend  
- say what I (or someone else) did during a trip  
- ask for and give directions in a new city | Montréal, Dakar, se déplacer à Pau | Regular -re verbs, contractions of à and de with definite articles, demonstrative determiners, uses of the passé composé, formation of the passé composé, negation of the passé composé, the passé composé with être, irregular past participles, review of -ER and -RE verb conjugations, nombres ordinaux, |
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| Module 07: Les fêtes | What are some French and Francophone holidays and traditions? | - talk about my favorite holiday(s)  
- talk about French and Francophone holidays and traditions  
- answer questions using object pronouns  
- say what I (or someone) used to do at a certain period of life  
- talk about childhood memories | le printemps et l'été, l'automne, l'hiver | imparfait – formation,  
imparfait – idiomatic uses,  
direct object pronouns – forms and uses,  
direct object pronouns,  
placement, direct object pronouns – agreement with the past participle, indirect object pronouns |
| Module 08: Chez moi | What makes a home? | - describe where I live  
- describe a few characteristics of homes in francophone countries  
- give people simple commands  
- talk about my daily routine in the past  
- talk about household chores, what I do or do not like to do | à la maison, des tâches ménagères, la fête | adjectives to describe a home, the pronoun y, les pronoms toniques & “chez”,  
formation of imperative, irregular imperatives, imperative of pronominal verbs, negative commands,  
pronoun object with imperative, formation of imperative,  
irregular imperatives, imperative of pronominal verbs, negative commands, the passé composé of pronominal verbs, the pronoun “en” |
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| Module 09: Les Médias et communications | How do you communicate and stay in touch with others? | - talk about my communication preferences  
- talk about the frequency with which I access media  
- talk about how I communicate with others using digital tools  
- narrate a simple story in the past  
- summarize the plot of a show, movie or episode I consumed | la presse, la télévision et la radio, les réseaux sociaux | relative pronouns qui, lire – to read, narration passé composé vs. imparfait, nuances of negation, le verbe dire, narrating things in the past, irregular verb écrire |
| Module 10: Mode, forme, et santé | What do you do to stay healthy? | - talk about my health and well being  
- talk about hobbies I (or others) do to maintain health and well being  
- describe clothing and various styles of dress  
- ask a variety of questions to obtain simple information (what, who, why, when, where, etc.) | les vêtements, la Santé et le bien-être, les passe-temps | mettre, impersonal expressions with weather, vouloir, impersonal verbs and expressions, interrogative pronouns, le verbe devoir, disjunctive pronouns, le verbe pouvoir |
Module 11: Les études

**What am I studying and why?**

- talk about my education and life at Boise State.
- talk about Francophone schools universities.
- talk about things I or others need to do.
- give simple advice on familiar topics (courses, study habit, university life, etc.).
- talk about what I or others will do in the future.
- talk about professions
- talk about working conditions in various Francophone countries
- talk about the most important and least important skills for the workplace
- make simple comparisons about potential jobs
- discuss the best and worst places to work
- talk about my future career plan and goals
- form hypotheses about my future

**Vocabulary Themes**

A Nantes, Au Québec, En Guyane

**Grammar Topics**

le futur simple (formation), le futur simple (uses), savoir vs. connaître, irregular -re: suivre, irregular futur: être et les autres, irregular -re: vivre, irregular futuro: avoir, irregular futuro: verbs with spelling changes

Module 12: La vie professionnelle

**Where might my professional path take me?**

- talk about professions
- talk about working conditions in various Francophone countries
- talk about the most important and least important skills for the workplace
- make simple comparisons about potential jobs
- discuss the best and worst places to work
- talk about my future career plan and goals
- form hypotheses about my future

**Vocabulary Themes**

le monde du travail, les métiers, les compétences

**Grammar Topics**

le conditionnel, si clauses with the conditionnel, les verbes du monde du travail, bon/bien, le meilleur/mieux – superlative forms, adverbs: formation and placement, comparative and superlative of adverbs
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<td>Module 13: L'amour et l'argent</td>
<td>What are the roles of money and love in our daily lives and how do we balance them to meet our needs?</td>
<td>- make a budget for myself and others &lt;br&gt; - talk about relationships &lt;br&gt; - find a place to live using francophone resources &lt;br&gt; - understand the main elements of a lease &lt;br&gt; - talk about my ideal partner and friends &lt;br&gt; - understand budget advice &lt;br&gt; - talk about what I would/could/should do in a variety of situations &lt;br&gt; - collaborate with others using technology to create budgeting resources</td>
<td>l'argent, le nid, l'amour et l'amitié</td>
<td>review : le conditionnel, formation, le conditionnel - irregular “stems”, review : le futur simple</td>
</tr>
<tr>
<td>Title</td>
<td>Essential Question</td>
<td>Can-Do Statements, I can...</td>
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</table>
| Module 14: Les voyages et les transports | How do people in the Francophone World travel and get around? | - explain a problem related to my car or bike  
- research and purchase a plane ticket from a variety of vendors  
- interact with others to meet my needs when resolving travel complications  
- complete an application for a variety of transportation passes  
- find and take a train to a specific destination  
- understand a voice message about changes to my transportation  
- choose environmentally responsible travel  
- plan a volunteer exchange while traveling in a Francophone country  
- discuss the impact of sustainable transportation and travel  
- give travel advice | le subjonctif, le subjonctif – irregulier, comparative of nouns, superlative of nouns, irregular subjunctive – “faire” and “conduire”, le conditionnel passé, plus-que-parfait | le subjonctif, the subjonctif – irregulier, comparative of nouns, superlative of nouns, irregular subjunctive – “faire” and “conduire”, the conditionnel passé, plus-que-parfait |
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<th>Module 15: La planète</th>
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<th>Can-Do Statements, I can...</th>
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|                      | How can we protect our planet? | - understand how natural disasters impact people and our planet.  
- advise someone on how to prepare for extreme weather.  
- talk about factors that influence climate change.  
- give a basic description of the science behind climate change.  
- talk about what needs to be done to combat climate issues.  
- make an argument for change.  
- understand how humans and their activities affect our climate.  
- compare the ways in which different countries address climate change.  
- talk about actions that improve the health of our planet. | La planète qui change, notre empreinte, espoir pour l'avenir | le subjonctif – irregular formations, le subjonctif – obligation, le subjonctif – other expressions |
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| Module 16: L’art et l’expression | How is art created and perceived in the Francophone world? | - talk about my opinion on art  
- compare and contrast different works of art  
- in my own and other cultures, I can compare how traditions and events influence music and art  
- talk about similarities and differences between art and music festivals with a peer (from another culture)  
- in my own and other cultures I can tell why people think differently about entertainment, social media and literature  
- compare video game preferences with a peer in the target culture  
- talk about the art products that I consume and why  
- talk about how the arts influence my life |

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<td>Les arts numériques, arts visuels, le spectacle</td>
<td>Conjunctions that take the subjunctive, Past subjunctive, Ways to avoid the subjunctive, Le discours direct, Le discours indirect, Le temps en français</td>
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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 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! Vocabulaire
It’s time to practice the vocabulary for this section!
des bananes (f) some bananas
some cherries
some lemons
some strawberries
some raspberries
some grapefruit
some peaches
some pears
some grapes
some vegetables
some garlic
some asparagus
some eggplants
some carrots
some mushrooms
some cabbage
some cucumbers
some zucchini
some spinach
some green beans
some lettuce
some onions
some peas
some leeks
some green peppers
some potatoes
some salad
some tomatoes
at the butcher shop
some meat
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<tr>
<td>du boeuf</td>
<td>some beef</td>
</tr>
<tr>
<td>du porc</td>
<td>some pork</td>
</tr>
<tr>
<td>du veau</td>
<td>some veal</td>
</tr>
<tr>
<td>du canard</td>
<td>some duck</td>
</tr>
<tr>
<td>de la dinde</td>
<td>some turkey</td>
</tr>
<tr>
<td>du poulet</td>
<td>some chicken</td>
</tr>
<tr>
<td>à la charcuterie</td>
<td>at the pork butcher shop</td>
</tr>
<tr>
<td>du jambon</td>
<td>some ham</td>
</tr>
<tr>
<td>du pâté</td>
<td>some pâté</td>
</tr>
<tr>
<td>des saucisses (f)</td>
<td>some sausages</td>
</tr>
<tr>
<td>du saucisson</td>
<td>some hard sausage</td>
</tr>
<tr>
<td>à la poissonnerie</td>
<td>at the seafood shop</td>
</tr>
<tr>
<td>du saumon</td>
<td>some salmon</td>
</tr>
<tr>
<td>de la sole</td>
<td>solesome</td>
</tr>
<tr>
<td>à l'épicerie</td>
<td>at the grocery store</td>
</tr>
<tr>
<td>des céréales (m)</td>
<td>some cereal</td>
</tr>
<tr>
<td>un oeuf, des oeufs</td>
<td>an egg, some eggs</td>
</tr>
<tr>
<td>des noix (f)</td>
<td>some walnuts</td>
</tr>
<tr>
<td>des produits laitiers (m)</td>
<td>some dairy</td>
</tr>
<tr>
<td>du beurre</td>
<td>some butter</td>
</tr>
<tr>
<td>du lait</td>
<td>some milk</td>
</tr>
<tr>
<td>du fromage</td>
<td>some cheese</td>
</tr>
<tr>
<td>du yaourt</td>
<td>some yogurt</td>
</tr>
<tr>
<td>de la glace</td>
<td>some ice cream</td>
</tr>
<tr>
<td>des épices (f)</td>
<td>some spices</td>
</tr>
<tr>
<td>du sel</td>
<td>some salt</td>
</tr>
<tr>
<td>du poivre</td>
<td>some pepper</td>
</tr>
<tr>
<td>de l'huile (f)</td>
<td>some oil</td>
</tr>
<tr>
<td>du vinaigre</td>
<td>some vinegar</td>
</tr>
<tr>
<td>de la mayonnaise</td>
<td>some mayonnaise</td>
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</table>
de la moutarde  some mustard
du pain  some bread
une baguette  some baguette
une brioche  some brioche
un croissant  a croissant
des pâtisseries (f)  some pastries
une tarte  a tarte
assez de  enough
beaucoup de  a lot
trop de  too much (too many)
une cuillerée de  a spoonful of
une bouteille de  a bottle of
un pichet de  a pitcher of
un litre de  a liter of
un kilo de  a kilo of
un morceau de  a piece of
une tranche de  a slice of
une boîte de  a can of
un rôti de boeuf  a beef roast
une douzaine d’oeufs  a dozen eggs
délicieux/délicieuse  delicious
frais/ fraîche  fresh
au marché, au supermarché  at the market, at the supermarket
des fruits (m)  fruits
Chez le boucher, on achète...  At the butcher's, you buy...
Chez le charcuterie, on achète...  At the pork butcher's, you buy...
Chez le poissonnier, on achète...  At the fish merchant's, you buy...
du poisson  some fish
du thon  some tuna
Chez l'épicier, on trouve... At the grocer's, you find...
Chez le boulanger, on trouve... At the baker's, you find...
Chez le patissier, on trouve... At the pastry chef's, you find...

**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. **Note: each time you refresh this page, the activities will be randomized. We recommended doing this to mix things up!**

**Flashcards**

An interactive H5P element has been excluded from this version of the text. You can view it online here:
Première partie: Achetons de la nourriture! Vocabulaire

Flashcards

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-357
Vocabulary Practice

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-361
Première partie: Achetons de la nourriture! explication de grammaire
In this section:

- Partitive Articles
- Expressions of Quantity

Partitive Articles
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.) (some) garlic
  - **de l’eau** (f.) (some) water
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 œufs ...), 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.

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

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!

Edouard sert du poulet, pas des escargots!

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?


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

64 | Première partie: Achetons de la nourriture! explication de grammaire
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.

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

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

Two friends are talking.

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

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
beaucoup de, a lot
un peu de, a little
plein de, many
un tas de, a lot of
trop de, too many

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

Première partie: Achetons de la nourriture! explication de grammaire | 65
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 bol de, a bowl of
- un bout de, a piece (end) of
- une bouteille de, a bottle of
- une cuillère de, a teaspoon of
- une douzaine de, a dozen
- 50 grammes de, 50 grams of
- un kilo de, a kilo of
- un litre de, a liter of
- une livre de, a pound of
- un morceau de, a piece of
- une part de, a serving of
- une pincée de, a pinch of
- une tasse de, a cup of
- une tranche de, a slice of
- un verre de, a glass of

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’Édouard a préparé
- un verre du vin rouge, pas du blanc
- beaucoup des invités parlent français

- a piece of the cake that Édouard made
- a glass of the red wine, not the white one
- many of the guests speak French
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!
Première partie: Achetons de la nourriture! Les exercises
Première partie: Achetons de la nourriture! Les exercises
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
Exercice 3. Grammaire interactive
Exercice 4. Drag & Drop – Les fruits et les légumes

Illustration via 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

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
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
Première partie: Achetons de la nourriture! Les exercises | 75
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
It’s time to practice the vocabulary for this section!

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. Note: each time you refresh this page, the activities will be randomized. We recommended doing this to mix things up!

Flashcards

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-338
Deuxième partie: Au café, au restaurant / explication de grammaire
In this section:

- Questions with subject/verb inversion

- Le verbe prendre – to take (irregular verb)

Questions with subject/verb inversion
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: Jason, as-tu des idées?
Jean et Marc, connaissez-vous de bons cours?
Anne is choosing her classes for next semester.
Anne: Jason, do you have any ideas?
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? Oui! Does he have brothers and sisters? Yes!

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-630-2
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?

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?
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?
Le verbe prendre – to take (an irregular verb)

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

exemple :

Ils surprennent leur ami.

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

Je suis en retard. Je vais en classe. Aujourd’hui mes étudiants apprennent à chanter la 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-630-8

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
Deuxième partie: Au café, au restaurant, Les exercices

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
Exercice 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-147
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.
Exercice 7. Paul Bocuse

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
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
It’s time to practice the vocabulary for this section!
It's time to practice the vocabulary for this
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. Note: each time you refresh this page, the activities will be randomized. We recommended doing this to mix things up!

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-340
Troisième partie: L'art de la table ! Vocabulaire
Troisième partie: L'art de la table ! Explication de grammaire
In this section:

- -ir verbs (regular) present tense

- boire, croire, voir

- interrogative words: où, quand, comment...

-ir verbs (regular) present tense
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, -issions, -issez, -issent. The singular and plural forms of the third person are clearly distinguishable (finit vs. finissent). Listen to the difference.

<table>
<thead>
<tr>
<th>finir ‘to finish’</th>
</tr>
</thead>
<tbody>
<tr>
<td>je finis</td>
</tr>
<tr>
<td>tu finis</td>
</tr>
<tr>
<td>il/elle/iel/on finit</td>
</tr>
<tr>
<td>nous finissons</td>
</tr>
<tr>
<td>vous finissez</td>
</tr>
<tr>
<td>ils/elles/iels finissent</td>
</tr>
</tbody>
</table>

past participle: fini
Here is a list of other common -ir verbs:

- **choisir**, to choose
- **voir**, to see
- **réfléchir**, to think, reflect
- **établir**, to establish
- **savoir**, to know
- **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

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.’
Deux amis sortent pour étudier avec un groupe.

Tu choisis quelle classe, Alex?

Iel réfléchit un moment, et puis iel choisit un classe de français du catalogue.

Nous choisissons toujours les classes ensemble. C’est bon pour notre amitié d’apprendre ensemble!

Two friends are going out to study with a group.

What class are you choosing, Alex?

They reflect a moment and then they choose a French class from the catalogue.

We always choose classes together. It’s good for our friendship to learn together!

boire, croire, voir

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

<table>
<thead>
<tr>
<th>boire  ‘to drink’</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>je bois</td>
<td>nous buvons</td>
</tr>
<tr>
<td>tu bois</td>
<td>vous buvez</td>
</tr>
<tr>
<td>il/elle/iel/on boit</td>
<td>ils/elles/iels boivent</td>
</tr>
<tr>
<td>past participle :</td>
<td>bu</td>
</tr>
</tbody>
</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=565#audio-565-3](https://boisestate.pressbooks.pub/french102/?p=565#audio-565-3)

<table>
<thead>
<tr>
<th>croire ‘to believe’</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>je crois</td>
<td>nous croyons</td>
</tr>
<tr>
<td>tu crois</td>
<td>vous croyez</td>
</tr>
<tr>
<td>il/elle/iel/on croit</td>
<td>ils/elles/iels croient</td>
</tr>
<tr>
<td>past participle :</td>
<td>cru</td>
</tr>
</tbody>
</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=565#audio-565-4](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 voir  ils/elles/iels voient

past participle : vu

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 étudie-t-il ?**
Where does he go to school?

**Comment ?**
Pardon?

**Où est-ce qu’il étudie ?**
Where does he go to school?

**À la Sorbonne.**
At the Sorbonne.

**Quand commence-t-il ses cours ?**
When do his classes start?

**Comment ?**
Pardon?

**Quand est-ce qu’il commence ses cours ?**
When does he start his classes?

Il commence ses cours en septembre.
He begins his classes in September.

**Comment se rend-il à l’université ?**
How does he get to university?

**Qu’est-ce que tu as dit ?**
What did you say?

**Comment est-ce qu’il se rend à l’université ?**
How does he get himself to the university?

Il prend le métro tous les matins!
He takes the metro every morning!

**Pourquoi choisit-il cette licence ?**
Why did he choose that major?

**Comment ?**
Pardon?

**Pourquoi est-ce qu’il choisit cette licence ?**
Why did he choose that major?

Il est passionné par les sciences depuis son enfance.
He’s been passionate about science since his childhood.

**Combien d’heures étudie-t-il par semaine ?**
How many hours does he study every week?

**Comment ?**
Pardon?

**Combien d’heures est-ce qu’il étudie par semaine ?**
How hours does he study every week?
Il étudie environ 30 heures par semaine.

**Combien de devoirs a-t-il chaque semaine ?**

Comment?

**Combien de devoirs est-ce qu’il a chaque semaine?**

Il a généralement trois devoirs à rendre par semaine.

Combien de temps passe-t-il à la bibliothèque?

Comment?

Combien de temps est-ce qu’il passe à la bibliothèque?

Il passe environ deux heures par jour à la bibliothèque pour étudier.

Pourquoi ne participe-t-il pas aux soirées étudiantes?

Comment?

Pourquoi est-ce qu’il ne participe pas aux soirées étudiantes?

Il préfère se concentrer sur ses études et ne pas se laisser distraire.

He studies about 30 hours every week.

How much weekly homework does he have?

Pardon?

How much homework does he have every week?

He generally has three assignments to turn in every week.

How much time does he spend at the library?

Pardon?

How much time does he spend in the library?

He spends about two hours every day in the library to study.

Why doesn’t he participate in student parties?

Pardon?

Why doesn’t he participate in student parties?

He prefers to concentrate on his studies and won’t let himself be distracted.
Troisième partie: L'art de la table ! Les exercices
Exercice 1. Les verbes en -ir

Photo by Zakaria Boumlilha.
Exercice 2. Vrai ou faux ?

Décidez si les phrases suivantes sont vraies ou fausses.

Exercice 3. Les verbes en -ir

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

Exercice 8. Délicieux ou dégoûtant ?
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:

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 CBPFUOE.

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
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.*
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:**
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Function</strong></td>
<td>You can create with language by combining and recombining known elements successfully into more than memorized sentences.</td>
<td>Strong You use mostly memorized language with some attempts to create original sentences. You can present topics related to basic personal information and some activities.</td>
<td>Minimal You use memorized language only, familiar language.</td>
</tr>
<tr>
<td><strong>Text Type</strong></td>
<td>You use simple sentences and some connected sentences.</td>
<td>You use simple sentences and memorized phrases.</td>
<td>You use isolated words.</td>
</tr>
<tr>
<td><strong>Impact</strong></td>
<td>Your writing is clear and organized. You Include an unexpected feature that captures interest and attention of audience.</td>
<td>Your writing is clear and organized.</td>
<td>Your writing may be either unclear or unorganized. You use minimal to no effort to maintain audience's attention.</td>
</tr>
<tr>
<td><strong>Comprehensibility</strong></td>
<td>Your writing is generally understood by those accustomed to interacting with non-natives.</td>
<td>Your writing is understood with occasional difficulty.</td>
<td>Your writing is understood, although often with difficulty.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Exceeds Expectations</td>
<td>Meets Expectations</td>
<td>Does Not Meet Expectations</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Language Control</td>
<td>You are most accurate when producing simple sentences in present tense. Your accuracy decreases as language becomes more complex.</td>
<td>You are most accurate with memorized language, including phrases. Your accuracy decreases when creating and trying to express personal meaning.</td>
<td>Your accuracy is limited to memorized words. Your accuracy may decrease when attempting to communicate beyond the word level.</td>
</tr>
</tbody>
</table>

**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**
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Function</strong></td>
<td>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.</td>
<td>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.</td>
<td>Uses memorized language only, familiar language.</td>
</tr>
<tr>
<td><strong>Text Type</strong></td>
<td>Uses simple sentences and some strings of sentences.</td>
<td>Uses simple sentences and memorized phrases.</td>
<td>Uses isolated words.</td>
</tr>
<tr>
<td><strong>Impact</strong></td>
<td>Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience.</td>
<td>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.</td>
<td>Presented in a clear and organized manner. Some effort to maintain audience's attention through visuals, organization of the text, and/or details.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Exceeds Expectations</td>
<td>Meets Expectations</td>
<td>Does Not Meet Expectations</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Comprehensibility</td>
<td>Is generally understood by those accustomed to interacting with non-natives, although repetition or re-phrasing may be required.</td>
<td>Is understood with occasional difficulty by those accustomed to interacting with non-natives, although repetition or re-phrasing may be required.</td>
<td>Most of what is said may be unintelligible or only understood with repetition.</td>
</tr>
<tr>
<td>Language Control</td>
<td>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.</td>
<td>Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning.</td>
<td>Accuracy is limited to memorized words. Accuracy may decrease when attempting to communicate beyond the word level.</td>
</tr>
</tbody>
</table>
What is life like in three Francophone cities?
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!

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. Note: each time you refresh this page, the activities will be randomized. We recommended doing this to mix things up!

Flashcards

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-343
Spelling

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-356
Première Partie: Montréal, explication de grammaire
In this section:

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

Regular -re verbs
Verbs with infinitives ending in -re form a third group of regular verbs, often called ‘third conjugation’. Conjugations of 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 and -ent in the plural forms are silent 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 descends | nous descendons |
| tu descends | vous descendez |
| il/elle/iel/on descend | ils/elles/iesl descendent |

past participle: descendu

One or more interactive elements has been
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

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.

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

Manou répond: Euh, oui, monsieur.

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

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

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

Manou answers, “Yes, sir.”

Policeman: But you do not have a permit.
Contractions of à and de with definite articles
Première Partie: Montréal, explication de grammaire
The prepositions à or de contract with the definite articles le and les to give the following forms:

\[
\begin{align*}
de + \text{le} & = \text{du} \\
de + \text{les} & = \text{des}
\end{align*}
\]

\[
\begin{align*}
\text{à} + \text{le} & = \text{au} \\
\text{à} + \text{les} & = \text{aux}
\end{align*}
\]

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
  - 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
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’:

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

- Britney: See Sharon, *this* star (*here*) is called Venus. But *those* stars (*there*), are the Milky Way.
Première partie: Montréal, Les exercices
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:
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

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

Exercice 6. Les articles contractés (de, du,
de la, des)

Exercice 7. Grammaire. Les prépositions de lieu

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

Exercice 8. S’orienter. Exprimer un lieu

Première partie: Montréal, Les exercices | 155
Exercice 9. Les adjectifs démonstratifs

Exercice 10. Changez la phrase
Deuxième partie : Dakar, le vocabulaire

Le Vocabulaire
It’s time to practice the vocabulary for this section!

**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. **Note:** each time you refresh this page, the activities will be randomized. We recommended doing this to mix things up!

**Flashcards**

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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-355
Deuxième partie : Dakar, explication de 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
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:

\[
\text{passé composé} = \text{present tense of auxiliary + past participle}
\]
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.

<table>
<thead>
<tr>
<th>parlé</th>
<th>‘to talk’</th>
</tr>
</thead>
<tbody>
<tr>
<td>j’ai parlé, I (have) talked</td>
<td>nous avons parlé, we (have) talked</td>
</tr>
<tr>
<td>tu as parlé, you (have) talked</td>
<td>vous avez parlé, you (have) talked</td>
</tr>
<tr>
<td>il/elle/iel/on a parlé, he, she (it) / one (has) talked</td>
<td>ils/elles/iels ont parlé, they (have) talked</td>
</tr>
</tbody>
</table>

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*. 

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
<table>
<thead>
<tr>
<th><strong>finir</strong></th>
<th>‘to finish’</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>j’ai fini</strong>, I (have) finished</td>
<td><strong>nous avons fini</strong>, we (have) finished</td>
</tr>
<tr>
<td><strong>tu as fini</strong>, you (have) finished</td>
<td><strong>vous avez fini</strong>, you (have) finished</td>
</tr>
<tr>
<td><strong>il/elle/iel/on a fini</strong>, he, she (it) / one (has) finished</td>
<td><strong>ils/elles/iels ont fini</strong>, they (have) finished</td>
</tr>
</tbody>
</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=906#audio-906-2](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**.

<table>
<thead>
<tr>
<th><strong>perdre</strong></th>
<th>‘to lose’</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>j’ai perdu</strong>, I (have) lost</td>
<td><strong>nous avons perdu</strong>, we (have) lost</td>
</tr>
<tr>
<td><strong>tu as perdu</strong>, you (have) lost</td>
<td><strong>vous avez perdu</strong>, you (have) lost</td>
</tr>
<tr>
<td><strong>il/elle/iel/on a perdu</strong>, he, she (it) / one (has) lost</td>
<td><strong>ils/elles/iels ont perdu</strong>, they (have) lost</td>
</tr>
</tbody>
</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=906#audio-906-3](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 allé(s), they went, (have gone)

iel est allé·e, they (non-binary) went (have gone)  
ieds sont allé·é·s, they (non-binary) went, (have gone)

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:

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
Il est sorti.
He went out.

Il n’a pas sorti la poubelle.
He did not take out the garbage.

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.
<table>
<thead>
<tr>
<th>infinitive</th>
<th>translation</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>avoir</td>
<td>to have</td>
<td>eu</td>
</tr>
<tr>
<td>être</td>
<td>to be</td>
<td>été</td>
</tr>
<tr>
<td>faire</td>
<td>to do</td>
<td>fait</td>
</tr>
<tr>
<td>ouvrir</td>
<td>to open</td>
<td>ouvert</td>
</tr>
<tr>
<td>prendre</td>
<td>to take</td>
<td>pris</td>
</tr>
<tr>
<td>mettre</td>
<td>to put</td>
<td>mis</td>
</tr>
<tr>
<td>suivre</td>
<td>to follow</td>
<td>suivi</td>
</tr>
<tr>
<td>boire</td>
<td>to drink</td>
<td>bu</td>
</tr>
<tr>
<td>croire</td>
<td>to believe</td>
<td>cru</td>
</tr>
<tr>
<td>voir</td>
<td>to see</td>
<td>vu</td>
</tr>
<tr>
<td>savoir</td>
<td>to know</td>
<td>su</td>
</tr>
<tr>
<td>connaître</td>
<td>to know</td>
<td>connu</td>
</tr>
<tr>
<td>dire</td>
<td>to say</td>
<td>dit</td>
</tr>
<tr>
<td>lire</td>
<td>to read</td>
<td>lu</td>
</tr>
<tr>
<td>écrire</td>
<td>to write</td>
<td>écrit</td>
</tr>
<tr>
<td>pouvoir</td>
<td>to be able to</td>
<td>pu</td>
</tr>
<tr>
<td>vouloir</td>
<td>to want</td>
<td>voulu</td>
</tr>
<tr>
<td>devoir</td>
<td>to have to</td>
<td>dû</td>
</tr>
<tr>
<td>tenir</td>
<td>to hold</td>
<td>tenu</td>
</tr>
<tr>
<td>recevoir</td>
<td>to receive</td>
<td>reçu</td>
</tr>
</tbody>
</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=906#audio-906-6](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:
<table>
<thead>
<tr>
<th>infinitive</th>
<th>translation</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>venir</td>
<td>to come</td>
<td>venu</td>
</tr>
<tr>
<td>devenir</td>
<td>to become</td>
<td>devenu</td>
</tr>
<tr>
<td>revenir</td>
<td>to come back</td>
<td>revenu</td>
</tr>
<tr>
<td>naitre</td>
<td>to be born</td>
<td>né</td>
</tr>
<tr>
<td>mourir</td>
<td>to die</td>
<td>mort</td>
</tr>
</tbody>
</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=906#audio-906-7](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.

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.

Look at the boldfaced elements below.

- Il **a mangé** / il **est** allé
These two verbs are used in the passé composé as auxiliary verbs. **mangé** and **allé** are past participles.

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**

**Exercice 4. avoir – au présent**
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-199

Exercice 6. être au présent

Passez le cursur 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.

Exercice 7. choisissez – être ou avoir

Reliez les expressions en français avec les phrases correctes en
Exercice 8. choisissez – être ou avoir

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?  
- How might this be beneficial to Renault?
- Do you recognize any words in the song?  
- What do you think the song is about?

176 | Deuxième partie : Dakar, les exercices
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.

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.

Deuxième partie : Dakar, les exercices | 177
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.

Exercice 12. écrire – le passé compose – avoir

Choose the correct form of the auxiliary verb avoir and the correct past participle to fill in the missing words.
Exercice 13. écrire – le passé compose – 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.

Exercice 14. écrire – le passé compose – avoir

Read each sentence. Then retype the sentence in the white box changing the verb from present tense to passé composé.
Exercice 15. écrire – le passé compose – 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 compose – 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 fini.e, 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.
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.

Deuxième partie : Dakar, les exercices | 183
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.

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-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.

2 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
It’s time to practice the vocabulary for this section!

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. Note: each time you refresh this page, the activities will be randomized. We recommended doing this to mix things up!

Flashcards

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-346
Spelling

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-354
Troisième partie : Se déplacer à Pau, explication de grammaire
In this section:

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

Review of -ER and -RE verb conjugations
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 "traver\ser", drop the "er" so you have "travers".

je traverse
tu traverses
  il/elle/iel/on traverse
nous traversons
vous traversez
ils/elles/iels traversent (remember, the “ent” is silent!)

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

tourner – to turn
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 prends
- tu prends
- il/elle/iel/on prend
- nous prenons
- vous prenez
- ils/elles/iels prennent
Here are some useful verbs when talking about getting around town:

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

attendre – to wait

entendre – to hear

perdre – to lose
rendre – to hand in/give back

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

répondre – to respond
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

Troisième partie : Se déplacer à Pau, explication de grammaire | 197
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
- 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
Exercice 1. Les verbes

Practice conjugating these regular -re verbs. Pay attention to the subject in the proposed sentences.
Exercice 2. Les étudiant.e.s et vous

Exercice 3. Indiquez le chemin

Choose the French phrase that best matches the English displayed on the screen.
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:
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Function</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>You can create with language by combining and recombining known elements successfully into more than memorized sentences.</td>
<td>Strong</td>
<td>Minimal</td>
</tr>
<tr>
<td></td>
<td>You use mostly memorized language with some attempts to create original sentences. You can present topics related to basic personal information and some activities.</td>
<td>Moderate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>You use memorized language only, familiar language.</td>
<td>Minimal</td>
<td></td>
</tr>
<tr>
<td><strong>Text Type</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>You use simple sentences and some connected sentences.</td>
<td>Strong</td>
<td>Minimal</td>
</tr>
<tr>
<td></td>
<td>You use simple sentences and memorized phrases.</td>
<td>Moderate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>You use words, phrases, chunks of language, and lists.</td>
<td>Minimal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>You use isolated words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Impact</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Your writing is clear and organized. You Include an unexpected feature that captures interest and attention of audience.</td>
<td>Strong</td>
<td>Minimal</td>
</tr>
<tr>
<td></td>
<td>Your writing is clear and organized.</td>
<td>Moderate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Your writing may be either unclear or unorganized. You use minimal to no effort to maintain audience's attention.</td>
<td>Minimal</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehensibility</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Your writing is generally understood by those accustomed to interacting with non-natives.</td>
<td>Strong</td>
<td>Minimal</td>
</tr>
<tr>
<td></td>
<td>Your writing is understood with occasional difficulty.</td>
<td>Moderate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Your writing is understood, although often with difficulty.</td>
<td>Minimal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Most of what you write may be unintelligible or only understood with repetition.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>Exceeds Expectations</td>
<td>Meets Expectations</td>
<td>Does Not Meet Expectations</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Language Control</td>
<td>You are most accurate when producing simple sentences in present tense. Your accuracy decreases as language becomes more complex.</td>
<td>You are most accurate with memorized language, including phrases. Your accuracy decreases when creating and trying to express personal meaning.</td>
<td>Your accuracy is limited to memorized words. Your accuracy may decrease when attempting to communicate beyond the word level.</td>
</tr>
</tbody>
</table>

**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**
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>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.</td>
<td>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.</td>
<td>Uses memorized language only, familiar language. Has no real functional ability.</td>
</tr>
<tr>
<td>Function</td>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Text Type</td>
<td>Uses simple sentences and some strings of sentences.</td>
<td>Uses simple sentences and memorized phrases.</td>
<td>Uses words, phrases, chunks of language, and lists.</td>
</tr>
<tr>
<td>Impact</td>
<td>Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience.</td>
<td>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.</td>
<td>Presentation may be either unclear or unorganized. Minimal to no effort to maintain audience's attention.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Exceeds Expectations</td>
<td>Meets Expectations</td>
<td>Does Not Meet Expectations</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------</td>
<td>--------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Comprehensibility</td>
<td>Is generally understood by those accustomed to interacting with non-natives, although repetition or re-phrasing may be required.</td>
<td>Is understood with occasional difficulty by those accustomed to interacting with non-natives, although repetition or re-phrasing may be required.</td>
<td>Is understood, although often with difficulty, by those accustomed to interacting with non-natives.</td>
</tr>
<tr>
<td>Language Control</td>
<td>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.</td>
<td>Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning.</td>
<td>Accuracy is limited to memorized words. Accuracy may decrease when attempting to communicate beyond the word level.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Most of what is said may be unintelligible or only understood with repetition.</td>
</tr>
</tbody>
</table>
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
What are some French and Francophone holidays and traditions?
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 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.
Module 07: Les fêtes
Première Partie: le printemps et l'été, le vocabulaire

Le Vocabulaire
It’s time to practice the vocabulary for this section!

**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. **Note:** each time you refresh this page, the activities will be
randomized. We recommended doing this to mix things up!

**Flashcards**

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-345
Spelling

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-353
In this section:

- imparfait – formation

- imparfait – idiomatic uses

imparfait – formation
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:
<table>
<thead>
<tr>
<th>verb</th>
<th>present tense ‘nous’ form</th>
<th>imparfait stem</th>
</tr>
</thead>
<tbody>
<tr>
<td>-er verbs:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>parler</td>
<td>nous parlons</td>
<td>parl-</td>
</tr>
<tr>
<td>-ir verbs:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>finir</td>
<td>nous finissons</td>
<td>finiss-</td>
</tr>
<tr>
<td>-re verbs:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>descendre</td>
<td>nous descendons</td>
<td>descend-</td>
</tr>
<tr>
<td>faire</td>
<td>nous faisons</td>
<td>fais-</td>
</tr>
<tr>
<td>prendre</td>
<td>nous prenons</td>
<td>pren-</td>
</tr>
<tr>
<td>partir</td>
<td>nous partons</td>
<td>part-</td>
</tr>
<tr>
<td>être</td>
<td>nous sommes</td>
<td>ét-</td>
</tr>
</tbody>
</table>

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
finir ‘to finish’

<table>
<thead>
<tr>
<th>Subject Person</th>
<th>Infinitive Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>je</td>
<td>finissais</td>
</tr>
<tr>
<td>nous</td>
<td>finissions</td>
</tr>
<tr>
<td>tu</td>
<td>finissais</td>
</tr>
<tr>
<td>vous</td>
<td>finissiez</td>
</tr>
<tr>
<td>il / elle / on</td>
<td>finissait</td>
</tr>
<tr>
<td>ils / elles</td>
<td>finissaient</td>
</tr>
</tbody>
</table>

être ‘to be’

<table>
<thead>
<tr>
<th>Subject Person</th>
<th>Infinitive Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>j’ était</td>
<td>nous étions</td>
</tr>
<tr>
<td>tu était</td>
<td>vous étiez</td>
</tr>
<tr>
<td>il / elle / on</td>
<td>ils / elles étai</td>
</tr>
</tbody>
</table>

**Stem changing verbs** like voyager and commencer add an **e** or **ç** to maintain the soft **g** or **s** sound, before the imperfect endings which begin with a **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 imperfect of **pronominal verbs** is regular, with the addition of the reflexive pronoun:
s’amuser ‘to have fun’

<table>
<thead>
<tr>
<th>je m’amusais</th>
<th>nous nous amusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>tu t’amusais</td>
<td>vous vous amusiez</td>
</tr>
<tr>
<td>il / elle / on s’amusait</td>
<td>ils / elles s’amusaient</td>
</tr>
</tbody>
</table>

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:

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.

Première Partie: le printemps et l’été, la grammaire | 225
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:

Sophie: Si (seulement) on avait plus d’argent! Sophie: If (only) we had more money!
Louis: Ah, si (seulement) mes parents nous prêtaient de l’argent! Louis: If only my parents would lend us some money!

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
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:

Sophie: Si je me faisais tatouer? Sophie: What if I got tattooed?
Louis: Si seulement je pouvais avoir une moto! Louis: 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...

Première Partie: le printemps et l’été, les exercices | 229
Exercice 4. l'imparfait – exercices

Exercice 5. Maintenant ou autrefois

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.

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-266

To access an editable version of this activity, please use this link.

Première Partie: le printemps et l'été, les exercices | 231
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!

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. Note: each time you refresh this page, the activities will be randomized. We recommended doing this to mix things up!

Flashcards

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-344
Spelling

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-352
Deuxième partie: l'automne, la grammaire
In this section:

- direct object pronouns – forms and uses
- direct object pronouns – placement
- direct object pronouns – agreement with the past participle
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. Hugo is the object of the preposition à in the second sentence since Alex 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: ‘Hugo sleeps on the couch; he sleeps all the time.’
direct object pronouns – forms and uses

<table>
<thead>
<tr>
<th>Direct Object Pronouns</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>me, me</td>
<td>nous, we/us</td>
</tr>
<tr>
<td>te, you</td>
<td>vous, you</td>
</tr>
<tr>
<td>le, him/it</td>
<td>les, them (masc./fem.)</td>
</tr>
<tr>
<td>la, her/it</td>
<td></td>
</tr>
</tbody>
</table>

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

Sophie: Dis, tu m'appelles ce soir, Louis?
Louis: Oui, je t'appelle ce soir.
Hugo: Edouard et moi, tu nous appelles ce soir, Louis?
Louis: Non, je ne vous appelle pas ce soir.
Alex: Moi, je peux les appeler ce soir!

Sophie: Say, will you call me tonight, Louis?
Louis: Yes, I will call you tonight.
Hugo: Edouard and me, will you call us tonight, Louis?
Louis: No, I will not call you guys tonight.
Alex: Edouard: I can call them tonight!
Direct object pronouns in French agree in number and gender with the nouns they replace.

Louis cherche le numéro de téléphone de Sophie. Enfin il le trouve et il l'appelle.

Alex cherche les numéros d'Edouard et de Hugo. Enfin iel les trouve et il les appelle.

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

Louis et Sophie sont bien lus? Oui, ils le sont.
Louis est quelquefois tard? Oui, il l'est.
Hugo: Tu veux que j'appelle Sophie?
Edouard: Non, moi, je vais le faire.

Louis and Sophie are well-read? Yes, they are.
Louis is sometimes late? Yes, he is.
Hugo: Do you want me to call Sophie?
Edouard: 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.

Sophie: Tu lui parles souvent?
Marie: Non, je ne lui parle que le weekend.

Sophie: Do you speak to him often?
Marie: No, I only speak to him on the weekends.

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.

Marie: Hugo, donne-le-moi!
Hugo: Attends, je ne le vois pas, je ne sais pas où il est.

Marie: Hugo, give it to me!
Hugo: Wait, I don’t see it, I don’t know where it is.
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.

Marie: Sophie? Tu sais, Hugo m’a appelée et m’a dit ton secret.

Sophie: Ce n’est pas vrai!

Marie: Demande-lui. Il arrive.

Sophie: Hugo, tu lui as dit mon secret?


Marie: Sophie? You know, Hugo called me and told me your secret.

Sophie: That’s not true.

Marie: Ask him. Here he comes.

Sophie: Hugo, did you tell her my secret?

Hugo: Who? Marie? Why no. I didn’t tell her. She told me!
Deuxième partie: l'automne, la grammaire | 243
Deuxième Partie: l'automne, les exercices

Les Exercices

a pot of chrysanthemums, photo by Georgi Zvezdov on Unsplash.

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.

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.

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.

Exercice 4. direct object pronouns

Exercice 5. direct object pronouns and le passé composé

Exercice 6. direct object pronouns and le passé composé
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

Le Vocabulaire
It’s time to practice the vocabulary for this section!

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. **Note: each time you refresh this page, the activities will be randomized. We recommended doing this to mix things up!**

**Flashcards**

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-350](https://boisestate.pressbooks.pub/french102/?p=1149#h5p-350)
Spelling

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-351
Troisième Partie: L'hiver, la grammaire
In this section:

- Indirect Object Pronouns

Indirect Object Pronouns
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’:

Exemples: 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)  
te (to you)  
lui (to him/to her)

nous (to us)  
vous (to you)  
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’.

256 | Troisième Partie: L'hiver, la grammaire
Mimi: Qu’est-ce que tu vas offrir Michel pour son anniversaire?

Martin: Je vais lui offrir un jeu vidéo.

Mimi: Anthony m’a dit que je devrais lui donner un jeu de société!

Martin: Bonne idée!

**Placement**

An indirect object pronoun (IOP) is placed just **before** the verb of which it is the object.

**Exemple:** 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.

**Exemple:** 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.

**Exemple:** 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?  
Michel: Mariah m’a donné une carte cadeaux pour Janjou!  
Mimi: Génial ! Qu’est-ce que Sophia t’a donné?  
Michel: Elle m’a donné des romans.  
Mimi: Oh, montre-moi les romans!  
Mimi: What did you get for your birthday?  
Michel: Mariah gave me a gift card for Janjou!  
Mimi: Cool! What did Sophia give you?  
Michel: She gave me some books.  
Mimi: Oh, show me the books!
Troisième Partie: L'hiver, les exercices

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.

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

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.

Troisième Partie: L’hiver, les exercices | 261
Exercice 5. Complétez le dialogue au passé

Exercice 6. Conjugaison – ouvrir

Exercice 7. Ouvre les yeux

Listen to “Ouvre les yeux” by Marie Mai and fill in the missing lyrics.
Exercice 8. Un repas pour Noël
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
Module 7 : L'évaluation de la production écrite et l'expression orale
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:
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Function</strong></td>
<td>You can create with language by combining and recombining known elements successfully into more than memorized sentences.</td>
<td>You use mostly memorized language with some attempts to create original sentences. You can present topics related to basic personal information and some activities.</td>
<td>You use memorized language only, familiar language.</td>
</tr>
<tr>
<td><strong>Text Type</strong></td>
<td>You use simple sentences and some connected sentences.</td>
<td>You use simple sentences and memorized phrases.</td>
<td>You use isolated words.</td>
</tr>
<tr>
<td><strong>Impact</strong></td>
<td>Your writing is clear and organized. You Include an unexpected feature that captures interest and attention of audience.</td>
<td>Your writing is clear and organized.</td>
<td>Your writing may be either unclear or unorganized. You use minimal to no effort to maintain audience's attention.</td>
</tr>
<tr>
<td><strong>Comprehensibility</strong></td>
<td>Your writing is generally understood by those accustomed to interacting with non-natives.</td>
<td>Your writing is understood with occasional difficulty.</td>
<td>Most of what you write may be unintelligible or only understood with repetition.</td>
</tr>
</tbody>
</table>

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

**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](http://www.vocaroo.com), make any changes provided by your instructor and record yourself reading your four detailed captions.

**Rubric, Part Two**
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Function</strong></td>
<td>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.</td>
<td>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.</td>
<td>Uses memorized language only, familiar language. Has no real functional ability.</td>
</tr>
<tr>
<td><strong>Text Type</strong></td>
<td>Uses simple sentences and some strings of sentences.</td>
<td>Uses simple sentences and memorized phrases.</td>
<td>Uses words, phrases, chunks of language, and lists.</td>
</tr>
<tr>
<td><strong>Impact</strong></td>
<td>Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience.</td>
<td>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.</td>
<td>Presentation may be either unclear or unorganized. Minimal to no effort to maintain audience's attention.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Exceeds Expectations</td>
<td>Meets Expectations</td>
<td>Does Not Meet Expectations</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Comprehensibility</td>
<td>Is generally understood by those accustomed to interacting with non-natives, although repetition or re-phrasing may be required.</td>
<td>Is understood with occasional difficulty by those accustomed to interacting with non-natives, although repetition or re-phrasing may be required.</td>
<td>Most of what is said may be unintelligible or only understood with repetition.</td>
</tr>
<tr>
<td>Language Control</td>
<td>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.</td>
<td>Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning.</td>
<td>Accuracy is limited to memorized words. Accuracy may decrease when attempting to communicate beyond the word level.</td>
</tr>
</tbody>
</table>
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
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!

**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. **Note: each time you refresh this page, the activities will be randomized. We recommended doing this to mix things up!**

**Flashcards**

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-347
Spelling

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-365
Première partie: à la maison, la grammaire
In this section:

- adjectives to describe a home
- The pronoun y
- Les pronoms toniques & “chez”

Adjectives to describe a home
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:

<table>
<thead>
<tr>
<th>Masculine singular</th>
<th>Feminine singular</th>
<th>Masculin plural</th>
<th>Feminine plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>spacieux</td>
<td>spacieuse</td>
<td>spacieux</td>
<td>spacieuses</td>
</tr>
<tr>
<td>lumineux</td>
<td>lumineuse</td>
<td>lumineux</td>
<td>lumineuses</td>
</tr>
<tr>
<td>sombre</td>
<td>sombre</td>
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<tr>
<td>ancien</td>
<td>ancienne</td>
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<tr>
<td>moderne</td>
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<td>clair</td>
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<td>confortable</td>
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<td>pratique</td>
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</tr>
<tr>
<td>joli</td>
<td>jolie</td>
<td>jolis</td>
<td>jolies</td>
</tr>
</tbody>
</table>

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 that 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

Y expressing place

Y replaces a preposition indicating location plus its object: ‘à Boise’ (at Boise), ‘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?

Oui, j'y vais ce week-end pour faire du shopping.

On ne peut pas y manger ?

Mais si, on peut y manger. Il y a beaucoup de restaurants.

Super, on y va!

Marie, are you going to Nampa?

Yes, I’m going there this weekend for some shopping.

You can’t eat there?

But yes, you can eat there. There are lots of restaurants.

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.

Robert s’intéresse à la déco. Il s’y intéresse énormément.

Je pense toujours à l’existentialisme. J’y pense jour et nuit.

Robert is interested in home decoration. He’s tremendously interested in it.

I always think about existentialism. I think about it night and day.

When these verbs are followed by a person, the disjunctive pronoun will be used, for example, ‘Sophie pense souvent à Louis. Elle pense souvent à lui.’ (Sophie often thinks of Louis. 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.

Exemples:
Où allez-vous?

A Cœur d’Alene, Tu veux y aller avec nous?

Je n’y suis jamais allé. On m’a dit que Cœur d’Alene 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’Alene, Do you want to go there with us?

I’ve never been there. I’ve been told that Cœur d’Alene 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 connait 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.**

<table>
<thead>
<tr>
<th>Pronoms sujets</th>
<th>Pronoms toniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Je</td>
<td>moi \mwa\</td>
</tr>
<tr>
<td>Tu</td>
<td>toi \twa\</td>
</tr>
<tr>
<td>Il</td>
<td>lui \l\u\</td>
</tr>
<tr>
<td>Elle</td>
<td>elle \ɛ \l\</td>
</tr>
<tr>
<td>Nous</td>
<td>nous \nu\</td>
</tr>
<tr>
<td>Vous</td>
<td>vous \vu\</td>
</tr>
<tr>
<td>Ils</td>
<td>eux \ø\</td>
</tr>
<tr>
<td>Elles</td>
<td>elles \ɛ \l\</td>
</tr>
</tbody>
</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=1389#audio-1389-1](https://boisestate.pressbooks.pub/french102/?p=1389#audio-1389-1)

Table, audio and explanation adopted from [https://www.francepodcasts.com/2020/06/01/les-pronom-toniques/#Usages](https://www.francepodcasts.com/2020/06/01/les-pronom-toniques/#Usages)
Première partie: à la maison, les exercices

Exercice 1. Dans la cuisine

Photo by Cottonbro for Pexels
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.


*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:
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 Umstattd on Unsplash.
It’s time to practice the vocabulary for this section!

**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. **Note:** each time you refresh this page, the activities will be randomized. We recommended doing this to mix things up!

**Flashcards**

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#hSp-348
Spelling

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-366
Deuxième partie: des tâches ménagères, la grammaire
In this section:

- formation of the imperative
- irregular imperatives
- imperative of pronominal verbs
- negative commands
- pronoun object with imperative
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.

<table>
<thead>
<tr>
<th>finir ‘to finish’</th>
<th>present</th>
<th>imperative</th>
<th>translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>tu finis</td>
<td>finis</td>
<td>finish (you, familiar)</td>
<td></td>
</tr>
<tr>
<td>nous finissons</td>
<td>finissons</td>
<td>let's finish</td>
<td></td>
</tr>
<tr>
<td>vous finissez</td>
<td>finissez</td>
<td>finish</td>
<td></td>
</tr>
</tbody>
</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=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**:

<table>
<thead>
<tr>
<th>present</th>
<th>imperative</th>
<th>translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>tu regardes</td>
<td>regarde</td>
<td>look</td>
</tr>
<tr>
<td>tu ouvres</td>
<td>ouvre</td>
<td>open</td>
</tr>
<tr>
<td>tu vas</td>
<td>va</td>
<td>go</td>
</tr>
</tbody>
</table>
When these forms are followed by the pronoun y or en, the -s is reattached for pronunciation purposes. For example:

Louis: Sophie, êtes-vous malade ?
Louis: Oh, Sophie ... prenez soin de vous !
Sophie: Achetez-moi des médicaments, s’il vous plaît !

Louis: Sophie, are you sick?
Sophie: Yes, I’ve got a cold. Keep your distance.
Louis: Oh, Sophie ... take care of yourself!
Sophie: Buy me some medicine, please!

irregular imperatives

There are several verbs that have irregular imperative forms.

<table>
<thead>
<tr>
<th>avoir</th>
<th>être</th>
<th>savoir</th>
<th>vouloir</th>
</tr>
</thead>
<tbody>
<tr>
<td>aie</td>
<td>sois</td>
<td>sache</td>
<td>veuille</td>
</tr>
<tr>
<td>ayons</td>
<td>soyons</td>
<td>sachons</td>
<td>veuillons</td>
</tr>
<tr>
<td>ayez</td>
<td>soyez</td>
<td>sachez</td>
<td>veuillez</td>
</tr>
</tbody>
</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=1377#audio-1377-2
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.

<table>
<thead>
<tr>
<th>se souvenir ‘to remember’</th>
<th>present</th>
<th>imperative</th>
<th>translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>tu te souvies</td>
<td>souviens-toi</td>
<td>remember</td>
<td></td>
</tr>
<tr>
<td>nous nous souvenons</td>
<td>souvenons-nous</td>
<td>let's remember</td>
<td></td>
</tr>
<tr>
<td>vous vous souvenez</td>
<td>souvenez-vous</td>
<td>remember</td>
<td></td>
</tr>
</tbody>
</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=1377#audio-1377-4](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.

Aiden: *Ne te moque pas* de moi!  
Aiden: Don’t make fun of me!

Marie: *Ne nous moquons pas* d’Aiden!  
Marie: Let’s not make fun of Aiden!

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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](https://boisestate.pressbooks.pub/french102/?p=1377#audio-1377-5)

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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**.
Aiden: Aidez-moi, aidez-moi! Je n’arrive pas à me relever.

Aiden: Help me, help me! I can’t get back up.

Louis: Retournons-le! Ne le faites pas trop vite!

Louis: Let’s turn him. 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:

Aiden: Merci, tout le monde. Ça va beaucoup mieux. Allons à Kirkham Hot Springs cet après-midi.

Aiden: Thanks, everybody. That’s much better. Let’s go to Kirkham Hot Springs this afternoon.

Louis: D’accord, mais écoute, d’abord je dois mettre mon maillot.

Louis: Okay, but listen, first I have to put on my swimsuit.

Marie: Oui, bien sûr, mais dépêche-toi.

Marie: Yes, of course, but hurry.

Louis: J’arrive. N’oublions pas le crème solaire.

Louis: I’m coming. Let’s not forget the sunscreen.

Aiden: Eh moi alors ? Puis-je venir ?

Aiden: And me? Can I come?

Marie: Oh, pas toi, Corey. Tu n’es jamais empoisonnant !

Marie: Oh, not you, Corey. You are never irritating!

One or more interactive elements has been excluded from this version of the text. You can
Deuxième partie: des tâches ménagères, la grammaire

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](https://unsplash.com) on [Unsplash](https://unsplash.com).
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.

Exercice 5. Contre le montre !/Beat the clock !

Match each image to the correct sentence in under 60 seconds!

Exercice 6. Qui fait ça ?

Regarder la grille et écrire le nom de la personne correcte pour compléter chaque phrase.

Deuxième partie: des tâches ménagères, les exercices | 307
Exercice 7. Écouter et associer.

Écoute et associe chaque situation à une tâche ménagère.

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.”

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

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.

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!

**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. **Note: each time you refresh this page, the activities will be randomized. We recommended doing this to mix things up!**

**Flashcards**

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-349
Spelling

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-367
Troisième Partie: La fête, la grammaire
In this section:

- Passé composé of pronominal verbs

- The pronoun “en”

Passé composé of pronominal verbs
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
tu t’es amusé(e), you had fun
il / on s’est amusé, he / one had fun
elle s’est amusée, she had fun

nous nous sommes amusé(e)s, we had fun
vous vous êtes amusé(e)(s), you had fun
ils se sont amusés, they had fun
elles se sont amusées, they had fun

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.

Sophie: Je me suis réveillée très tôt ce matin.
Sophie: I got up really early this morning.

Louis: Moi, je me suis réveillé très tard!
Louis: I got up really late!
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:

Marie: Je me suis lavée, et ensuite je me suis lavé les cheveux.
Marie: I washed, and then, I washed my hair.

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.

Marie: Puis, Sophie et moi, nous nous sommes parlé.
Marie: Then, Sophie and I talked to each other.

Troisième Partie: La fête, la grammaire | 319
Negation
In the negative, the **ne** precedes the reflexive pronoun and the **pas** follows the auxiliary:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb (Past Tense)</th>
<th>Negative Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>je</td>
<td>me suis</td>
<td>ne me suis pas amusé(e)</td>
</tr>
<tr>
<td>nous</td>
<td>nous sommes</td>
<td>ne nous sommes pas amusé(e)(s)</td>
</tr>
<tr>
<td>tu</td>
<td>t’es</td>
<td>ne t’es pas amusé(e)</td>
</tr>
<tr>
<td>vous</td>
<td>êtes</td>
<td>ne êtes pas amusé(e)(s)</td>
</tr>
<tr>
<td>il / on</td>
<td>s’est</td>
<td>ne s’est pas amusé(e)</td>
</tr>
<tr>
<td>ils</td>
<td>se sont</td>
<td>ne se sont pas amusé(e)s</td>
</tr>
<tr>
<td>elle</td>
<td>s’est</td>
<td>ne s’est pas amusée</td>
</tr>
<tr>
<td>elles</td>
<td>se sont</td>
<td>ne se sont pas amusées</td>
</tr>
</tbody>
</table>

Sophie: Bonjour Louis! Oh là là! Tu ne t’es pas rasé ce matin?
Louis: Mon réveil n’a pas sonné! Je me suis réveillé trop tard.
Sophie: Louis s’est levé du pied gauche aujourd’hui!

Sophie: Hi Louis! Oh dear! You did not shave this morning?
Louis: My alarm clock did not go off! I woke up too late.
Sophie: Louis 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”
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’.

Marie, Edouard et Aiden sont à table.
Aiden: Edouard, tu veux de la soupe?
Edouard: Oui, merci. Elle est délicieuse.
Marie: Il y a du vin?
Aiden: Oui il y en a. Tu en veux?

Marie, Edouard and Aiden are eating.
Aiden: Edouard, do you want some soup?
Edouard: Yes, thank you. It is delicious.
Marie: Is there any wine?
Aiden: Yes, there is some. Would you like some?

---

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:
Aiden: Edouard, tu as assez de pain?

Edouard: Oui, merci, j’en ai assez.

Marie: Tex, tu veux un peu de pain?

Aiden: Non, merci, je n’en veux pas. J’en ai encore une tranche.

Aiden: Edouard, do you have enough bread?

Edouard: Yes, thank you, I have enough (of it).

Marie: Tex, do you want a little bread?

Aiden: No, thank you, I do not want any. I still have a slice (of it).
Marie: Alors Edouard, comment s'est passée ton interview au restaurant?

Edouard: J'en reviens tout juste! C'était dégoûtant.

Marie: Tu veux en parler?

Edouard: Tu sais bien que j'ai envie de gagner plus d'argent, j'en ai vraiment besoin, mais restauration ! Jamais !

Marie: So Edouard, how did your interview at the restaurant go?

Edouard: I've just returned from it! It was disgusting.

Marie: Do you want to talk about it?

Edouard: You know that I want to earn more money. I really need some (money), but food service! Never!

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](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.)
Aiden: De nouveaux poèmes? Ne m’en parle pas!

Louis: Mais si, parlons-en.

Aiden: 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.

Louis: Mais si tu en as. Elles sont bizarres, tes idées, mais tu en en as beaucoup quand même.

Aiden: Some new poems? Don’t talk to me about them.

Louis: But yes, let’s talk about them.

Aiden: 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.

Louis: But yes, you have some (ideas). Your ideas are strange, but you have a lot of them nevertheless.
Troisième Partie: La fête, les exercices
Troisième Partie: La fête, les exercices
Exercice 1. Conjuguez les verbes réfléchis au passé composé

Exercice 2. Complétez les phrases

Exercice 3. Complétez l’histoire du matin
Exercice 4. Transformez les phrases avec le pronom “en”

Exercice 5. “En” remplace quoi?

Decide what the pronoun “en” replaces in each sentence.
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.

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.

Exercice 8. “En” et la négation
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](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
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.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
</tr>
</thead>
</table>

336 | Module 8 : L'évaluation de la production écrite
<table>
<thead>
<tr>
<th>Language Function</th>
<th>Strong</th>
<th>Minimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>Uses memorized language only, familiar language. Has no real functional ability.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text Type</th>
<th>Strong</th>
<th>Minimal</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Impact</th>
<th>Strong</th>
<th>Minimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Presented in a clear and organized manner. Some effort to maintain audience’s attention through visuals, organization of the text, and/or details.</td>
<td>Presentation may be either unclear or unorganized. Minimal to no effort to maintain audience’s attention.</td>
</tr>
</tbody>
</table>
### Comprehensibility

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is generally understood by those accustomed to interacting with non-natives, although repetition or re-phrasing may be required.</td>
<td>Is understood with occasional difficulty by those accustomed to interacting with non-natives, although repetition or re-phrasing may be required.</td>
</tr>
<tr>
<td>Is understood with occasional difficulty by those accustomed to interacting with non-natives, although repetition or re-phrasing may be required.</td>
<td>Is understood, although often with difficulty, by those accustomed to interacting with non-natives.</td>
</tr>
<tr>
<td>Is understood, although often with difficulty, by those accustomed to interacting with non-natives.</td>
<td>Most of what is said may be unintelligible or only understood with repetition.</td>
</tr>
</tbody>
</table>

### Language Control

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
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</tr>
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</tr>
<tr>
<td>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.</td>
<td>Accuracy is limited to memorized words. Accuracy may decrease when attempting to communicate beyond the word level.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Accuracy is limited to memorized words. Accuracy may decrease when attempting to communicate beyond the word level.</td>
<td>Has little accuracy even with memorized words.</td>
</tr>
</tbody>
</table>
