Français inclusif: An Interactive Textbook for French 201

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BOISE STATE UNIVERSITY
BOISE, IDAHO
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Bienvenue ! Welcome to your textbook for French 201. 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.

Each Module is comprised of 3 parts and most parts contain the following:

- Le vocabulaire (Vocabulary)
- Explication de grammaire (Grammar explanation)
- Les exercices (You will complete these for practice as part of your weekly homework assignments)
Modules also contain an introduction page with learning objectives, a cultural reflection assignment, a presentational speaking and/or writing assessment, and Allez plus Loin (Go further) page which contains additional content.

View the title and learning outcomes for each module below:

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french201/?p=26#h5p-192

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 they’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/french201/?p=26#h5p-50
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.”
- “My BA in French Made Me the Tech CEO I am Today”
- “Data suggests that [the] French language just might be the language of the future.”
  - “Want to Know the Language of the Future? The Data Suggests it Could be French”
- “Much of sub-Saharan Africa is French speaking, making international opportunities for French speakers even more numerous.”
  - “These 5 Languages Will Help You to Stand Out the Most”
- “[French] can enhance your enjoyment of art, history, literature and food, while giving you an important tool in business.”
  - “Which is the Best Language to Learn”
- “It is a language of international diplomacy, a global business language, and a top language of the internet.”
  - “Why French?”
Useful Expressions
J'ai une question.

One or more interactive elements has been excluded from this version of the text. You can view them online here:
https://boisestate.pressbooks.pub/french201/?p=29#audio-29-1

Je ne comprends pas.

One or more interactive elements has been excluded from this version of the text. You can view them online here:
https://boisestate.pressbooks.pub/french201/?p=29#audio-29-2
Je ne sais pas. I don't know.

J'oublie. I forget.

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https://boisestate.pressbooks.pub/french201/?p=29#audio-29-3

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<table>
<thead>
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<th>Anglais</th>
<th>L'registrement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Répétez, s'il vous plaît.</td>
<td>Repeat, please (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/french201/?p=29#audio-29-5">https://boisestate.pressbooks.pub/french201/?p=29#audio-29-5</a></td>
</tr>
<tr>
<td>Répète, s'il te plaît.</td>
<td>Repeat, please (informal).</td>
<td></td>
</tr>
<tr>
<td>Parlez plus lentement.</td>
<td>Speak more slowly (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/french201/?p=29#audio-29-6">https://boisestate.pressbooks.pub/french201/?p=29#audio-29-6</a></td>
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<tr>
<td>Français</td>
<td>Anglais</td>
<td>L'registrement</td>
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<td>---------------</td>
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<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Parle plus lentement.</td>
<td>Speak more slowly (informal).</td>
<td>![Audio Note] 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/french201/?p=29#audio-29-7">https://boisestate.pressbooks.pub/french201/?p=29#audio-29-7</a></td>
</tr>
<tr>
<td>Parlez plus fort.</td>
<td>Speak more loudly (formal).</td>
<td>![Audio Note] 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/french201/?p=29#audio-29-8">https://boisestate.pressbooks.pub/french201/?p=29#audio-29-8</a></td>
</tr>
<tr>
<td>Parle plus fort.</td>
<td>Speak more loudly (informal).</td>
<td>Je n'ai pas entendu. I didn't hear.</td>
</tr>
</tbody>
</table>
### Comment dit-on " " en français?

**Français**

Qu'est-ce que " " veut dire?

**Anglais**

What does " " mean?

**L'registrement**

How do you say " " in French?

**Écrivez, s'il vous plaît.**

Write (it), please.

---

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### L'inscription

<table>
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<th>Français</th>
<th>Anglais</th>
</tr>
</thead>
<tbody>
<tr>
<td>À vos souhaits / À tes souhaits.</td>
<td>[after someone sneezes]</td>
</tr>
<tr>
<td>J'ai fait une erreur.</td>
<td>I made a mistake.</td>
</tr>
</tbody>
</table>
La registration

Je plaisante!
I'm kidding!

J'aime le français!
I love French!

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https://boisestate.pressbooks.pub/french201/?p=29#audio-29-12
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<th>Anglais</th>
<th>L'registrement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Écoutez / Écoutons.</td>
<td>Listen / Let's listen.</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/french201/?p=29#audio-29-13">https://boisestate.pressbooks.pub/french201/?p=29#audio-29-13</a></td>
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<tr>
<th>Français</th>
<th>Anglais</th>
<th>L'registrement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisez / Lisons.</td>
<td>Read / Let's read.</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/french201/?p=29#audio-29-15">https://boisestate.pressbooks.pub/french201/?p=29#audio-29-15</a></td>
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<th>Français</th>
<th>Anglais</th>
<th>L'registrement</th>
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<tbody>
<tr>
<td>Regardez / Regardons.</td>
<td>Watch / Let's watch.</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/french201/?p=29#audio-29-17">https://boisestate.pressbooks.pub/french201/?p=29#audio-29-17</a></td>
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<tr>
<td>Français</td>
<td>Anglais</td>
<td>L'registrement</td>
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<tr>
<td>--------------</td>
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<td>----------------</td>
</tr>
<tr>
<td>Faites / Faisons.</td>
<td>Do / Let's do.</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/french201/?p=29#audio-29-19">https://boisestate.pressbooks.pub/french201/?p=29#audio-29-19</a></td>
</tr>
<tr>
<td>Vous avez des questions?</td>
<td>Do you have any questions?</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/french201/?p=29#audio-29-20">https://boisestate.pressbooks.pub/french201/?p=29#audio-29-20</a></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>
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</table>

Phrases derived from [Salt Lake Community College](https://www.slc.edu) French 1010 Materials.
Recordings from 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!

**Accent** | **Keyboard Strokes** | **Note**
---|---|---
l'accent aigu | é = ' then e | É
   Use the apostrophe key.
   
l'accent grave | à = ` then a | À
   Use the ` key near the top, at the far left.
   
è | ` then e | Same
   
ù | ` then u | Same
   
l'a cédille | ç = , then c | Same
   Use the comma key.

**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
l’accent circonflexe

Use the 6 key. You see ^ above the 6; that’s why you hold both ctrl + shift to get this accent.

è = ^ then e
î = ^ then i
ô = ^ then o
û = ^ then u

le tréma

Use the colon key.
ë = : then e
î = : then i
û = : then u

“l’e dans l’o”

Use the 7 key. You see & above the 7; hold both ctrl + shift to get this exotic letter (which doesn’t show up that often, fyi).

œ = & then o

Note

Â

You can easily make capitals for these letters/accents as well. Just hold the shift key when you type the letter you want.

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!
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<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>É Use the shift key when you hit the e to get a capital letter.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></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></td>
<td></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></td>
<td></td>
</tr>
<tr>
<td>l’accent circonflexe</td>
<td>â = i then a</td>
<td>Ê 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></td>
<td></td>
</tr>
<tr>
<td>è = i then e</td>
<td>Same</td>
<td></td>
</tr>
<tr>
<td>ì = i then i</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ô = i then o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ù = i then u</td>
<td></td>
<td></td>
</tr>
<tr>
<td>le tréma</td>
<td>ë = u then e</td>
<td>Same</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ì = u then i</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ù = u then u</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“l’e dans l’o”</td>
<td>ð = q then o</td>
<td>Same</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
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.
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.
Vocabulary Lists

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

Grammar Explanations

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Exercises

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Audio Recordings

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made available in Forvo Media S.L. in any way as long as they are not used for commercial purposes.”

Audio recordings for the grammar section come from Francais interactif or are original recordings from our team that have been localized for Idaho students.

Audio recordings for exercises are original unless otherwise indicated and are licensed under the book’s CC-NC-SA license.
How do you communicate and stay in touch with others?
Module 9 Les Médias et la communication

Learning Outcomes:

I can...

1. I can talk about my communication preferences.
2. I can talk about the frequency with which I access media.
3. I can talk about how I communicate with others using digital tools.
4. I can narrate a simple story in the past.
5. I can summarize the plot of a show, movie or episode I consumed.

Interpretative: Read an article about how to successfully start a podcast and answer comprehension questions.

Interpersonal: You and your classmates decide to start a new podcast. You meet to discuss the topics you’ll approach in your episodes, the length of your podcast, responsibilities and roles, and who your audience might be.

Presentational: Your podcast is growing! You decide to launch the official website to accompany the podcast. You first write a blurb about the nature
of your podcast, including any relevant details. Then, you write another blurb about your first episode, what you covered, how it went, etc.

**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.
- Understand and access media platforms across the Francophone world.
Première Partie: La Presse, le vocabulaire
It’s time to practice the vocabulary for this section! Below this vocabulary list, you’ll find interactive flashcards, spelling
Practice, and a crossword puzzle to test your knowledge.

<table>
<thead>
<tr>
<th>French</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>un kiosque (à journaux)</td>
<td>a news stand</td>
</tr>
<tr>
<td>un journal (national, régional)</td>
<td>newspaper (national, regional)</td>
</tr>
<tr>
<td>les journaux (m.)</td>
<td>the newspapers</td>
</tr>
<tr>
<td>une bande dessinée</td>
<td>a comic strip/comic book</td>
</tr>
<tr>
<td>une petite annonce</td>
<td>a classified ad</td>
</tr>
<tr>
<td>un magazine</td>
<td>a magazine</td>
</tr>
<tr>
<td>un/une bouquiniste</td>
<td>a second-hand bookseller</td>
</tr>
<tr>
<td>un quai</td>
<td>a road/sidewalk along the river</td>
</tr>
<tr>
<td>un livre</td>
<td>a book</td>
</tr>
<tr>
<td>un livre d'occasion</td>
<td>a used book</td>
</tr>
<tr>
<td>un bouquin</td>
<td>a book</td>
</tr>
<tr>
<td>un roman</td>
<td>a novel</td>
</tr>
<tr>
<td>les nouvelles (f.)</td>
<td>the news</td>
</tr>
<tr>
<td>en ligne</td>
<td>online</td>
</tr>
<tr>
<td>lire</td>
<td>to read</td>
</tr>
<tr>
<td>montrer</td>
<td>to show</td>
</tr>
<tr>
<td>passer du temps</td>
<td>to spend time</td>
</tr>
<tr>
<td>célèbre</td>
<td>famous</td>
</tr>
<tr>
<td>amusant.e/comique/marrant.e/ drôle</td>
<td>funny</td>
</tr>
<tr>
<td>ennuyeux/ennuyeuse</td>
<td>boring</td>
</tr>
<tr>
<td>gratuit.e</td>
<td>free</td>
</tr>
<tr>
<td>optimiste</td>
<td>optimistic/hopeful</td>
</tr>
<tr>
<td>pessimiste</td>
<td>pessimistic</td>
</tr>
<tr>
<td>triste</td>
<td>sad</td>
</tr>
</tbody>
</table>

Première Partie: La Presse, le vocabulaire | 39
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Flashcards

An interactive H5P element has been excluded from this version of the text. You can view it online here: 
https://boisestate.pressbooks.pub/french201/?p=82#h5p-51
Spelling

An interactive H5P element has been excluded from this version of the text.
You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=82#h5p-47

Crossword

Ten words are displayed at a time. Please refresh the page for a new puzzle with different words.

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

You can view it online here:

https://boisestate.pressbooks.pub/
french201/?p=82#h5p-52
Première Partie: La Presse, la grammaire
In this section:

- Relative pronouns que et qui

- lire – to read

- Narration: passé composé vs. imparfait
Relative pronouns que et qui

forms and uses

A relative pronoun introduces a clause that explains or describes a previously mentioned noun, which is called the antecedent. Relative pronouns are used to link two related ideas into a single sentence, thereby avoiding repetition.

Tex écrit un roman. Le roman s'appelle Guerre et amour.

Tex écrit un roman qui s'appelle Guerre et amour.

Tex is writing a novel. The novel is called War and Love.

Tex is writing a novel which is called War and Love.
In the above example, the relative pronoun *qui* introduces the subordinate clause, that is, the clause that adds additional information about the novel. In French there are two main relative pronouns, *qui* and *que*. The choice between *qui* and *que* in French depends solely on the grammatical role, subject or direct object, that the relative pronoun plays in the subordinate clause.

• **qui**
  
  *Qui* functions as the *subject* of the subordinate clause.

  Tex interviewe Paw-Paw *qui* a combattu pendant la deuxième guerre mondiale.  
  
  
  On a célébré notre victoire dans le quartier latin *qui* débordait de monde.

  Tex interviews Paw-Paw *who* fought during World War II.  
  
  Paw-Paw: Yes, I was with Americans *who* liberated Paris.  
  
  We celebrated our victory in the Latin Quarter *which* was overflowing with people.

• **que**
  
  *Que* functions as the *direct object* of the subordinate clause. Remember that *que* becomes *qu’* before a word beginning with a vowel.

  Tex interviewe Paw-Paw qui a combattu pendant la deuxième guerre mondiale.  
  
  
  On a célébré notre victoire dans le quartier latin qui débordait de monde.
**agreement**

Although *qui* and *que* are invariable, they assume the gender and number of the antecedent. *Que* functions as a direct object preceding the verb. Therefore, when the verb of the subordinate clause is in the passé composé, or any other compound tense, the past participle agrees in number and gender with *que*. The past participle also agrees in number and gender with *qui* if the verb forms its passé composé with 'être'.

---

*Tex*: Marie-Tammy et Jean-Tex sont les deux héros que j’ai vus dans un rêve.

*Ce sont deux espions qui se sont rencontrés en mission.*

*Tex*: Marie-Tammy and Jean-Tex are the two heroes whom I saw in a dream.

*They are two spies who met on a mission.*
lire – to read

The irregular verbs lire, dire, and écrire have similar conjugations. Listen carefully to the forms of these verbs in the present tense.

We will start with lire in this part of the module.

<table>
<thead>
<tr>
<th>lire ‘to read’</th>
</tr>
</thead>
<tbody>
<tr>
<td>je lis</td>
</tr>
<tr>
<td>nous lisons</td>
</tr>
<tr>
<td>tu lis</td>
</tr>
<tr>
<td>vous lisez</td>
</tr>
<tr>
<td>il/elle/iel/on lit</td>
</tr>
<tr>
<td>ils/elles/iels lisent</td>
</tr>
</tbody>
</table>

past participle: lu

Narration: passé composé vs. imparfait

The passé composé is used in French in answer the question ‘What happened?’ On the other hand, you will usually put a
verb in the imparfait if it answers the question ‘What was going on when something else happened?’ Generally, the passé composé is used to relate events while the imparfait is used to describe what was going on in the past, states of being in the past, or past habits.

All this takes on special importance in narration of past actions when both tenses often occur in the same story. Narrating a story entails both describing a setting (habitual actions, atmosphere, places, and people) and recounting a plot or a series of events, actions, changes of feelings, or thoughts. In general, all stories have a well-delineated plot line of events, the foreground, and a background of supporting details and descriptions. Some literary texts might subvert this rule, but this is out of a conscious effort to surprise or unsettle their reader.

**imparfait (set scene)**

Avant, Tammy *habitait* à Fort Worth ...

Before, Tammy lived in Fort Worth ...

**passé composé (event)**

et puis un jour, elle *a déménagé*.

and then, one day, she moved.

---

One or more interactive elements has been excluded from this version of the text. You can view them online here: [https://boisestate.pressbooks.pub/french201/?p=86#audio-86-4](https://boisestate.pressbooks.pub/french201/?p=86#audio-86-4)

The following adverbs are commonly associated with each of the past tenses:
adverbs/imparfait

tous les jours, tous les matins ...
every day, every morning

chacun jour, chaque matin, chaque mois ...
each day, each morning, each month

en général, généralement, d'habitude ...
in general, usually

autrefois, à l’époque ...
in the past, long ago, at the time

toujours, souvent ...
always, often

rarement ...
rarely

adverbs/pasé composé

un jour, un matin, un soir ...
one day, one morning, one evening

soudain, brusquement, brutalement ...
suddenly, abruptly, brusquely

tout d’un coup, tout à coup ...
all of a sudden, suddenly

tout de suite, immédiatement ...
right away, immediately

d’abord, enfin ...
first of all, finally

puis, ensuite ...
then, next

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french201/?p=86#audio-86-5

Usually, when verbs like être, avoir, pouvoir, vouloir, and savoir are in a past narration, they will be in the imparfait, since they most likely describe a past state of being or condition. However, when these verbs (and others like them) occur in the passé composé, they indicate a change of state or a change of condition. Compare these examples:

Tammy: Quand j’avais 15 ans, j’habitais à Fort Worth.

Quand j’ai eu 18 ans, j’ai déménagé à Austin.

Tammy: When I was 15, I used to live in Fort Worth.

When I turned 18, I moved to Austin.
The passé composé is also generally used for activities that lasted for a **precise length of time**, with a definite beginning and end. On the other hand, the imparfait is used for **indefinite lengths of time**. Look at these examples:

**definite period of time:**
De 1997 à 1998,
Pendant un an, Tex *a été* vendeur de T-shirts.
Entre dix-huit et dix-neuf ans,

**indefinite period of time:**
Avant,
Quand il était enfant, Tex *était* dans un couvent de Lyon.
A cette époque-là,

But ultimately it is the entire context that determines which
of these two past tenses to use and not a given adverb. For example, in the sentences below, the same adverb, un jour, is used with the imperfect or the passé composé according to the context.

Un jour, Tex vendait des T-shirts à Paris quand il a été arrêté pour activité illégale.

One day, Tex was selling T-shirts in Paris when he was arrested for illegal activity. (The imparfait sets the scene to be interrupted)

Un jour, les autorités françaises ont expulsé Tex.

One day, the French authorities deported Tex. (Event)

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french201/?p=86#audio-86-8

In the following story, note how the narration opens with an extended description of Tex’s early childhood in the imparfait, which serves as explanatory background to the plot-line events in the passé composé.
Quand Tex était tout petit, il habitait dans la banlieue de Houston avec sa famille. Ce petit tatou, curieux de nature, aimait toujours faire de longues promenades avec ses amis pour explorer les coins et recoins de la banlieue, surtout les autoroutes!

Un jour, pendant une promenade, il s’est perdu. Heureusement, après des heures et des heures, il a trouvé l’entrée de l’aéroport Bush International. Fasciné par le bruit et le mouvement, il s’est précipité vers les avions. Tandis qu’il examinait un avion de plus près, un homme l’a brusquement pris et il l’a jeté à l’intérieur avec les bagages. Huit heures plus tard, l’avion est arrivé à Paris, où Tex commencerait sa nouvelle vie française!

Tex a passé le reste de son enfance en France. En fait, il est devenu cent pour cent français. Quand il était adolescent, il se considérait comme un disciple de Sartre. Il ne connaissait rien au baseball et détestait tout ce qui était américain. Mais en 1998, tout d’un coup sa vie a changé quand il a découvert que ses parents étaient … américains.

When Tex was very small, he lived in the suburbs of Houston with his family. This little armadillo, curious by nature, always loved to take long walks with his friends to explore the nooks and crannies of the suburbs, above all the highways!

One day, during a walk, he got lost. Fortunately, after hours and hours, he found the entrance to the Bush International Airport. Fascinated by all the noise and motion, he rushed to the planes. As he was examining a plane more closely, a man abruptly took him and threw him inside with the baggage. Eight hours later, the plane arrived in Paris, where Tex would start his new French life!

Tex spent the rest of his childhood in France. In fact, he became one hundred per cent French. When he was an adolescent, he considered himself a disciple of Sartre. He knew nothing about baseball and he detested everything American. But in 1998, all of a sudden, his life changed when he discovered that his parents were … American.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french201/?p=86#audio-86-9
Première Partie: La Presse, les exercices

Les Exercices

Photo by Viktor Bystrov on Unsplash.
Exercice 1. Que ou qui

Regardez cette vidéo pour réviser comment utiliser les pronoms relatifs *que* et *qui*.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french201/?p=90#oembed-1

Pour accéder cette vidéo sur Drive, cliquez ici.

How well did you understand the video? Answer the following questions to find out!

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french201/?p=90#h5p-9

Pour lire une explication de *que* et *qui*, cliquez ici.

Choisissez le pronom relatif correct pour chaque phrase.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
Exercice 2. Que ou qui

Voir l'exercice ci-dessous en plein écran (View the exercise below in full screen) et choisissez le pronom relatif correct pour chaque phrase.

Les réponses correctes sont indiquées en vert et les réponses incorrectes sont indiquées en rouge.

Cliquez sur “voir fiche” dans le coin en haut à droite de l'écran (in the upper right hand corner) pour reviser comment utiliser que et qui.

Exercice 3. Que ou qui

Choisissez le pronom relatif qui va compléter la chaque phrase de façon cohérente.
Exercice 4. Construire des phrases en utilisant que et qui


Exercice 5. lire – conjugaison

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french201/?p=90#h5p-12

Exercice 6. Écouter – passé composé ouImparfait

Si vous êtes correct.e, vous allez voir un smiley à droite de la question. Sinon, vous allez voir un “X.”

An interactive H5P element has been excluded from this version of the text. You can view it online here:
Exercice 7. Quand utiliser le passé composé et l’imparfait

Exercice 8. Écrire – passé composé ou imparfait

Exercice 9. Choisir – passé composé ou imparfait
Exercice 10. Choisir – passé composé ou imparfait

Cliquez ici pour passer une petite interro. Il faut choisir le passé composé ou imparfait.
   Quiz de fr.bab.la

Exercice 11. Écrire – passé composé ou imparfait

Exercice 12. passé composé ou imparfait – Qui est là ?

Exercice 13. Écrire – passé composé ou
imparfait

Exercice 14. passé composé ou imparfait – mettre le texte au passé

Exercice 15. passé composé ou imparfait – une chanson – J’ai demandé à la lune par Indochine
Deuxième Partie, La Télévision et la radio, vocabulaire
It’s time to practice the vocabulary for this section! Below this vocabulary list, you’ll find interactive flashcards, spelling
practice, and a crossword puzzle to test your knowledge.
la télévision | television
le cinéma | cinema
la télé | TV
la télécommande | remote control
une chaîne | channel
un programme | television schedule
un feuilleton | series / soap opera
une série | series
une émission | show
un dessin animé | cartoon
un documentaire | documentary
une émission de variétés | variety show
un jeu télévisé | game show
la télé-réalité | reality television
un magazine d'actualités (à la télévision) | news show
les informations (f pl) / les infos (f pl) / le journal | news
l'actualité (f) | current events
la météo | weather report
un reporter / un journaliste | reporter / journalist
une interview | interview
une publicité / une pub | commercial
un concert | concert
un film | movie
un film d'amour | romantic movie
un film de science-fiction | science-fiction movie
un film d'horreur | horror movie
un film d'action / un film d'aventures | action film / adventure film
un film policier | detective/police movie
un drame | drama
une comédie  
comedy (movie, play) 

un (film) musical  
musical 

une comédie musicale  
musical comedy 

un western  
western 

en VO / en VF  
original version / French version 

avec / sans sous-titres  
with / without subtitles 

un acteur / une actrice  
actor / actress 

une célébrité  
celebrity 

une star / une vedette  
star (refers to men or women) 

une personnalité (de la télévision, du cinéma, de la radio...)  
celebrity 

le méchant  
the bad guy 

la radio  
the radio 

une station  
radio station 

une chanson  
song 

un chanteur / une chanteuse  
singer 

un groupe  
a band 

décrire  
to describe 

dire  
to say 

écrire  
to write 

durer  
to last 

lire  
to read 

monter  
to show 

passer du temps  
to spend time 

jamais  
never 

pas encore  
not yet 

pas du tout  
not at all 

personne  
no one 

plus  
not anymore / anymore
<table>
<thead>
<tr>
<th>French Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>rien</td>
<td>nothing, not anything</td>
</tr>
<tr>
<td>un podcast (une baladodiffusion)</td>
<td>podcast</td>
</tr>
<tr>
<td>auditeur/auditrice</td>
<td>(radio) listener</td>
</tr>
<tr>
<td>spectateur/spectatrice</td>
<td>viewer, audience member</td>
</tr>
<tr>
<td>les plateformes</td>
<td>platforms</td>
</tr>
<tr>
<td>diffuser</td>
<td>to broadcast</td>
</tr>
<tr>
<td>divertissant, divertissante</td>
<td>amusing, entertaining</td>
</tr>
<tr>
<td>doublé</td>
<td>dubbed film</td>
</tr>
<tr>
<td>effrayant/effrayante</td>
<td>scary, frightening</td>
</tr>
<tr>
<td>étranger</td>
<td>foreign (film)</td>
</tr>
<tr>
<td>réaliste</td>
<td>realistic</td>
</tr>
<tr>
<td>satiriste</td>
<td>satirical</td>
</tr>
<tr>
<td>tragique</td>
<td>tragic</td>
</tr>
<tr>
<td>violent</td>
<td>violent</td>
</tr>
</tbody>
</table>

**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!
Crossword

Ten words are displayed at a time. Please refresh the page for a new puzzle with different words.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=96#h5p-55
In this section:

- Nuances of Negation
- Le verbe dire
- Narrating things in the past
Nuances of Negation

Different nuances of negation are achieved by using the following negative expressions:
ne ... jamais    never, not ever  
ne ... pas encore    not yet  
ne ... rien    nothing, not anything  
ne ... personne    nobody, no one, not anybody  
ne ... plus    no more, not any longer  
ne ... pas du tout    not at all

Note that ne becomes n' in front of a verb starting with a vowel or a mute h.
In spoken French, the ne / n' is sometimes dropped, achieving a more familiar tone.
The second element of the negation is usually placed right after the conjugated verb and before the object, as in this dialogue:
C'est dimanche matin.
It is Sunday morning.

Tammy: Tex, tu es réveillé?
Tammy: Tex are you awake?

Tex: Non, je ne suis pas réveillé.
Tex: No, I am not awake.

Tammy: Tu dors encore?
Tammy: Are you still asleep?

Tex: Maintenant, je ne dors plus! Avec toi, je ne peux jamais faire la grasse matinée!
Tex: Now I am no longer asleep! With you I can never sleep in!

Tammy: Mais regarde, je t’apporte une tasse de café et un croissant.
Tammy: But look, I’m bringing you a cup of coffee and a croissant.

Tex: Non merci, je ne veux rien. Je n’ai pas du tout faim.
Tex: No thanks, I don’t want anything. I am not hungry at all.

Tammy: Eh bien, tu es charmant ce matin.
Tammy: Well, aren’t you charming this morning.

**Personne** and **rien** are negative pronouns; they may function as the subject or direct object of a sentence, or as the object of a preposition. When personne is an object, it is placed after the verb or the preposition it complements:

One or more interactive elements has been excluded from this version of the text. You can view them online here: [https://boisestate.pressbooks.pub/french201/?p=93#audio-93-3](https://boisestate.pressbooks.pub/french201/?p=93#audio-93-3)

Ce matin, Tex ne veut voir personne.
This morning Tex does not want to see anybody.

Il ne veut parler à personne.
He does not want to talk to anybody.

Il ne pense à rien.
He’s not thinking about anything.

**Personne** and **rien** may be used at the beginning of a sentence, as pronoun subjects, followed by **ne / n’**:

Deuxième Partie: La Télévision et la radio, la grammaire | 73
Personne n’aime se lever tôt un dimanche.

Nobody likes to get up early on a Sunday.

Rien n’est pire.

Nothing is worse.

NOTE: Personne n’aime pas se lever.

Some of the negations listed above can be combined, as shown in these examples:

Tammy: Je ne te ferai plus jamais le petit-déjeuner.

Tammy: I will never make your breakfast again.

Tex: Mais Tammy, tu sais que je ne prends jamais rien au petit-déjeuner.

Tex: But Tammy, you know I never have anything for breakfast.
The irregular -re verbs dire, lire, and écrire have similar conjugations. Listen carefully to the forms of these verbs in the present tense.

You may have already seen the verb dire in phrases like Comment dit-on ... ? (How do you say ... ?) and Qu’est-ce que ça veut dire? (What does that mean?)

Dire means ‘to say’ (to say something or to tell someone something) while parler means ‘to speak’ (to speak to someone about something, or to speak a language).

Dire is often used to start a phrase or to get someone’s attention (Dis, tu viens ?, Hey, are you coming?).

Note the vous form dites. It is unusual because it does not end in -ez.

NOTE: Dire is one of only three verbs where this is the case (The others are être: vous êtes, and faire: vous faites).
Le récit au passé : imparfait vs passé composé

As you saw in the première partie of this module, you will alternate between using the past tense and the imparfait as you tell a story or tell what happened.

<table>
<thead>
<tr>
<th>IMPARFAIT</th>
<th>PASSÉ COMPOSÉ</th>
</tr>
</thead>
<tbody>
<tr>
<td>-une habitude dans le passé:</td>
<td>-un fait terminé dans le passé:</td>
</tr>
<tr>
<td>Quand j'étais petit, je jouais souvent aux jeux vidéo.</td>
<td>J'ai joué un match.</td>
</tr>
<tr>
<td>Description du décor: Il pleuvait beaucoup ce jour-là.</td>
<td>-l'action principale: je suis tombée.</td>
</tr>
</tbody>
</table>

When telling someone about something that happened to you or about a story you heard, you will use both.

Verbs like passer can be put in the passé composé or imparfait depending on the situation.

Exemple:
- L'été dernier, j'ai passé trois semaines en France.
- Quand j'étais petite, je passais tous les étés en France.

When talking about a movie or show you watched, follow the same rules as above.

Hier, j'ai regardé un film. C'était très drôle. Last night I watched a movie. It was funny.

Ce matin j'ai écouté une émission de radio. This morning I listened to a radio show.

Ce matin j'écoutais un podcast quand ma mère m'a appelé. This morning I was listening to a radio show when my mom called me.
Deuxième Partie, La Télévision et la radio, les exercices

Les Exercices
Deuxième Partie, La Télévision et la radio, les exercices
Exercice 1. Les médias

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=99#h5p-32

Exercice 2 – La négation

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=99#h5p-3

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

Exercice 3 – Donnez le nom de...

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=99#h5p-24
Exercice 4. Qui ou que ? (A)

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=99#h5p-25

Exercice 5. Qui ou que ? (B)

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=99#h5p-26

Exercice 6. Vrai ou Faux ?

Decide whether the negatively phrased statements are true or false, logically.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/
Exercice 7. Ne...plus...jamais

Exercice 8. Quelque chose ou rien ?

Exercice 9. Le contraire
Exercice 10. Enregistrez – vos préférences
You and your friends are trying to decide what kind of podcast you want to create in your free time. You decide to first brainstorm individually before you come together to make your choice. In a recording using www.vocaroo.com, record yourself giving a list of your television, film, podcast and radio preferences as well as the things you never listen to or watch (for example, Je ne regarde jamais de feuilletons). Be sure to ask your friends about their preferences in your recording.

**Exercice 11. L'intrigue**

Your friend couldn't make it to the movie with you last night. They ask you to tell them all about the plot of the film, specifically what the main character does. Write a short paragraph in which you explain l'intrigue (plot) and alternate between the passé composé and imparfait to tell what happened. If you didn't recently watch a movie, think of one of your favorites and tell the story.

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french201/?p=99#h5p-33

To access an editable version of this activity, please use this [link](https://boisestate.pressbooks.pub/french201/?p=99#h5p-33).
Troisième Partie: Les réseaux sociaux, le vocabulaire

Le Vocabulaire

Photo by Prateek Katyal on Unsplash
It’s time to practice the vocabulary for this section! Below this vocabulary list, you’ll find interactive flashcards, spelling practice, and a crossword puzzle to test your knowledge.
un ordinateur: computer
un ordinateur portable: laptop
un portable: cell phone
le web: internet
l'Internet: internet
un site (web): website
une page d'accueil: homepage
un forum: forum
un moteur de recherche (ex google): search engine
un mot de passe/un code d'accès: password
un email / un courriel: e-mail
en ligne, sur Internet: online/on the internet
un lien: link
un téléphone: phone
un répondeur / une boîte vocale: voicemail
un texto: text message
un SMS: text message
un message WhatsApp: a WhatsApp message
les réseaux sociaux: social media
s'abonner à: to subscribe/follow/friend someone
un like: like
poster: to post
les influenceurs sociaux: social influencers
les youtubeurs: youtubers
les vloggeurs: vloggers
envoyer: to send
verlan (l'envers): slang
argot (m): slang, jargon
chelou (louche): weird, sketchy, sus
| meuf (femme) | woman, chick |
| céfran (français) | French |
| tromé (métró) | subway |
| oit et oim | toi et moi |
| reuf (frère) | brother, bro |
| reum (mère) | mother, mom (not super polite) |
| vénère (ênervé) | annoyed, irritated |
| teuf (fête) | party |
| chanmé (méchant) | awesome, wicked |
| ouf (fou) | crazy/awesome |
| à donf (à fond) | a lot |
| reuch (cher) | expensive |
| pécho (choper) | to hook up, to meet |
| teubé (bête) | stupid |
| la tof (photo) | picture |
| kéblo (Bloqué) | to be stuck |
| cimer (merci) | thanks |
| un mec | dude |
| keum (mec) | guy |
| kainri (américaine) | to describe something that is or looks American |
| réssoie (soirée) | party |
| relou (lourd) | not cool, boring |
| flic | cop |
| keuf (flic) | cop |
| une clope (slang) | cigarette |

**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/french201/?p=74#h5p-100
Spelling

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=74#h5p-106

Crossword

Ten words are displayed at a time. Please refresh the page for a new puzzle with different words.

An interactive H5P element has been
excluded from this version of the text.
You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=74#h5p-107
Troisième Partie: Les réseaux sociaux, la grammaire
In this section:

- Irregular Verb: écrire

Écrire
écrire ‘to write’

j’écris  nous écrivons

tu écris  vous écrivez

il/elle/iel on écrit  ils/elles/iels écrivent

past participle : écrit

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french201/?p=76#audio-76-1
Other verbs conjugated like **écrite** include **décrire** (to describe) and **s’inscrire** (to register).

Tammy: Dis, Tex, qu’est-ce que tu lis?

Tex: Je lis de la poésie. Les poètes disent toujours la vérité. J’écris aussi des poèmes. Et toi, Tammy, qu’est-ce que tu aimes lire?


Tammy: Say, Tex, what are you reading?

Tex: Oh, I’m reading poetry. Poets always tell the truth. I also write poems. Tammy, what do you like to read?

Tammy: You know sweetheart. I like to read romance novels.
Troisième Partie: Les réseaux sociaux, les exercices

Les Exercices

Photo by Tracy Le Blanc on Pexels
Exercice 1. Conjugaison lire, dire, écrire

Exercice 2. Conjugaison lire, dire, écrire

Exercice 3. Mon précieux – Soprano
Exercice 4. Les Réseaux sociaux

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

https://boisestate.pressbooks.pub/french201/?p=79#h5p-39

Exercice 5. Interagir au telephone

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

https://boisestate.pressbooks.pub/french201/?p=79#h5p-40
Exercice 6. Retrouver l’ordre

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=79#h5p-41

Exercice 7. Laissez un message vocal

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=79#h5p-44

Exercice 8. Envoyer des textos

An interactive H5P element has been excluded from this version of the text. You can view it online here:
Exercice 9. Passé composé ou Imparfait ou Présent

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=79#h5p-45

Exercice 10. Mettez le texte au passé

An interactive H5P element has been excluded from this version of the text. You can view it online
**Exercice 11. Quels réseaux sociaux utilisais-tu quand tu étais petit.e ?**

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

https://boisestate.pressbooks.pub/french201/?p=79#h5p-49

To access an editable version of this activity, please use this link.
Module 9: 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/french201/?p=101#h5p-42
Module 9: L'évaluation de la production écrite et l'expression orale
Part One:

Module 9: L'évaluation de la production écrite et l'expression orale
Module 9: L'évaluation de la production écrite et l'expression orale
You and your friends have created a podcast based on your mutual interests. After launching the podcast, you decide to create the official website to share the podcast far and wide. You write your first website post/entry which talks about who you are, the podcast (themes, presenters, etc). You also include a blurb about the first episode, how it went, what you talked about and what listeners can expect from listening.

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>Language Function</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>Text Type</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>Impact</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>Comprehensibility</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>
### Language Control

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are most accurate when producing simple sentences in present tense. Your accuracy decreases as language becomes more complex.</td>
<td>Your accuracy is limited to memorized words. Your accuracy may decrease when attempting to communicate beyond the word level.</td>
<td>You have little accuracy even with memorized words.</td>
</tr>
</tbody>
</table>

### Part Two:

You will now revise your original (written) website post to make it more interesting to future clients and create the cover art for your podcast. You decide to record a short commercial detailing your original description of your podcast with the new cover art.

- **Adobe Express Video** (You can include accompanying visuals with this tool)
- **Canva** (You can include accompanying visuals with this tool)
  - Podcast Cover Templates
- 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 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>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><strong>Comprehensibility</strong></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><strong>Language Control</strong></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 9: Allez plus loin

Pour faire des exercices supplémentaires avec que et qui cliquez ici et ici.

Pour faire des exercices d’écoute avec un niveau de difficulté plus élevé cliquez ici. (passé composé ou imparfait)

Pour écouter plus présent, passé composé ou imparfait cliquez ici. Si vous êtes correct.e, vous allez voir un smiley à droite de la question. Sinon, vous allez voir un “X.”

Pour plus de lecture avec le passé composé et l’imparfait cliquez ici. (matching activity)

Activités supplémentaires passé composé ou imparfait.

Exercice 1 (choix multiple – passé composé ou imparfait)
Exercice 2 (transformer du présent au passé composé ou imparfait)
Exercice 3 (écouter)
Exercice 4 (chanson)
What do you do to stay healthy?

Photo by ShotPot via Pexels.com
Module 10 La santé et le sport

Learning Outcomes:

I can...

1. talk about my health and well being.
2. talk about hobbies I (or others) do to maintain health and well being.
3. describe clothing and various styles of dress.
4. ask a variety of questions to obtain simple information (what, who, why, when, where, etc.).

Interpretive:

Read an infographic about mental health in Canada and watch a short clip on young people and stress.

Interpersonal:

You work with a partner to provide some solutions for Boise State students who have expressed concern over problems or unhealthy habits they want to address.

Presentational:

Write a blog post for Bronco Welcome to help
first-year Boise State Students adjust to campus life and form healthy habits.

**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.
- Understand and access media platforms across the Francophone world.
Première partie: Les vêtements, le vocabulaire
It’s time to practice the vocabulary for this section! Below this vocabulary list, you’ll find interactive flashcards, spelling practice, and a crossword puzzle to test.
Première partie: Les vêtements, le vocabulaire
des vêtements (m pl)  clothes
un jean  a pair of jeans
un short  a pair of shorts
une casquette  a cap
un pantalon  a pair of pants
un tee-shirt  un tee-shirt a t-shirt
des sandales  some sandals
porter  to wear
mettre  to put on (clothing)
un manteau  a coat
un anorak  a ski jacket, a parka
des baskets (f, pl)  some running shoes
des chaussures (f, pl)  some shoes
des chaussettes (f, pl)  some socks
une cravate  a tie
une jupe  a skirt
un chemisier  a blouse
une robe  a dress
une ceinture  a belt
une écharpe  a scarf
des bottes (f)  some boots
une chemise  a button shirt
un chapeau  a hat
des gants (m, pl)  gloves
un pull  a sweater
un défilé de mode  fashion show
les tendances (f)  trends
une marque  brand
un survêtement  jogging suit/track suit
un jogging  sweatpants
des sous-vêtements (m)   underwear
un polo       polo shirt
un short     shorts
des baskets/des tennis     sneakers/tennis shoes
des bottes (f)     boots
des tongs (m)     flip-flops
des talons (m) / des chaussures à talons     high heels
un tailleur     woman's suit
un costume     man's suit
des lunettes (f)     glasses
un maillot de bain     bathing suit
un blouson     jacket
une veste blazer     jacket
un imperméable     raincoat
des gants (m)     gloves
un placard     closet
un chouchou     scrunchie/hair tie
un bonnet     beanie
un sac à main     purse
uni     solid color
à pois     polka-dotted
à rayures     striped
à carreaux     plaid
à fleurs     floral
en coton     made of cotton
en cuir     made of leather
en laine     made of wool
en velours     made of velvet
en plastique     made of plastic
en caoutchouc     made of rubber
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!**
Spelling

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=339#h5p-95
Crossword

Ten words are displayed at a time. Please refresh the page for a new puzzle with different words.

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

You can view it online here:

https://boisestate.pressbooks.pub/french201/?p=339#h5p-99
Première Partie: Les vêtements, la grammaire
In this section:

- Mettre
- Impersonal expressions with weather
- Vouloir

Mettre
The verb *mettre* is irregular. Listen carefully to its forms in the present.

*mettre* ‘to place, put’

<table>
<thead>
<tr>
<th></th>
<th>je</th>
<th>nous</th>
<th>tu</th>
<th>vous</th>
<th>il/elle/iel/on</th>
<th>ils/elles/iel</th>
</tr>
</thead>
<tbody>
<tr>
<td>present</td>
<td>mets</td>
<td>mettons</td>
<td>mets</td>
<td>mettez</td>
<td>met</td>
<td>mettent</td>
</tr>
<tr>
<td>past participle:</td>
<td>mis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mettre literally means ‘to place, to put.’ It is also used in the following expressions:

- **mettre la table (le couvert)**, to set the table
- **mettre** + article of clothing, to put on
- **mettre** + electrical item (radio, light), to turn on

Other verbs like **mettre** include:

- **admettre**, to admit
- **permettre**, to permit
- **promettre**, to promise
- **remettre**, to turn in (a report), to postpone
Tammy: Tex, tu **mets** la table pour la soirée?

Tex: Non, je n'ai pas envie.

Tammy: Ça alors. C'est toujours moi qui **mets** la table.

Tammy: Tex, are you going to set the table for the party?

Tex: No. I don't feel like it.

Tammy: Come on, I'm always the one who sets the table.
Impersonal expressions with weather

The impersonal pronoun *il* (‘it’) is used in French when an action has no agent, that is, when there is no person or animate being responsible for the action. The conjugated verb is always in the third person singular, no matter what tense the impersonal verb takes.

Tex: Tiens, *il* pleut très fort!  
Tex: Wow, it is raining really hard!

*Photo by Wim van ’t Einde on Unsplash*
The action of the verb *(pleut, ‘is raining’)* is an impersonal, natural force. The impersonal pronoun *il* is often referred to as a ‘dummy subject’ because it fills the syntactic position of subject but doesn’t have any real meaning.

**weather expressions**

Weather expressions in both French and English require impersonal subjects. The infinitive of ‘weather verbs’ can only be conjugated in the third person singular form *(the *il* form).*

- *pleuvoir, to rain*  
  *Il pleut.*  
  It’s raining.
- *neiger, to snow*  
  *Il neige.*  
  It’s snowing.
- *grêler, to sleet*  
  *Il grêle.*  
  It’s sleetin.
- *geler, to freeze*  
  *Il gèle.*  
  It’s freezing.
- *bruiner, to drizzle*  
  *Il bruine.*  
  It’s drizzling.

Weather conditions are also expressed in French using the verb *faire* followed by an adjective or noun. Of course, when the verb *faire* is used impersonally in such weather expressions, it can only be conjugated in the third person singular form *(il*
See **faire expressions** for a more complete list of weather expressions.

- Il fait chaud. It’s hot.
- Il fait du vent. It’s windy.
- Il fait beau. It’s beautiful.
vouloir

**Vouloir** expresses a strong will or desire; in the present tense it has the same feeling as a command. It is an irregular verb in
the present tense. Note how the present tense forms a “boot”; the stems (in this case the vowels) change only in the nous and vous forms.

<table>
<thead>
<tr>
<th>Vouloir</th>
<th>‘to wish, want, will’</th>
</tr>
</thead>
<tbody>
<tr>
<td>je</td>
<td>veux</td>
</tr>
<tr>
<td>tu</td>
<td>veux</td>
</tr>
<tr>
<td>il/elle/iel/on</td>
<td>veut</td>
</tr>
<tr>
<td>nous</td>
<td>voulons</td>
</tr>
<tr>
<td>vous</td>
<td>voulez</td>
</tr>
<tr>
<td>ils/elles/iels</td>
<td>veulent</td>
</tr>
</tbody>
</table>

past participle: voulu

Vouloir may be followed by an infinitive or a noun (Je veux du calme, I want some quiet. Je veux dormir, I want to sleep). This verb is also often paired with the adverb bien to express the meaning “to be willing”(Je veux bien!).
Première Partie: Les vêtements, les exercices

Les Exercices

Photo by Raden Prasetya on Unsplash
Exercice 1. Conjuguez mettre

Exercice 2. Mettez la forme correcte

Exercice 3. Décrivez votre style vestimentaire
Exercice 4. L’histoire du béret

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=352#h5p-79

Exercice 5. Word wall des vêtements

An interactive H5P element has been excluded from this version of the text. You can view it online here:
Exercice 6. Vos opinions

Parler des vêtements

porter - to wear
je porte
tu portes
il porte / elle porte
nous portons
vous portez
ils portent / elles portent

mettre - to put on/to put
je mets
tu mets
il met/ elle met
nous mettons
vous mettez
ils mettent / elle mettent

To access an editable version of this activity, please use this link.
Exercice 7. La semaine de M. Leloup

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=352#h5p-81

Exercice 8. Un défilé de mode

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=352#h5p-98

To access an editable version of this activity, please use this link.
Exercice 9. Trouvez les paires

Exercice 10. Conjuguez vouloir
Deuxième Partie: La Santé et le bien-être, le vocabulaire
It’s time to practice the vocabulary for this section! Below this vocabulary list, you’ll find interactive flashcards, spelling practice, and a crossword puzzle to test your knowledge.
la santé  health
une allergie  allergy
la grippe  the flu
une migraine  migraine
un rhume  a cold
des médicaments  medicine
des vitamines  vitamins
les symptômes (m)  symptoms
un somnifère  sleeping pill
la gorge  throat
le bras  arm
le coude  elbow
le poignet  wrist
la main  hand
le doigt  finger
la poitrine  chest
le ventre  stomach
le dos  back
le derrière  rear, behind
les fesses  buttocks
la jambe  leg
le genou  knee
la cheville  ankle
le pied  foot
les orteils  toes
la langue  tongue
la tête  head
les cheveux  hair
le front  forehead
les sourcils  eyebrows
les yeux  
le nez  
les joues  
les oreilles  
la bouche  
les dents  
le menton  
le cou  
discipliné(e)  
sportif/sportive  
stressé(e)  
malade  
mauvais.e  
être en forme  
tomber malade  
tousser  
avoir mal à  
se reposer  
se détendre  
fumer  
améliorer  
être en bonne santé  
Qu'est-ce que vous avez ?  
Qu'est-ce qui se passe ?  
Qu'est-ce qui t'énerve ?  
Qu'est-ce qui te fait peur ?  
Il faut + infinitif  
Il vaux mieux + infinitif  
Il est important de + infinitif  
Il est nécessaire de + infinitif  

Qu'est-ce que vous avez ?
Qu'est-ce qui se passe ?
Qu'est-ce qui t'énerve ?
Qu'est-ce qui te fait peur ?
Il faut + infinitif
Il vaux mieux + infinitif
Il est important de + infinitif
Il est nécessaire de + infinitif
Il est essentiel de + infinitif  It is essential (to)...
Il est indispensable de + infinitif  It is essential (to)...
Il est difficile de ...  It is difficult (to) ...
Il est facile de ...  It is easy (to)...
les urgences (f)  emergency room
la santé mentale  mental health
le médecin  doctor
l'infirmière  nurse (f)
l'infirmier  nurse (m)
le conseiller  counselor (m)
là conseillère  counselor (f)
le professionnel de santé  medical professional
les proches  people you are close to

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/french201/?p=341#h5p-60

Spelling

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

You can view it online here:
Crossword

Ten words are displayed at a time. Please refresh the page for a new puzzle with different words.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=341#h5p-61
Deuxième partie: La Santé et le bien-être, la grammaire
In this section:

- impersonal verbs and expressions
- interrogative pronouns
- le verbe devoir

impersonal verbs and expressions
**falloir (il faut ...) ‘to be necessary’**

The verb *falloir* only exists in the impersonal form (*il faut*). It always expresses the notion of necessity or obligation which is translated into English in various ways (‘must,’ ‘should,’ ‘have to’). *Falloir* may be followed by an infinitive as in (a), by a noun as in (b), or it may be preceded by a pronoun acting as an indirect object as in (c).

(a) *Il faut* être actif/active pour être en bonne santé. **It is necessary to be active to be in good health.**

(b) *Il faut* du sommeil pour être en bonne santé. **Sleep is necessary for good physical and mental health.**

(c) *Il me faut* un bon livre pour s’endormir. **I need a good book to fall asleep.**

**impersonal expressions with ‘être’ + [adjective]**

The impersonal subject *il* may appear with the verb *être*
followed by an adjective and an infinitive. Note that the
infinitive is always introduced by the preposition de in such
impersonal expressions:

Il est + [adjective] + de + [infinitive]

Tex: Il est amusant de lire les journaux américains!
Tammy: Il est difficile de comprendre ton humour.

Tex: It’s fun to read American newspapers!
Tammy: It is difficult to understand your sense of humor.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french201/?p=347#audio-347-1

other common impersonal expressions
	Il y a, there is, there are
	Il est + clock time (Il est deux heures, It’s two o’clock.)
	Il s’agit de, to be about, to be a matter of, to be a question of
	Il vaut mieux, to be better, to be advisable

Listen to the dialogue:

Tammy: Il est 18 h. Regardons le journal télévisé. Il y a un reportage sur la santé mentale.
Tex: Ah oui. Il s’agit d’améliorer la qualité de votre sommeil. Il vaut mieux le regarder au lieu de changer de chaîne!
Tammy: It’s 6 o’clock. Let’s watch the news. There’s a report on mental health.
Tex: Oh yes. It’s about improving your quality of sleep. It’s better to watch it than change the channel!
interrogative pronouns

questions about people

Qui is used to ask questions about people. It may be the subject or the direct object in a sentence and thus, can mean either ‘who?’ or ‘whom?’ You may also choose to use the longer forms: qui est-ce qui to ask ‘who?, qui est-ce que to ask ‘whom?’

As the subject: qui, qui est-ce qui
As the direct object: qui, qui est-ce que
Bette: Qui est à la porte? Oh, c’est toi, Tammy.

Qui cherches-tu?

Tammy: Je cherche Tex.

Bette: Il n’est pas là.

Cinq minutes plus tard ...

Bette: Encore! Qui est-ce qui est à la porte? Oh! C’est toi, Tex!

Qui est-ce que tu cherches? Moi peut-être?

Tex: Non, je cherche Tammy.

Bette: Elle n’est pas là.

Bette: Who is at the door? Oh, it’s you, Tammy.

Whom are you looking for?

Tammy: I’m looking for Tex.

Bette: He’s not here.

Five minutes later ...

Bette: Again! Who is at the door? Oh! It’s you Tex!

Whom are you looking for? Me perhaps?

Tex: No, I’m looking for Tammy.

Bette: She’s not here.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french201/?p=347#audio-347-2

questions about things

Qu’est-ce qui, que, and its longer form qu’est-ce que are used to ask questions about things. They are used to ask ‘what?’. Que and its longer form qu’est-ce que are direct objects in a sentence, whereas qu’est-ce qui may be used only as the subject. (There is no short form of qu’est-ce qui.)

As the subject: qu’est-ce qui
As the direct object: que, qu’est-ce que
As the object of a preposition: quoi
Tammy arrive chez Tex. Elle voit Tex et David.

Tammy: Qu’est-ce qui se passe, Tex?

Tex: Nous te cherchions.

Tammy: Ah bon? Qu’est-ce que vous faites ?

Tex: On vas au cinéma. Tu veux aller avec nous ?

Tammy: Oh, de quoi tu parles? On devait aller au gym.

Tex: Mais, il est plus amusant d’aller au cinéma qu’au gym !

Tammy arrives at Tex’s house. She sees Tex and David.

Tammy: What’s going on, Tex?

Tex: We were looking for you.

Tammy: Really? What are you doing?

Tex: We are going to the movies. Do you want to go?

Tammy: Oh, what are you talking about? We were supposed to go to the gym.

Tex: But it’s more fun to go to the movies than to the gym!

le verbe devoir

Photo by Christian Dubovan on Unsplash.

deovoir

Deuxième partie: La Santé et le bien-être, la grammaire | 153
Devoir expresses obligation, probability, and supposition but if followed by a noun, expresses the idea “to owe”. This verb is irregular in its present form. Once again, the “boot” formation is seen with this verb; the stem changes in the 1st and 2nd person plural conjugations.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>devoir</strong></td>
<td>‘to have to, be supposed to/to owe’</td>
</tr>
<tr>
<td>je <strong>dois</strong></td>
<td>nous <strong>devons</strong></td>
</tr>
<tr>
<td>tu <strong>dois</strong></td>
<td>vous <strong>devez</strong></td>
</tr>
<tr>
<td>il/elle/iel/on <strong>doit</strong></td>
<td>ils/elles/iel <strong>doivent</strong></td>
</tr>
</tbody>
</table>

past participle: **dû**

Devoir may be followed by an infinitive or may stand alone to have the meaning “to have to” (Je **dois partir**, I must leave.) When followed by a noun, devoir means “to owe” (Je **dois 10 dollars**).
Deuxième partie: La Santé et le bien-être, les exercices

Les Exercices
Exercice 1. interrogatives -qui est-ce qui /
Exercice 2. interrogatives – qui / qui est-ce que

Cliquez ICI pour faire l'exercice sur l'image ci-dessous.

Exercice 3. interrogatives – qui / qui est-ce que / qu'est-ce qui / qu'est-ce que

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=354#h5p-67
Exercice 4. il faut

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french201/?p=354#oembed-1

Cliquez **ICI** pour passer un petit quiz sur la vidéo.

Exercice 5. il faut

Cliquez sur « Valider » pour voir les réponses correctes.

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french201/?p=354#h5p-68

**Exercice 6. Fais pas ton Yeti !**

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french201/?p=354#h5p-93

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158 | Deuxième partie: La Santé et le bien-être, les exercices
Infographic by Ministère des Sports included under fair use as described in the CBPFUOER.

Exercice 7. le verbe devoir

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=354#h5p-91

Exercice 8. le verbe devoir

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=354#h5p-69

Exercice 9. les parties du corps

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=354#h5p-185
Exercice 10. la santé – écouter

Exercice 11. j’ai mal au / à la / aux
Troisième Partie: les passe-temps, 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.
les passe-temps
la course à pied / faire de la course à pied
le footing / le jogging / faire du footing / du jogging
le roller / faire du roller
le cyclisme / faire du cyclisme
l'escalade (f) / faire de l'escalade
la musculation / faire de la musculation
la natation / faire de la natation
le canoë / faire du canoë
le kayak / faire du kayak
la peinture / faire de la peinture
les échecs (m) / jouer aux échecs
le yoga / faire du yoga
le surf / faire du surf
le cheval / faire du cheval
Qu'est-ce qui se passe ?
Qu'est-ce qui t'intéresse ?
Qu'est-ce qui t'énerve?
Qu'est-ce qui te fait peur?
Qu'est-ce qui te fait plaisir?
Qu'est-ce qui t'amuse?
Qui

pastimes
running / to go running
jogging / to go jogging
roller blading / to go roller blading
cycling / to go cycling
rock-climbing / to go rock-climbing
weight training / to train with weights
swimming / to go swimming
canoeing / to go canoeing
kayaking / to go kayaking
painting / to paint (art)
chess / to play chess
yoga
surfing
horseback riding
What's going on?
What interests you?
What bothers you?
What scares you?
What pleases you?
What amuses you?
who
Flashcards

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=343#h5p-57

Spelling

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=343#h5p-56
Crossword

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french201/?p=343#h5p-58
Troisième partie: Les passe-temps, la grammaire
In this section:

- Disjunctive pronouns
- Le verbe pouvoir

Disjunctive Pronouns
Forms
Disjunctive pronouns (also known as tonic or stressed pronouns) refer to people whose names have already been mentioned or whose identity is obvious from context. They are used in a variety of situations in French, most often in short answers without verbs, for emphasis, or for contrast with subject pronouns. Here are all the disjunctive pronouns:

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french201/?p=349#audio-349-1
<table>
<thead>
<tr>
<th>Disjunctive Pronouns</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>moi (I, me)</td>
<td>nous (we, us)</td>
</tr>
<tr>
<td>toi (you)</td>
<td>vous (you)</td>
</tr>
<tr>
<td>lui (he, him)</td>
<td>eux (they, them; masc.)</td>
</tr>
<tr>
<td>elle (she, her)</td>
<td>elles (they, them; fem.)</td>
</tr>
<tr>
<td>soi (one)</td>
<td></td>
</tr>
</tbody>
</table>

**Uses**
A. after prepositions

C'est samedi soir:

Elle adore son .
Elle ne peut pas vivre sans lui. Elle vit pour lui. Elle veut tout faire pour lui.

It's Saturday night:

She loves her dog.
She can't live without him. She lives for him. She wants to do everything for him.

B. in short answers or exclamations when no verb is expressed

Qui sort avec Marie?
Moi!

Who is going out with Marie?
Me!

C. with ni... ni, ne... que

Je ne sort qu'avec toi .

I love only go out with you

D. in a compound subject or object

Nathan et moi, nous aimons aller en boîte.

Nathan and I, we like to go clubbing.

E. in simple agreements or disagreements when no verb is expressed

Moi aussi!

Me too!

Pas moi!

Not me!

Fiona: Moi non plus!

Fiona: Me neither!

Those guys, they have fun, but you, you never go out.

Eux, ils s'amusent, mais vous, vous ne sortez jamais.
G. after c'est or ce sont

C'est moi le plus nul.
I'm the biggest loser.

H. with -même, to mean' ‘self’

Arrête de t'apitoyer sur toi-même!
Stop pitying yourself!

I. in comparisons

Il n'y a personne qui soit plus pitoyable que moi!
There is nobody who is more pitiful than me.

Non-binary options for disjunctive pronouns:

- Singular: ellui, iel, luel, lueil, soi
- Plural: elleux, euxelles, euxes, iels
Pouvoir, vouloir and devoir are called *modal verbs*. When used with infinitives, they act as auxiliary ("helping") verbs or semi-auxiliaries.

**Pouvoir** expresses the physical ability or permission to do something ie possibility (can do!)

It is also an *irregular verb* with formation similar to vouloir. The “boot” formation is also evident, meaning the spelling changes in the “nous” and “vous” forms.
pouvoir ‘to be able, be permitted to’

<table>
<thead>
<tr>
<th></th>
<th>je peux</th>
<th>nous pouvons</th>
</tr>
</thead>
<tbody>
<tr>
<td>tu</td>
<td>peut</td>
<td>vous pouvez</td>
</tr>
<tr>
<td>ils/elles/iel/on</td>
<td>peut</td>
<td>ils/elles/iel/on peuvent</td>
</tr>
</tbody>
</table>

past participle: pu

pouvoir in the imparfait

<table>
<thead>
<tr>
<th></th>
<th>je pouvais</th>
<th>nous pouvions</th>
</tr>
</thead>
<tbody>
<tr>
<td>tu</td>
<td>pouvais</td>
<td>vous pouviez</td>
</tr>
<tr>
<td>ils/elles/iel/on</td>
<td>pouvait</td>
<td>ils/elles/iel/on pouvaient</td>
</tr>
</tbody>
</table>

Pouvoir may be followed by an infinitive construction or may stand alone.

Example: Je peux marcher à l'école. Here, marcher is the infinitive!

As in English, pouvoir is used to give or to ask permission translated by the English “may”

Exemple: Est-ce que je peux m'asseoir?, May I sit down?

You will often hear favors asked using “pouvoir”.

Exemple: Tu peux m'apporter ce livre ? (familier) or Peux-tu m'apporter ce livre ? (formel)

It is important not to confuse the roles of pouvoir and savoir
in French. Savoir expresses “to know how” whereas pouvoir expresses “to be able to.”
Troisième partie: Les passe-temps, les exercices

Les Exercices

Photo by Joshua McKnight for Pexels
Exercice 1. Les loisirs

Lisez l'article et faites les activités

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french201/?p=356#h5p-77

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

Exercice 2. Les loisirs II

Test your knowledge from French 101! Review these common loisirs

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french201/?p=356#h5p-86

Exercice 3. J’aime faire...

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/
Exercice 4. Qu’est-ce que tu fais?

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=356#h5p-88

Exercice 5. Les pronoms disjoints

Aimez-vous la Tour de France ? Choisissez le bon pronom pour chaque phrase.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=356#h5p-84

Exercice 6. Dictogloss

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=356#h5p-66

Exercice 7. Choisissez

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=356#h5p-59

Troisième partie: Les passe-temps, les exercices | 177
Exercice 8. Enregistrez

Record yourself reading each of the 9 sentences. Refer back to the Vocabulary or grammar page for pronunciation help or visit www.forvo.com.

The following examples show emphasis of the subject:
   a. Lui, il aime jouer au foot. (As for him, he likes to play soccer.)
   b. Nous, nous préférons sortir. (As for us, we prefer to go out.)
   c. Elles ne se disputent pas, elles! (As for them, they don’t argue!)

The next example shows compound subjects:

Photo by Julia M Cameron for Pexels
d. Toi et moi, nous ferons les tâches ménagères. (You and I, we will do the chores.)

The following examples represent objects of a preposition:
e. Il vient chez moi. (He’s coming over to my house.)
f. Elle va dîner avec nous. (She is going to have dinner with us.)

The following examples With -même, indicating “oneself”:
g. Elle va le faire elle-même. (She is going to do it herself.)
h. Il m’a dit lui-même. (he told me himself.)

The next example uses the disjunctive pronouns after certain expressions such as “penser à” or “faire attention à”
i. Je pense toujours à toi. (I’m always thinking of you.)

Exercice 9. Pouvoir

Exercice 10. Pouvoir (II)
Module 10: 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/french201/?p=358#h5p-90
Module 10: L'évaluation de la production écrite et l'expression orale

Part One:
You are a member of Boise State's Bronco Welcome team. You work with other students and staff to help new students make the transition from high school (or other professional life) to college life on campus!

You write an article for Bronco Welcome’s student blog/website and you provide your suggestions, advice and recommendations for maintaining a healthy lifestyle as a first-year student at Boise State. You talk about good practices for
physical health, mental/emotional health and what kinds of activities students can do in Boise or on campus to maintain a healthy balance and enjoy life outside of classes.
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 words, phrases, chunks of language, and lists.</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>
</tbody>
</table>
**Criteria**

<table>
<thead>
<tr>
<th><strong>Exceeds Expectations</strong></th>
<th><strong>Meets Expectations</strong></th>
<th><strong>Does Not Meet Expectations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></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>
</tr>
</tbody>
</table>

**Language Control**

**Part Two:**

The Bronco Welcome team loved your blog! You are asked to revise your blog posting and create an informational video for incoming first-year students on how to maintain a healthy lifestyle at Boise State.

- **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 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>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>
</tbody>
</table>
Module 10: Allez plus loin

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=495#h5p-70
MODULE 11 - LES ÉTUDES
Essential Question: What am I studying and why?

Module #11

Learning Outcomes:

I can...

1. Talk about my education and life at
Boise State.
2. Talk about Francophone schools universities.
3. Talk about things I or others need to do.
4. Give simple advice on familiar topics (courses, study habit, university life, etc.).
5. I can talk about what I or others will do in the future.

Interpretive:
Watch/listen to some interviews with Boise State Francophone Students about their futures.

Interpersonal:
You and your friend are planning some college visits. Decide together where you will go, what you’ll see and do at a future date.

Presentational:
Boise State wants to interview their current students to find out how they will use their degrees and what they plan to do when they graduate. Describe in detail your future plans – where will you go, what will you study (if you continue your studies), where you will travel, live, etc.

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.

▪ Interpret a campus and/or city map and make plans.
Première partie : A Nantes, le vocabulaire
It’s time to practice the vocabulary for this
section! Below this vocabulary list, you’ll find interactive flashcards, spelling practice, and a crossword puzzle to test your knowledge.

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.
les études secondaires et supérieures  high school, univ studies
la rentrée  beginning of school year
le collège junior high, middle school
le lycée high school
un lycéen / une lycéenne high school student
la seconde first year of high school
la première second year of high school
la terminale final year of high school
le baccalauréat / le bac baccalaureate exam
un bachelier / une bachelière student who has passed the bac
un concours (d'entrée) competitive entrance exam
la fac college, university
la Faculté des Beaux-Arts school of fine arts
la Faculté de Lettres et des Sciences Humaines school of humanities/liberal arts
la Faculté de Médecine school of medicine
la Faculté de Pharmacie school of pharmacy
la Faculté des Sciences school of sciences
la Faculté de Droit law school
L'Ecole de Commerce (f) business school
les Grandes Écoles (f) elite professional schools
une résidence universitaire dormitory
un restaurant universitaire (un restau-U) university cafeteria
une cafétéria cafeteria
un amphithéâtre / un amphi amphitheater
une salle de classe classroom
un cours (de maths...) a class (math class...)
un cours magistral (des cours magistraux) large lecture class
un laboratoire / un labo
une bibliothèque
les devoirs (m)
one copie
un exposé oral
un examen
une note
les résultats
un bulletin de notes
un emploi du temps
une carte d'étudiant
un stage
un diplôme
l'architecture (f)
l'art (m)
le dessin
la musique
la peinture

Flashcards

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=620#h5p-109
Spelling

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=620#h5p-137

Crossword

Ten words are displayed at a time. Please refresh the page for a new puzzle with different words.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=620#h5p-138
Première partie : À Nantes, la grammaire
In this section:

- Le futur simple (formation)

- Le futur simple (uses)

Le futur simple (formation)
Formation
The ‘simple’ future (le futur) is so-named because it is a one-word tense. In other words, its formation is simple because there is no auxiliary (helping verb).

The endings for the simple future are:
- -ai, -as, -a, -ons, -ez, -ont.

The future stem for -er and -ir verbs is the infinitive. A stem is the root of the word. For example, for “Je parlerai” (I will speak), the “stem” is “parler”. For “Il finira” (he will finish), the “stem” is “finir”.

For regular -re verbs, the stem is the infinitive minus the final e. For example, “Tu perdtras” you will lose, the “stem” is “perd”.

In all cases, the future stem ends in -r: this sound characterizes the future and the conditional. The French simple future tense is generally translated into English with the modal auxiliary ‘will.’

Listen carefully to the future conjugation of regular -er verbs, where the e of the infinitive changes in pronunciation.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french201/?p=625#audio-625-1

<table>
<thead>
<tr>
<th>nager</th>
<th>‘to swim’</th>
</tr>
</thead>
<tbody>
<tr>
<td>je nagerai, I will swim</td>
<td>nous nagerons, we will swim</td>
</tr>
<tr>
<td>tu nageras, you will swim</td>
<td>vous nagerez, you will swim</td>
</tr>
<tr>
<td>il/elle/iel/on nagera, he, she, they (it) / one will swim</td>
<td>ils /elles/iels nageront, they will swim</td>
</tr>
</tbody>
</table>

Some -er verbs with spelling changes in the present form
their future regularly, that is, their future stem is the infinitive. These include verbs like préférer (je préférerais), manger (je mangerais) and commencer (je commencerait). Other -er verbs with spelling changes in the present (appeler, employer, acheter) have irregular future stems.

<table>
<thead>
<tr>
<th>réfléchir</th>
<th>‘to think’</th>
</tr>
</thead>
<tbody>
<tr>
<td>je réfléchirai, I will think</td>
<td></td>
</tr>
<tr>
<td>tu réfléchiras, you will think</td>
<td></td>
</tr>
<tr>
<td>il/elle/iel/on réfléchira, he, she (it) / one will think</td>
<td></td>
</tr>
<tr>
<td>nous réfléchirons, we will think</td>
<td></td>
</tr>
<tr>
<td>vous réfléchirez, you will think</td>
<td></td>
</tr>
<tr>
<td>ils /elles/iels réfléchiront, they will think</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>rendre</th>
<th>‘to give back’</th>
</tr>
</thead>
<tbody>
<tr>
<td>je rendrai, I will give back</td>
<td></td>
</tr>
<tr>
<td>tu rendras, you will give back</td>
<td></td>
</tr>
<tr>
<td>il/elle/iel/on rendra, he, she, (it) / one will give back</td>
<td></td>
</tr>
<tr>
<td>nous rendrons, we will give back</td>
<td></td>
</tr>
<tr>
<td>vous rendrez, you will give back</td>
<td></td>
</tr>
<tr>
<td>ils /elles/iels rendront, they will give back</td>
<td></td>
</tr>
</tbody>
</table>

Many verbs which are irregular in the present tense have

Première partie : A Nantes, la grammaire  | 203
regular formations in the future. Their future stems are the infinitive or the infinitive minus the final e. Such verbs include sortir (je sortirai), partir (je partirai), dormir (je dormirai), boire (je boirai), dire (je dirai), écrire (j'écrirai), lire (je lirai), mettre (je mettrai), prendre (je prendrai), and suivre (je suivrai).

Essayez !

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=625#h5p-103

Uses of the futur simple

The simple future is used to refer to future events, that is, to make predictions. It is more formal than the immediate future, although both tenses may be used in most contexts. For further details, see future: usage.

Une personne imagine ses vacances en Belgique
Nous prendrons le métro à Bruxelles, bien sûr.
On restera dans un hôtel trois étoiles et nous mangerons dans des restaurants chics.
Nous flânerons au long des rues célèbres de la ville
La nuit nous descendrons la Senne en bateau.

A person imagines their vacation in Belgium
We will take the metro in Brussels, of course.
We will stay in a three-star hotel and we will eat in chic restaurants. We will stroll along the famous streets of the city.
At night we will go down the Senne river on a sightseeing boat.

Remember: French has two future tenses — the futur proche (seen here in French 101) and the futur simple. The futur proche is formed with the auxiliary aller which is
followed by an infinitive (Je vais partir. ‘I’m going to leave’).
The futur simple doesn’t have an auxiliary. Instead, the
infinitive form becomes the “stem” to which future endings
are added
Exemple: Je partirai. ‘I will leave’.

**Futur proche vs. futur simple**
The two tenses are virtually interchangeable in most contexts, especially in spoken French.

*So what is the difference?* In general, the two tenses differ in their level of formality; the future proche is used in more informal contexts and the simple future in more formal contexts. Thus, the futur proche is primarily used in *speech* and less frequently in *writing*.

According to traditional grammars, the two tenses also differ in their relative distance to the present moment. The future proche, also called the futur immédiat, typically refers to a time very close to the present moment, i.e, the near or immediate future. The futur simple, on the other hand, is often used for events in the more distant future. Because the futur simple is associated with distant future events, it often takes on a detached, objective quality making it the preferred tense for future events that represent general truths.

The two tenses also indicate a difference in the speaker’s *perception* of the future event. The futur proche indicates that the speaker is relatively certain that the future event will actually happen. In contrast, the futur simple indicates that the speaker is less certain of the future event coming to pass. Let’s imagine a context to make this distinction more clear. Suppose that a very disturbed man has just climbed out onto the ledge of a skyscraper. The man begins to lose his balance. A horrified onlooker sees the man beginning to teeter and screams:

Il va tomber! He’s going to fall!
Il tombera! He will fall!
In this scenario, first sentence, the one in the near future, sounds more plausible in French and in English. Why? Because when someone loses his balance, he will invariably fall. In this case, the tense indicates both the immediacy of the future event as well as its inevitability in the mind of the speaker. Of course, speakers are usually more certain about the immediate future and less certain about the distant future. Does this mean that certainty and distance to the present always go together? Not exactly. One can be certain about events in the distant future too. For example, look at the following sentences in French and in English and try to imagine the different contexts in which they would be appropriate.

Je **vais avoir** un enfant! I’m gonna have a baby!

**J’aurai** un enfant! I will have a baby!

In the first sentence, the speaker is either pregnant or has just received confirmation from an adoption agency. Whatever the case may be, the speaker knows for certain that she will become a parent and indicates the inevitability of the future event via the futur proche. But note that even though the speaker is certain about the future event, the event is not likely to happen immediately. In the second sentence, the speaker is stating her desire to either get pregnant or to adopt a child of her own. In this sentence the time frame for the future event is left open—maybe she will get pregnant tomorrow, maybe she won’t.
Première partie : A Nantes, les exercices

Photo by Carrie Johnson for Pexels
Exercice 1. Le futur simple – conjuguez

Exercice 2. Le futur simple versus le futur proche

Exercice 3. Expressions du temps
Exercice 4. Écoutez

Listen to the following sentences and decide whether you hear the future simple or not.

Exercice 5. Plan du campus

Étudiez le plan du campus de l’université d’Orléans et répondez aux questions suivantes.

Où est-ce que vous visiterez (will you visit) pour…

Exercice 6. Écrivez

Certains mots indique qu’une action a lieu dans le futur. Complétez les phrases suivantes:

Première partie : A Nantes, les exercices  |  209
Exercice 7. Que feras-tu?

Imagine your life after graduation. Using this video as a model, make your own version of the future! Talk about what you will do and what others will do (je, tu/vous). List at least 10 things that you and/or someone else will do in the future. After making your list, record it using the voice recorder below or www.vocaroo.com. Double check that your pronunciation reflects the simple future tense in French!

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french201/?p=632#h5p-112
Deuxième partie: Au Québec, le vocabulaire

Le Vocabulaire

It’s time to practice the vocabulary for this section! Below this vocabulary list, you’ll find interactive flashcards, spelling practice, and a crossword puzzle to test your knowledge.

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.
la communication  communications
la comptabilité  accounting
le droit  law
l'économie (f)  economics
la géographie  geography
l'histoire (f)  history
l'informatique (f)  computer science
les langues (f)  languages
le chinois  Chinese
l'allemand (m)  German
l'anglais (m)  English
l'espagnol (m)  Spanish
le français  French
l'italien (m)  Italian
le latin  Latin
la linguistique  linguistics
la littérature  literature
les sciences politiques (f)  political science
chargé(e)  full, busy (referring to schedule)
occupé(e)  busy
suivre  to take (a course), to follow
aller en cours  to attend class
faire ses devoirs  to do one's homework
faire un effort  to make an effort
faire des progrès  to improve
se renseigner  to find out about, to get information
apprendre  to learn
comprendre  to understand
passer un examen  to take an exam
réussir (à) un examen  to pass (an exam), to succeed (in)
réussir à + infinitif  
to succeed at ...

avoir la moyenne  
to receive a passing grade

recevoir son diplôme  
to graduate, to complete one's studies

**Flashcards**

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

You can view it online here:

[https://boisestate.pressbooks.pub/french201/?p=692#h5p-139](https://boisestate.pressbooks.pub/french201/?p=692#h5p-139)

**Spelling**

An interactive H5P element has been
Crossword

Ten words are displayed at a time. Please refresh the page for a new puzzle with different words.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=692#h5p-141
Deuxième partie: Au Québec, la grammaire
In this section:

- Savoir vs. Connaître
- Irregular -re: Suivre
- Irregular futur: être et les autres

Savoir vs. Connaître
The irregular verbs **savoir** and **connaitre** both mean ‘to know. Listen first to the pronunciation of their forms in the present.

je sais

* tu sais

il/elle/iel/on sait

---

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french201/?p=663#audio-663-1
<table>
<thead>
<tr>
<th>Connaître ‘to know, to be acquainted with’</th>
</tr>
</thead>
<tbody>
<tr>
<td>je connais</td>
</tr>
<tr>
<td>nous connaissons</td>
</tr>
<tr>
<td>tu connais</td>
</tr>
<tr>
<td>vous connaissez</td>
</tr>
<tr>
<td>il/elle/iel/on connait</td>
</tr>
<tr>
<td>ils/elles/iels connaissance</td>
</tr>
<tr>
<td>past participle: connu</td>
</tr>
</tbody>
</table>

Savoir and connaître are used in different contexts or to describe different degrees of knowledge. Savoir is used for facts, things known by heart, or abilities. When followed by an infinitive, savoir indicates knowing how to do something. (Je sais jouer de la guitare.) Connaître is used for people and places and represents a personal acquaintance or familiarity.
Joe-Bob: Tex, explique-moi la différence entre savoir et connaître. Je ne comprends pas.


Joe-Bob: Oh, OK, et moi, je sais jouer de la guitare et je sais où se trouve l’université du Texas.

Tex: Mais enfin, Joe-Bob, tu n’es pas aussi stupide qu’on le pense.

Joe-Bob: Tex, explain the difference between savoir and connaître to me. I don’t understand.

Tex: It’s very simple, Joe-Bob. One knows (with savoir) facts, but one knows (with connaître) people and places. For example, I know Tammy, France, the Eiffel Tower.

Joe-Bob: Oh, OK, and I know how to play the guitar and I know where the University of Texas is located.

Tex: Well, Joe-Bob. You aren’t as stupid as they think.
The verbs **suivre** (to follow), and **vivre** (to live) are irregular. Listen carefully to their forms in the **present tense**.

<table>
<thead>
<tr>
<th></th>
<th>suivre ‘to follow’</th>
</tr>
</thead>
<tbody>
<tr>
<td>je suis</td>
<td>nous <strong>suivons</strong></td>
</tr>
<tr>
<td>tu suis</td>
<td>vous <strong>suivez</strong></td>
</tr>
<tr>
<td>il/elle/iel/on <strong>suit</strong></td>
<td>ils/elles/iel/s <strong>suivent</strong></td>
</tr>
</tbody>
</table>

past participle: **suivi**
Suivre is also used in the expression suivre un cours (to take a course).

Irregular futur: être et les autres

Photo by Javier Allegue Barros on Unsplash

The ‘simple’ future is so-named because it is a one-word tense. In other words, its formation is simple because there is no
auxiliary. The stem of the simple future always ends with the letter, which is the characteristic sound of the future and conditional tenses.

For a list of irregular verbs which form their future in the same way as regular verbs do, see future: regular.

irregular future stems

Some irregular verbs also have irregular future stems. Nevertheless, the future endings are the same for all verbs: -ai, -as, -a, -ons, -ez, -ont. The future stem for the verb être is ser-.

<table>
<thead>
<tr>
<th>être ‘to be’</th>
</tr>
</thead>
<tbody>
<tr>
<td>je <em>serai</em>, I will be</td>
</tr>
<tr>
<td>tu <em>seras</em>, you will be</td>
</tr>
<tr>
<td>il/elle/iel/on <em>sera</em>, he, she (it) / one will be</td>
</tr>
</tbody>
</table>

Here are the most common verbs that have irregular future stems:
<table>
<thead>
<tr>
<th>infinitive</th>
<th>stem</th>
<th>future</th>
<th>translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>aller</td>
<td>ir-</td>
<td>j’irai</td>
<td>I will go</td>
</tr>
<tr>
<td>courir</td>
<td>courr-</td>
<td>je courrai</td>
<td>I will run</td>
</tr>
<tr>
<td>devoir</td>
<td>devr-</td>
<td>je devrai</td>
<td>I will be</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>obliged to</td>
</tr>
<tr>
<td>envoyer</td>
<td>enverr-</td>
<td>j’enverrai</td>
<td>I will send</td>
</tr>
<tr>
<td>faire</td>
<td>fer-</td>
<td>je ferai</td>
<td>I will do</td>
</tr>
<tr>
<td>falloir</td>
<td>faudr-</td>
<td>il faudra</td>
<td>it will be</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>necessary</td>
</tr>
<tr>
<td>mourir</td>
<td>mourr-</td>
<td>je mourrai</td>
<td>I will die</td>
</tr>
<tr>
<td>obtenir</td>
<td>obtiendr-</td>
<td>j’obtiendrai</td>
<td>I will obtain</td>
</tr>
<tr>
<td>pleuvoir</td>
<td>pleuvr-</td>
<td>il pleuvra</td>
<td>it will rain</td>
</tr>
<tr>
<td>pouvoir</td>
<td>pourr-</td>
<td>je pourrai</td>
<td>I will be able</td>
</tr>
<tr>
<td>recevoir</td>
<td>recevr-</td>
<td>je recevrai</td>
<td>I will receive</td>
</tr>
<tr>
<td>savoir</td>
<td>saur-</td>
<td>je saurai</td>
<td>I will know</td>
</tr>
<tr>
<td>tenir</td>
<td>tiendr-</td>
<td>je tiendrai</td>
<td>I will hold</td>
</tr>
<tr>
<td>venir</td>
<td>viendr-</td>
<td>je viendrai</td>
<td>I will come</td>
</tr>
<tr>
<td>voir</td>
<td>verr-</td>
<td>je verrai</td>
<td>I will see</td>
</tr>
<tr>
<td>vouloir</td>
<td>voudr-</td>
<td>je voudrai</td>
<td>I will want</td>
</tr>
</tbody>
</table>
Deuxième partie: Au Québec, les exercices
Exercice 1. Conjugaison de savoir

Complétez les phrases en utilisant le verbe savoir.

Exercice 2. Conjugaison de connaître

Complétez les phrases en utilisant le verbe connaître.

Exercice 3. Podcast français facile

One or more interactive elements has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=695#h5p-110

226 | Deuxième partie: Au Québec, les exercices
Exercice 4. Savoir ou Connaître ?
Exercice 5. Suivre

Exercice 6. Quels cours suivras-tu l’année prochaine ?
Exercice 7. Montréal et la francophonie

Exercice 8. Conjuguez au futur simple

Exercice 9. Créez un tableau de vision
To access an editable version of this activity, please use this [link](https://boisestate.pressbooks.pub/french201/?p=695#hSp-130).
It’s time to practice the vocabulary for this section! Below this vocabulary list, you’ll find interactive flashcards, spelling practice, and a crossword puzzle to test your knowledge.

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<table>
<thead>
<tr>
<th>French</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>les mathématiques (f) / les maths</td>
<td>math</td>
</tr>
<tr>
<td>la médecine</td>
<td>medicine</td>
</tr>
<tr>
<td>la pharmacie</td>
<td>pharmacy</td>
</tr>
<tr>
<td>la psychologie</td>
<td>psychology</td>
</tr>
<tr>
<td>la biologie</td>
<td>biology</td>
</tr>
<tr>
<td>la chimie</td>
<td>chemistry</td>
</tr>
<tr>
<td>la physique</td>
<td>physics</td>
</tr>
<tr>
<td>la sociologie</td>
<td>sociology</td>
</tr>
<tr>
<td>dernier / dernière</td>
<td>last</td>
</tr>
<tr>
<td>être bonne / bon en ...</td>
<td>to be good in/at...</td>
</tr>
<tr>
<td>être mauvais(e) en ..</td>
<td>to be bad in/at...</td>
</tr>
<tr>
<td>être nul(le) en... [slang]</td>
<td>to suck at ...</td>
</tr>
<tr>
<td>se décourager</td>
<td>to be discouraged</td>
</tr>
<tr>
<td>sécher un cours</td>
<td>to skip a class</td>
</tr>
<tr>
<td>rater</td>
<td>to fail</td>
</tr>
<tr>
<td>redoubler</td>
<td>to repeat a grade/course</td>
</tr>
<tr>
<td>quitter</td>
<td>to leave (something, someone or some place)</td>
</tr>
</tbody>
</table>

**Flashcards**

An interactive H5P element has been
Spelling

An interactive H5P element has been excluded from this version of the text.
You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=728#h5p-143
Crossword

Ten words are displayed at a time. Please refresh the page for a new puzzle with different words.

An interactive H5P element has been excluded from this version of the text.
You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=728#h5p-144
Troisième partie: En Guyane, la grammaire
In this section:

- irregular -re: vivre
- irregular futur: avoir
- irregular futur: verbs with spelling changes
vivre – to live

<table>
<thead>
<tr>
<th>vivre ‘to live, to be alive’</th>
</tr>
</thead>
<tbody>
<tr>
<td>je vis</td>
</tr>
<tr>
<td>tu vis</td>
</tr>
<tr>
<td>il/elle/iel/on vit</td>
</tr>
</tbody>
</table>

past participle: vécu

One or more interactive elements has been excluded from this version of the text. You can
You may have seen the expression Vive ... (as in Vive la France!, Long live France!) and the noun la vie (life). Vivre means ‘to be alive,’ as well as ‘to live,’ in contrast to the verb habiter which refers only to where one lives, one’s place of residence.

### irregular futur: avoir

| avoir ‘to have’ |  
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| j’aurai, I will have | nous aurons, we will have |  
| tu auras, you will have | vous aurez, you will have |  
| il/elle/iel/on aura, he, she (it) / one will have | ils/elles/iels auront, they will have |  

The future stem for the verb avoir is aur-. The future endings are the same for all verbs: -ai, -as, -a, -ons, -ez, -ont.

The simple future is used to refer to future events, that is, to make predictions. It is more formal than the immediate
future, although both tenses may be used in most contexts. For further details, see future: usage.

irregular *futur*: verbs with spelling changes

Verbs with spelling changes like *appeler, employer*, and *acheter* add -r to the present tense je form to create their future stems:

<table>
<thead>
<tr>
<th>present tense</th>
<th>stem</th>
<th>future</th>
<th>translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>j’appelle</td>
<td>appeler-</td>
<td>j’appellerai</td>
<td>I will call</td>
</tr>
<tr>
<td>j’emploie</td>
<td>employer-</td>
<td>j’emploierai</td>
<td>I will use</td>
</tr>
<tr>
<td>j’achète</td>
<td>achèter-</td>
<td>j’achèterai</td>
<td>I will buy</td>
</tr>
</tbody>
</table>

Other -er verbs with spelling changes including *préférer, manger*, and *commencer* have regular future stems.

One or more interactive elements has been excluded from this version of the text. You can view them online here: [https://boisestate.pressbooks.pub/french201/?p=733#audio-733-3](https://boisestate.pressbooks.pub/french201/?p=733#audio-733-3)
Troisième partie: En Guyane, les exercices

Les Exercices
Exercice 1. vivre

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=737#h5p-129

Exercise embedded from WordWall.

Exercice 2. Écrire – avoir et être au futur

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=737#h5p-117

Exercise embedded from A vos plumes!
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Exercice 3. Écouter et lire – verbes dont le radical se modifie (stem-changing verbs)

Le futur simple – particularités de certains verbes en -ER et -IR

Au futur simple, les verbes en -eler, -eter, et -yer présentent les mêmes irrégularités qu’au présent de l’indicatif. Ecoutez comment ils se prononcent:
les verbes en -ourir doublent le R au futur simple --> -ourrir
Le verbe “accueillir” se conjugue au futur simple comme un verbe en -ER
Accueillir
J’accueillerai
Tu accueilleras
Il accueillera
Nous accueillerons
Vous accueillerez
Ils accueillerront
Exercice 4. Écouter – La météo de la semaine prochaine

Cliquez sur chaque sur la carte. Choisissez l’audio correct pour les prévisions météorologiques de la semaine prochaine pour chaque endroit.

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https://boisestate.pressbooks.pub/french201/?p=737#h5p-122

Exercise embedded from LearningApps.org.

Exercice 5. Écouter et écrire – futur simple – Demain dès l’aube (Victor Hugo)

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https://boisestate.pressbooks.pub/french201/?p=737#h5p-120

Exercise embedded from fr.ver-taal.com.

Exercice 6. Écouter et écrire – futur simple

An interactive H5P element has been excluded from this version of the text. You can view it online here:
Exercice 7. une chanson – Demain par Les Fabulous Trobadors

Exercice embedded from LearningApps.org.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=737#h5p-127

Exercice 8. Écrire – Le Monde en 2200

Exercice embedded from LearningApps.org.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=737#h5p-123


Exercice embedded from LearningApps.org.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
Exercice 10. Écrire – Martyna – Transposer le texte au futur simple

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=737#h5p-124

Exercice 11. écouter – chanson – Quand les hommes vivront d’amour Raymond Lévesque

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=737#h5p-128

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

Troisième partie: En Guyane, les exercices | 249
Exercise embedded from Centre de Lecture et d'Écriture de Montréal.
Module 11: 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/french201/?p=832#h5p-145
Module 11: Allez plus loin

Exercice: futur simple – Écrire – Notre avenir et les villes du futur

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=769#h5p-119

serpents et échelles (snakes and ladders) – futur simple

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=769#h5p-125
Where might my professional path take me?

Module #12

Learning Outcomes:

I can...
1. talk about professions.
2. talk about working conditions in various Francophone countries.
3. talk about the most important and least important skills for the workplace.
4. make simple comparisons about potential jobs.
5. discuss the best and worst places to work.
6. talk about my future career plan and goals.
7. form hypotheses about my future.

**Interpretive:**

You are conducting research on Francophone companies as you plan to enter the workforce – le monde du travail. Read two bios of Belgian companies and compare them.

**Interpersonal:**

You and your friends are practicing for upcoming interviews with a Francophone company. You draw questions and take turns asking each other typical mock interview questions. You encourage your friend to elaborate on their answers by asking brief follow up questions.

**Presentational:**

After your interview, you got hired at the Francophone company of your dreams! They want to feature you on their employee bio webpage. They ask you to first write out a short, draft biography in
which you introduce yourself, the industry you’ll be working in, outline your skills, work experience, educational background and why you would be excited to be a part of the team.

**21st Century Skills:**

- Translate work and education experience into marketable CV content in French
- Familiarize yourself with and utilize tools for this course such as Quizlet, Pressbooks, and Vocaroo.
- Use digital technology tools to communicate your ideas.
- Articulate your thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
- Develop, implement, and communicate new ideas to others.
Première partie : le monde du travail, le vocabulaire

Image via Pexels.com
It’s time to practice the vocabulary for this section! Below this vocabulary list, you’ll find interactive flashcards, spelling practice, and a crossword puzzle to test your knowledge.

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.
le monde du travail
les affaires (f pl)
une entreprise / une boîte [slang]
un bureau
un client / une cliente
un métier
un emploi / un travail / un job / un boulot [slang]
un poste à mi-temps / à plein temps
un chômeur / une chômeuse
le marché du travail
les petites annonces (f pl)
un curriculum vitae (un CV)
un entretien
les avantages sociaux (m)
un salaire
les congés
une promotion
la retraite
un retraité / une retraitée
un boulot
chercher une situation
faire une demande d’emploi
prendre un rendez-vous
remplir un formulaire
embaucher / être embauché(e)
gérer
gagner sa vie / gagner de l’argent
payer des impôts

the working world
business
firm, business
office
client, customer
profession
job
half-time/full-time position
unemployed person
job market
classified ads
résumé
interview
benefits (health insurance, retirement plan, etc.)
salary
vacation days
promotion
retirement
retired person
a job (familier)
to look for a job
to apply for a job
to make an appointment
to fill out a form
to hire / to be hired
to manage, direct, organize
to earn a living / to earn money
to pay taxes
<table>
<thead>
<tr>
<th>French</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>être au chômage</td>
<td>to be unemployed</td>
</tr>
<tr>
<td>être à la retraite</td>
<td>to be retired</td>
</tr>
<tr>
<td>postuler</td>
<td>to apply for</td>
</tr>
<tr>
<td>virer</td>
<td>to fire someone (familiar)</td>
</tr>
<tr>
<td>renvoyer</td>
<td>to fire someone</td>
</tr>
<tr>
<td>muter</td>
<td>to mute</td>
</tr>
<tr>
<td>démissionner</td>
<td>to resign/quit</td>
</tr>
<tr>
<td>bosser</td>
<td>to work hard</td>
</tr>
</tbody>
</table>

**Flashcards**

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

You can view it online here:

https://boisestate.pressbooks.pub/french201/?p=858#h5p-154
**Spelling**

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=858#h5p-156

**Crossword**

Ten words are displayed at a time. Please refresh the page for a new puzzle with different words.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=858#h5p-157
Première partie : le monde du travail, la grammaire
La Grammaire

In this section:

- Le conditionnel
- Si Clauses with the conditional
- Les verbes du monde du travail

Le conditionnel
The conditional is used to refer to hypothetical events. It occurs in polite requests and most frequently with if clauses. In French, it is called le conditionnel and is most often translated by would in English.

**Uses**

1. **Wishes or requests** – The conditional expresses potentiality. It is used to express a wish or a suggestion, to make a request, or to accept or extend invitations. It is less direct and more polite than the imperative. The verbs ‘pouvoir’, ‘vouloir’, and ‘devoir’ are often found in the conditional to diminish the strength of a command.

   In most cases, the conditional is translated as meaning would in English. However, je pourrais means ‘I could’, je devrais means ‘I should’ and je voudrais means ‘I would like’.

   Also do not confuse ‘would’ in English meaning ‘used to’
which should be translated as an *imparfait* in French, and NOT as the conditional.

2. **Hypothetical action** – The conditional is used when making statements which are contrary to present facts. It expresses a hypothetical result which depends on (stated or implied) circumstances which do not exist. In order for the action expressed by the conditional to occur, something else must take place first. Note that the condition in the *si* or *if* clause, is always stated in the imparfait. (See *‘si’ clauses* for further examples.)

3. **Possibility or uncertainty** – The conditional is also used to give information whose accuracy cannot be guaranteed. Journalists often use it to report events which are not known to be true.

4. • **Reported speech** *(indirect discourse)*- In addition, the conditional is used to represent the future in relation to a narration in the past when reported speech is used to tell what someone said.

**Formation**
The stem used to form the conditional is the same as the stem of the *future* (usually the infinitive).
The conditional endings are -ais, -aïs, -ait, -ions, -iez, -aient (These are also the imperfect endings).

<table>
<thead>
<tr>
<th>jouer ‘to play’</th>
</tr>
</thead>
<tbody>
<tr>
<td>je jouer<em>ais</em>, I would play</td>
</tr>
<tr>
<td>tu jouer<em>ais</em>, you would play</td>
</tr>
<tr>
<td>il, elle,iel / on jouerait, he, she (it) /would play</td>
</tr>
</tbody>
</table>

The above formation works for *-er* verbs (*aimer, j’aimerais*), *-ir* verbs (*finir, je finirais*) and *-re* verbs (*vendre, je vendrais*).

Remember to drop the final *e* from the infinitive stem
of -re verbs.

**Pronunciation**
The r in the stem is representative of the conditional, as well as the future. Only the difference in the pronunciation of the endings distinguishes the two. The difference between the je forms is subtle. Can you hear the differences? Note also how the e of the infinitive of -er verbs changes in the future and conditional forms.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french201/?p=868#audio-868-1

<table>
<thead>
<tr>
<th>regarder ‘to look at’</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>future</strong></td>
</tr>
<tr>
<td>je regarderai</td>
</tr>
<tr>
<td>tu regarderas</td>
</tr>
<tr>
<td>il/elle/iel regardera</td>
</tr>
<tr>
<td>nous regarderons</td>
</tr>
<tr>
<td>vous regarderez</td>
</tr>
<tr>
<td>ils/elles/iels regarderont</td>
</tr>
</tbody>
</table>

**Irregular stems**
Verbs with irregular future stems use the same irregular stems in the conditional. Here is a list of the most common irregular stems:
<table>
<thead>
<tr>
<th>infinitive</th>
<th>stem</th>
<th>conditional</th>
<th>translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>aller</td>
<td>ir-</td>
<td>j’irais</td>
<td>I would go</td>
</tr>
<tr>
<td>avoir</td>
<td>aur-</td>
<td>j’aurais</td>
<td>I would have</td>
</tr>
<tr>
<td>courir</td>
<td>curr-</td>
<td>je courrais</td>
<td>I would run</td>
</tr>
<tr>
<td>devoir</td>
<td>devr-</td>
<td>je devrais</td>
<td>I would be obliged to</td>
</tr>
<tr>
<td>envoyer</td>
<td>enverr-</td>
<td>j’enverrais</td>
<td>I would send</td>
</tr>
<tr>
<td>être</td>
<td>ser-</td>
<td>je serais</td>
<td>I would be</td>
</tr>
<tr>
<td>faire</td>
<td>fer-</td>
<td>je ferais</td>
<td>I would do</td>
</tr>
<tr>
<td>falloir</td>
<td>faudr-</td>
<td>il faudrait</td>
<td>it would be necessary</td>
</tr>
<tr>
<td>mourir</td>
<td>mourr-</td>
<td>je mourrais</td>
<td>I would die</td>
</tr>
<tr>
<td>obtenir</td>
<td>obtiendr-</td>
<td>j’obtiendrais</td>
<td>I would obtain</td>
</tr>
<tr>
<td>pleuvoir</td>
<td>pleuvr-</td>
<td>il pleuvrait</td>
<td>it would rain</td>
</tr>
<tr>
<td>pouvoir</td>
<td>pourr-</td>
<td>je pourrais</td>
<td>I would be able</td>
</tr>
<tr>
<td>recevoir</td>
<td>recevr-</td>
<td>je recevrais</td>
<td>I would receive</td>
</tr>
<tr>
<td>savoir</td>
<td>saur-</td>
<td>je saurais</td>
<td>I would know</td>
</tr>
<tr>
<td>tenir</td>
<td>tiendr-</td>
<td>je tiendrais</td>
<td>I would hold</td>
</tr>
<tr>
<td>venir</td>
<td>viendr-</td>
<td>je viendrais</td>
<td>I would come</td>
</tr>
<tr>
<td>voir</td>
<td>verr-</td>
<td>je verrais</td>
<td>I would see</td>
</tr>
<tr>
<td>vouloir</td>
<td>voudr-</td>
<td>je voudrais</td>
<td>I would want</td>
</tr>
</tbody>
</table>

**Verbs with spelling changes**
Some verbs with spelling changes in the present form their future/conditional stem regularly. These include verbs like préférer, espérer, manger, and commencer.
Verbs with spelling changes like appeler, employer and acheter add -r to the present of the je form to create their future stem.

<table>
<thead>
<tr>
<th>infinitive</th>
<th>stem</th>
<th>conditional</th>
<th>translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>préférer</td>
<td>préférer-</td>
<td>je préférerais</td>
<td>I would prefer</td>
</tr>
<tr>
<td>espérer</td>
<td>espérer-</td>
<td>j’espérerais</td>
<td>I would hope</td>
</tr>
<tr>
<td>manger</td>
<td>manger-</td>
<td>je mangerais</td>
<td>I would eat</td>
</tr>
<tr>
<td>commencer</td>
<td>commencer-</td>
<td>je commencerait</td>
<td>I would start</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>present tense</th>
<th>stem</th>
<th>conditional</th>
<th>translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>j’appelle</td>
<td>appeller-</td>
<td>j’appellerait</td>
<td>I would call</td>
</tr>
<tr>
<td>j’emploie</td>
<td>employer-</td>
<td>j’emploierait</td>
<td>I would use</td>
</tr>
<tr>
<td>j’achète</td>
<td>acheter-</td>
<td>j’achèterait</td>
<td>I would buy</td>
</tr>
</tbody>
</table>
Si Clauses with the conditional

Si clauses (if clauses in English) indicate possibilities, which may or may not become reality. They refer to the present, past, and future. These conditional sentences have two parts: the condition, or si clause, and the main or result clause which indicates what will happen if the condition of the si clause is met.

The tense of the result clause depends on the tense of the si clause. In other words, the tense of the two clauses follow a prescribed sequence.

Si + imperfect (imparfait)

<table>
<thead>
<tr>
<th>si clause</th>
<th>result clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>si + imperfect</td>
<td>conditional</td>
</tr>
<tr>
<td>(contrary to current facts)</td>
<td></td>
</tr>
</tbody>
</table>

This second type of si clause is contrary to fact in the present. The consequence is thus seen as impossible. Note that in French, the imperfect is used in the si clause, never the conditional.
Q. Si vous étiez une voiture, que seriez-vous?
R. Si j’étais une voiture, je serais la légendaire 2CV.
Q. If you were a car, what would you be?
R. If I were a car, I would be the legendary 2CV.

Q. Si vous étiez un fruit, lequel choisiriez-vous?
R. Si j’étais un fruit, je choisirais le raisin pour pouvoir me transformer en vin.
Q. If you were a fruit, which one would you choose?
R. If I were a fruit, I would choose grapes, so that I could be transformed into wine.

Q. Si vous étiez un oiseau, que feriez-vous?
R. Si j’étais un oiseau, je volerais.
Q. If you were a bird, what would you do?
R. If I were a bird, I would fly.

Les verbes

Il y a trois types de verbes en français : ceux qui terminent en -ER, -IR et -RE
Écoutez et répétez :

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french201/?p=868#audio-868-5
chercher une situation | to look for a job
faire une demande d'emploi | to apply for a job
prendre un rendez-vous | to make an appointment
remplir un formulaire | to fill out a form
embaucher / être embauché(e) | to hire / to be hired
gérer | to manage, direct, organize
gagner sa vie / gagner de l'argent | to earn a living / to earn money
payer des impôts | to pay taxes

être au chômage | to be unemployed
être à la retraite | to be retired
Première partie : le monde du travail, les exercices
Exercice 1. Le monde du travail

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=877#h5p-163

Exercice 2. Conjuguez au conditionnel

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https://boisestate.pressbooks.pub/french201/?p=877#h5p-159

Exercice 3. Alex

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/
Exercice 4. Ecoutez

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=877#h5p-160

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

Exercice 5. A votre place – saying what you would do

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=877#h5p-158
Exercice 6. 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/french201/?p=877#h5p-166

Exercice 7. Et si…

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french201/?p=877#h5p-165

To access an editable version of this activity, please use this link.
Exercice 8. Une mutation

Votre meilleur ami va déménager parce qu’il a été sélectionné pour une mutation (transfer) au travail. Il veut savoir ce qu’il doit faire pour réussir dans la nouvelle boîte. Laissez un message pour votre ami pour dire ce que vous feriez à sa place pour vous préparer. Utilisez le conditionnel.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=877#h5p-162

Exercice 9. Les avantages sociaux

En Belgique, comme en Europe, les gens bénéficient des systèmes sociaux tel qu’une mutuelle (assurance) ou les congés payés (paid time off). Aujourd’hui, de nombreux entreprises offrent des avantages extralégaux (outside of legal requirements). Lisez la liste des top 10 en Belgique et choisissez les trois avantages les plus importants pour vous. Comparez aux avantages offerts par votre travail ou le travail d’une personne que vous connaissez. Accédez au site web ICI.
Exercice 10. Les métiers qui recrutent

Cette liste reprend les métiers pour lesquels nous observons des sorties vers l’emploi plus importantes (métiers porteurs d’insertion) et/ou pour lesquels les employeurs rencontrent des difficultés à trouver des candidats (fonctions critiques).

**Administratifs**

- **Agent services commerciaux**
  - Domaine d’activité
    - Sélectionner le(s) domaine(s)
  - Métiers
    - Sélectionner le(s) métier(s)
  - Connaissances en français et néerlandais demandées dans les offres d’emploi
    - Sélectionner le pourcentage
  - Connaissances en anglais demandées dans les offres d’emploi
    - Sélectionner le pourcentage

- **Assistant en gestion de ressources humaines**
  - Domaine d’activité
    - Sélectionner le(s) domaine(s)
  - Métiers
    - Sélectionner le(s) métier(s)

- **Directeur/responsable administratif**
  - Domaine d’activité
    - Sélectionner le(s) domaine(s)
  - Métiers
    - Sélectionner le(s) métier(s)

- **Directeur/responsable de la gestion des ressources humaines**
  - Domaine d’activité
    - Sélectionner le(s) domaine(s)
  - Métiers
    - Sélectionner le(s) métier(s)

**Actiris** est un site web qui publie des informations sur les métiers où les employeurs qui ont des difficultés à trouver des candidats. Ce sont des emplois critiques. Scannez le site et cliquez sur un poste qui vous semble intéressant. Sur votre “homework checklist”, répondez aux questions suivantes :
1. Combien d’offres d’emploi sont récoltées par Actiris par an ?
2. Quelles langues sont requises pour ce métier ?
3. Quelles études sont demandées pour ce métier ?

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/
To access an editable version of this activity, please use this link.
Deuxième partie : les métiers, le vocabulaire

Le Vocabulaire

Photo by Jonathan Borba on Pexels.
It’s time to practice the vocabulary for this section! Below this vocabulary list, you’ll find interactive flashcards, spelling practice, and a crossword puzzle to test your knowledge.

**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.
les métiers

un/une fonctionnaire  professions

civil servant, government worker

un facteur  mail carrier

un militaire  person in the armed services

un policier  police officer

un pompier  firefighter

un enseignant / une enseignante  teacher

une assistante sociale  social worker

un médecin  doctor, physician

un/une dentiste  dentist

un infirmier / une infirmière  nurse

un kinésithérapeute / un kiné  chiropractor, physical therapist

un/une psychologue  psychologist

un opticien / une opticienne  optician

un pharmacien / une pharmacienne  pharmacist

un avocat / une avocate  lawyer

un banquier / une banquière  banker

un chef d'entreprise  company head, business owner

un patron / une patronne  boss

un P.D.G. (Président Directeur Général)  CEO

un cadre  executive

un/ une comptable  accountant

un publicitaire  advertising agent

un/une secrétaire  secretary

un employé / une employée (de bureau)  employee (office employee)

un ouvrier / une ouvrière  blue collar worker

une usine  factory
un informaticien / une informaticienne computer scientist
un ingénieur engineer
un chercheur researcher
un technicien / une technicienne technician
un/une propriétaire owner
un commerçant / une commerçante shopkeeper, store owner
un vendeur / une vendeuse salesperson
un caissier / une caissière cashier
un restaurateur restaurant owner
un cuisinier / une cuisinière cook
un serveur / une serveuse wait person
un boulanger / une boulangère a baker
un couturier / une couturière fashion designer, seamstress
un coiffeur / une coiffeuse hairdresser
un critique (de films, d'art, etc.) critic (film, art, etc.)
un écrivain writer
un journaliste reporter, journalist
un peintre / une peintre painter
un musicien / une musicienne musician
un voyagiste / un agent de voyage travel agent
284 | Deuxième partie : les métiers, le vocabulaire
Crossword

Ten words are displayed at a time. Please refresh the page for a new puzzle with different words.

An interactive H5P element has been excluded from this version of the text.
You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=863#h5p-171
Deuxième partie : les métiers, la grammaire

La Grammaire

Photo by Stefan Lorentz on Pexels.
In this section:

- bon/bien
- meilleur/mieux
- aussi bon, aussi bien
- le meilleur, le mieux – superlative forms

**bon/bien**

**Bon** (good) is an adjective. Although it has an irregular feminine form, *bonne*, the plural is formed regularly by adding an -s to the masculine or feminine adjective. **Bien** (well, really, very) is an adverb. The adjective **bon** modifies a noun, whereas the adverb **bien** modifies verbs, adjectives, or other adverbs.

**adjective bon**

La cuisine de Tammy est *bonne*.

Tammy est une *bonne* cuisinière.

Tammy’s cooking is *good*.

Tammy is a *good* cook.
adverb bien

Mmm … Tammy fait **bien** la cuisine.  
Tammy lit la recette **bien** attentivement.  
Ooh, la soupe de Tammy est **bien** assaisonnée.

Mmm … Tammy cooks **well**.  
Tammy reads the recipe **very** attentively.  
Ooh, Tammy’s soup is **well**-seasoned.

meilleur/mieux

Comparisons with **bon** and **bien** are not formed regularly using ‘plus … que’ (more … than). Instead use **meilleur.e.s que**, and **mieux que**:  

---

---
adjective bon/meilleur

Tammy est une meilleure cuisinière que Fiona.  
Tammy is a better cook than Fiona.

Les gâteaux de Tammy sont meilleurs que les gâteaux de Fiona.  
Tammy’s cakes are better than Fiona’s cakes.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french201/?p=870#audio-870-3

adverb bien/mieux

Mais si, Tammy cuisine mieux que Fiona.  
But yes, Tammy cooks better than Fiona.

Et la soupe de Tammy est mieux assaisonnée que la soupe de Fiona.  
And Tammy’s soup is better seasoned than Fiona’s soup.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french201/?p=870#audio-870-4

The adverb bien is an intensifier and can be translated as ‘much’ in English. Note that ‘much better’ is sometimes translated as bien meilleur, sometimes as bien mieux.
Tammy est **bien meilleure** cuisinière que Fiona.

Tammy fait **bien mieux** la cuisine qu’Fiona.

Tammy is a **much better** cook than Fiona.

Tammy cooks **much better** than Fiona.

---

**aussi bon, aussi bien**

Aussi bon que (comparisons with adjectives) conveys the idea of ‘as good as’. Aussi bien que (comparisons with adverbs) conveys the idea of ‘as well as.’

**adjective bon/aussi bon que**

Mais Bette est une **aussi bonne** cuisinière **que** Tammy.

La cuisine de Bette est **aussi bonne que** la cuisine de Tammy.

But Bette is **as good** a cook **as** Tammy.

Bette’s cooking is **as good as** Tammy’s.

---

One or more interactive elements has been excluded from this version of the text. You can view them online here: [https://boisestate.pressbooks.pub/french201/?p=870#audio-870-5](https://boisestate.pressbooks.pub/french201/?p=870#audio-870-5)
adverb bien/aussi bien que

Bette cuisine aussi bien que Tammy.

le meilleur, le mieux : superlative forms

In French as in English, the superlative is a form expressing a maximum or minimum quality or capacity. In English, ‘good’ and ‘well’ have the same maximum superlative: ‘the best’. In French, however, the maximum superlatives are different; they are formed with the definite articles le (la, les) meilleur(s) (superlative adjectives) or le mieux (superlative adverbs). The minimum superlatives (le moins bon, le moins bien) are formed regularly.

superlative adjectives
Qui fait la meilleure tarte?  
Qui fait les moins bonnes cuisses de grenouilles?

Who makes the best tart?  
Who makes the worst frog legs?

superlative adverbs

Qui cuisine le mieux?  
Et qui cuisine le moins bien?

Who cooks (the) best?  
And who cooks (the) worst?
Deuxième partie : les métiers, les exercices

Les Exercices

Photo by Dolo Iglesias on Unsplash.
Exercice 1. bon/bien

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french201/?p=879#h5p-146

Embedded from Le Pointe de FLE.

Exercice 2.

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french201/?p=879#h5p-147

Embedded from Le Pointe de FLE.

Exercice 3.

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french201/?p=879#h5p-148

Embedded from Le Pointe de FLE.
Exercice 4. meilleur/mieux

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=879#h5p-175

Embedded from Le Pointe de FLE.

Exercice 5. bon, bien, meilleur, mieux, le meilleur ou le mieux

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=879#h5p-176

Embedded from Centre de Ressources Virtuel du Cours de Français du Centre des Langues de l'Université Baptiste de Hong Kong.

Exercice 6. bon, bien, meilleur, mieux

An interactive H5P element has been excluded from this version of the text. You can view it online here:
Adapted from Français interactif.
Troisième partie : les compétences, le vocabulaire

Le Vocabulaire

Photo by Cookie the Pom on Unsplash
It’s time to practice the vocabulary for this section! Below this vocabulary list, you’ll find interactive flashcards, spelling practice, and a crossword puzzle to test your knowledge.

**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.
dur(e) / difficile  
hard, tough, difficult

dynamique  
dynamic

honnête  
honest

passionnant(e)  
enthralling, fascinating

utile  
useful

inutile  
useless

d'occasion (une voiture d'occasion)  
second-hand, used

bon  
good

bien  
well

meilleur  
better

mieux  
better

organisé  
organized

désorganisé.e  
unorganized

serviable  
helpful

précis/spécifique  
precise

ponctuel  
punctual

retardataire  
late arrival

assuré.e/confiant.e  
confident

timide  
shy

attentif  
attentive

patient.e  
patient

impatient.e  
impatient
Troisième partie : les compétences, le vocabulaire
Crossword

Ten words are displayed at a time. Please refresh the page for a new puzzle with different words.

An interactive H5P element has been excluded from this version of the text.
You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=865#h5p-172

Troisième partie : les compétences, le vocabulaire | 301
Troisième partie : les compétences, la grammaire
In this section:

- Adverbs: Formation and Placement

- Comparative and Superlative of Adverbs

Adverbs: Formation and Placement
Uses
In French as in English, an adverb describes the action of a verb. It answers such questions as ‘where’, ‘when,’ ‘how,’ ‘how long,’ or ‘how often.’ Adverbs are invariable and may be used with almost all verbs. For example:

Edouard cuisine **bien**. Edouard cooks well.
Joe-Bob mange **beaucoup**. Joe-Bob eats a lot.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french201/?p=872#audio-872-1
An adverb may also qualify an adjective or another adverb. Consider the sentence: ‘Édouard cuisine très bien’ (Édouard cooks very well). Très qualifies bien and both describe the action of the verb ‘cuisiner’.

**Common adverbs**

<table>
<thead>
<tr>
<th>manner</th>
<th>bien, well</th>
<th>mal, badly</th>
<th>vite, quickly</th>
</tr>
</thead>
<tbody>
<tr>
<td>time</td>
<td>souvent, often</td>
<td>quelquefois, sometimes</td>
<td>toujours, always</td>
</tr>
<tr>
<td></td>
<td>jamais, never</td>
<td>tôt, early</td>
<td>tard, late</td>
</tr>
<tr>
<td></td>
<td>bientôt, soon</td>
<td>aujourd'hui, today</td>
<td>hier, yesterday</td>
</tr>
<tr>
<td></td>
<td>maintenant, now</td>
<td>déjà, already</td>
<td>demain, tomorrow</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>place</th>
<th>dedans, inside</th>
<th>dehors, outside</th>
<th>ici, here</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>là, there</td>
<td>partout, everywhere</td>
<td>quelque part, somewhere</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>quantity or degree</th>
<th>beaucoup, a lot</th>
<th>très, very</th>
<th>trop, too much</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>assez, enough</td>
<td>peu, little, not much</td>
<td>peut-être, maybe</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>sequence</th>
<th>d'abord, at first</th>
<th>puis, then, next</th>
<th>alors, then, so</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>donc, thus</td>
<td>enfin, finally</td>
<td></td>
</tr>
</tbody>
</table>

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Formation of regular adverbs

A large number of French adverbs are derived from adjectives.

They are usually formed by adding **-ment** to the **feminine singular form of the adjective**. Note the exception ‘gentiment’, which is derived from the adjective ‘gentil’ (nice).

- lent(e), slow: **lente**ment, slowly
- doux (douce), soft: **douce**ment, softly
- heureux (heureuse), happy: heureues**ment**, happily, fortunately
- franc (franche), frank: franche**ment**, frankly

However, **-ment** is added to the **masculine singular form of adjectives that end with a vowel**. Note the exception ‘gaiement’ which is derived from the adjective ‘gai’ (cheerful).
Add **-emment** to the stem of adjectives that end in **-ent**; add **-amment** to the **stem of adjectives ending in -ant**. The stem is what remains of the adjective when **-ent** or **-ant** have been removed. Note that the one-syllable adjective ‘lent’ does not form its adverb, ‘lentement’, on this model.

récent, recent  
récemment, recently 
fréquent, frequent  
fréquemment, frequently 
suffisant, sufficient  
suffisamment, sufficiently 
méchant, wicked, malicious  
méchantamment, wickedly, nastily
Note the addition of an acute accent to form the following adverbs:

- précis(e), precise → précisément, precisely
- profond(e), deep → profondément, deeply
- énorme, huge, enormous → énormément, enormously

Placement

Use the following guidelines for placement of adverbs.

**Adverbs that modify an adjective or another adverb**

Adverbs are placed directly before the adjective or adverb that they modify.

Edouard: J’habite le Texas depuis très longtemps, mais je trouve que le barbecue est vraiment dégueulasse!

Edouard: I’ve lived in Texas for a very long time, but I find that barbecue is truly disgusting!

**Adverbs that modify a verb**

Adverbs are usually placed immediately after the conjugated
verb. If the verb is negative, the adverb is placed after the negation.

Edouard comprend **mal** les habitudes culinaires américaines.

Edouard ne marche pas **vite**, parce qu’il **sait** déjà ce que les clients vont commander.

Edouard: Ils exigent **toujours** du ketchup, mais il n'y a pas de ketchup dans mon restaurant.

---

Note that most common adverbs are placed directly after the verb before the objects.

Joe-Bob: J’aime **beaucoup** le ketchup!

Edouard: J’aime **davantage** le foie gras!

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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/french201/?p=872#audio-872-8](https://boisestate.pressbooks.pub/french201/?p=872#audio-872-8)

One or more interactive elements has been excluded from this version of the text. You can view them online here: [https://boisestate.pressbooks.pub/french201/?p=872#audio-872-9](https://boisestate.pressbooks.pub/french201/?p=872#audio-872-9)
Adverbs that modify a whole sentence

If an adverb is a comment on the entire sentence (malheureusement, en plus), it may be placed at the beginning or end of the sentence. Adverbs of this type include adverbs of time and place. In the following dialogue, contrast the adverbs that modify the whole sentence to those that modify just the verb.

Joe-Bob: Edouard, viens dîner avec nous ce soir!

Edouard: Je n’aime pas dîner dans des restaurants américains parce que je trouve du ketchup partout.

Vous allez sûrement au Salt Lick, et tu sais que je déteste le barbecue.

Joe-Bob: Malheureusement, on n’a pas assez d’argent pour aller dans un restaurant snob!

Edouard refuse obstinément l’invitation de Joe-Bob: Tu m’invites souvent, mais toujours à l’américaine!

Joe-Bob: Edouard, come out to eat with us this evening!

Edouard: I don’t like to eat in American restaurants because I find ketchup everywhere.

You’re surely going to go to the Salt Lick and you know that I detest barbeque.

Joe-Bob: Unfortunately, we don’t have enough money to go to a snobby restaurant!

Obstinately, Edouard refuses Joe-Bob’s invitation: You invite me out to eat often, but always in the American style.

See placement of adverbs with passé composé and the periphrastic future for further examples.
Comparative and Superlative of Adverbs

Comparative of adverbs: indicating more, less, or equality

**Plus** + adverb + **que** conveys the idea of ‘more ... than’, **moins** + adverb + **que** the idea of ‘less ... than’. **Aussi** + adverb + **que** conveys the idea of ‘as ... as’.

Joe-Bob court **plus** vite qu’Edouard.
Tex court **moins** vite **que** Joe-Bob.
Qui court **aussi** lentement qu’Edouard?
Personne, bien sûr!

Joe-Bob runs faster than Edouard.
Tex runs slower (less fast) than Joe-Bob.
Note that *mieux* (better) is the irregular comparative form of the adverb *bien* (well). The other comparative forms of *bien* are regular (*moins bien que, aussi bien que*).

Joe-Bob: Vous allez *bien* aujourd'hui? Vous êtes en forme pour la course?

Tex: Ah, oui, je vais *mieux qu'hier*. Je n'ai pas fumé depuis 24 heures.

Edouard: Moi, je vais *moins bien qu'hier*. J'ai tellement travaillé que j'ai des courbatures.

Corey: Oh, je vais *aussi bien qu'hier*. Je suis dopé, comme d'habitude.

Joe-Bob: Are you doing ok today? Are you in good shape for the race?

Tex: Ah yes, I am better than yesterday. I haven’t smoked for 24 hours.

Edouard: Oh no, I am less well than yesterday. I’ve worked so much that I have aches and pains.

Corey: Oh I am doing as well as yesterday. I’m high (on insecticides), as usual.

Superlative of adverbs: indicating the most, the least

In French as in English, the superlative is a way to express a maximum or minimum quality or capacity: ‘the fastest’, ‘the least fast’. To form the superlative of an adverb, the masculine
singular form of the definite article is always used: **le**, followed by **plus** (more) or **moins** (less) before the adverb. Note that the superlative of an adverb has only one form. **Le mieux** (the best) and **le moins bien** (the least well) are the superlative forms of the adverb **bien** (well).

Joe-Bob, Tex, Corey et Edouard se préparent à faire une course.

Corey: Qui va gagner?

Joe-Bob: Moi, bien sûr! je cours **le plus vite** et Edouard va être le dernier parce qu’il court **le moins vite**!

Edouard (vexé): Tu dis ça parce que je suis un escargot! Mais tout le monde sait que je cours **le plus élégamment**!

Joe-Bob, Tex, Corey and Edouard are about to start a race.

Corey: Who’s going to win?

Joe-Bob: Me, of course! I run the fastest and Edouard is going to be last, because he runs the least fast!

Edouard (offended): You say this because I am a snail! But everyone knows that I run the most elegantly!

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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/french201/?p=872#audio-872-13](https://boisestate.pressbooks.pub/french201/?p=872#audio-872-13)
Troisième partie : les compétences, les exercices

Photo by fauxels
Exercice 1. Les adverbes en -ment

Exercice 2. Les adverbes en -emment ou -amment

Exercice 3. Les adverbes en -ément
Exercice 4. Les adverbes irréguliers en -ment

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=881#h5p-152

Activity embedded from Ralentir Travaux.

Exercice 5. Dictée

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=881#h5p-152
Exercice 6. Comparatif

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=881#h5p-179

Exercice 7. Comparatif et superlatif

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=881#h5p-190
Exercice 8. Comparaisons

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=881#h5p-180

Exercice 9. Inventaire des compétences

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french201/?p=881#h5p-181
Module 12: 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/french201/?p=892#h5p-182
Module 12: L’évaluation de la production écrite et l’expression orale
Part One:

After your interview, you got hired at the Francophone company of your dreams! They want to feature you on their employee bio webpage. They ask you to first write out a short, draft biography in which you introduce yourself, the industry you’ll be working in, outline your skills, work experience, educational background and why you would be excited to be a part of the team.

Part Two:

Your supervisor reviewed your work bio and would like you to make some revisions. Once you incorporate those changes, you submit your final draft in video format.

- 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
<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>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><strong>Comprehensibility</strong></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><strong>Language Control</strong></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 12: Allez plus loin

Uniwax – la fabrication de leurs tissus

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french201/?p=890#oembed-2

Lous and the Yakuza

Auteure-compositrice-interprète, rappeuse, mannequin, et actrice belge, congolaise

Do you hear any si clauses in the song...? “Si je pouvais, je vivrais...”

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french201/?p=890#oembed-1