Leçon C
Vocabulaire actif
On va...?

à la teuf / à la fête
au café

à la maison
au centre commercial
au cinéma / au cinéma

Et si je voulais dire...?
Tu viens?
Bonne idée!
Pourquoi pas?
 Ça ne me dit rien.
À plus tard.
Are you coming?
Good idea!
Why not?
I'm not interested.
See you later.

C'est ma mère. C'est mon père.
Pour la conversation

How do I extend an invitation?
» On va au café?
   How about going to the café?
» Tu voudrais aller...?
   Would you like to go...?

How do I accept an invitation?
» D'accord.
   OK.
» Oui, je veux bien.
   Yes, I'd like that.

How do I refuse an invitation?
» Pas possible. Je dois faire mes devoirs.
   It's not possible. I must do my homework.
» Je ne peux pas. J'aide ma mère.
   I can't. I'm helping my mother.

1 On accepte, oui ou non?

SKILL BUILDING Interpretive Listening
You will hear a series of short conversations. Write oui if the second speaker accepts the invitation or non if he or she declines.

Les gens que je connais

SKILL BUILDING Interpretive Viewing, Presentational Writing
Imagine you are Stéphanie and identify the people you know. Follow the model.

MODÈLE C'est mon professeur.
Connectez-vous!

Luc signed on to his social networking site and discovered that the messages between Anne and him were scrambled. Help Luc make sense of the messages by rewriting them in the correct order.

Luc Bolduc

1. Tu voudrais aller au café d'Alger bientôt?  
samedi 10 septembre

2. Ça va, Luc?  
samedi 10 septembre

3. Oui, je veux bien. À bientôt.  
samedi 10 septembre

samedi 10 septembre

5. Pas très bien! J'aide ma mère. On va à la teuf de Maël demain?  
samedi 10 septembre
4 Je t’invite!  
Interpersonal Speaking or Writing

With a partner, take turns inviting each other to the places in the photos below. When your partner invites you to do something, accept or decline the invitation.

**MODÈLE**

A: On va au centre commercial?
B: Pas possible. Je dois aider mon père.

1. 

2. 

3. 

4. 

C’est Samuel, mon camarade de classe.

Salut!
Une invitation

Yasmine calls Julien on her smartphone. Julien is at home in his bedroom.

Julien: Salut! C’est Yasmine?
Yasmine: Oui. Tu vas bien? Dis, Julien, avec Maxime. Tu voudrais venir?
Julien: Ah non, pas possible... on a un contrôle de maths.
Yasmine: Oui, je vois... tu mère est stricte...
Julien: Oh! Avec ton père ce n’est pas mieux.
Yasmine: Bon. Salut. À demain.

5 Une invitation

Complétez les phrases.
(Complete the sentences.)

1. Yasmine téléphone à....
2. Yasmine va avec Maxime au....
3. Julien a un... de maths.
4. La... de Julien est stricte.
5. Le père de... est strict.

Analyse

According to the Extension dialogue, what are three possible ways to accept an invitation?

EXTENSION

On va au cinéma?

A couple of young people are sitting outside on the terrace of a café.

Paule: Ciné?
Étienne: D’accord!
Paule: Oui, je veux bien.
Étienne: Ah non, pas possible, je dois faire des courses.
Paule: Eh bien alors, on va à l’UGC Cité Ciné des Halles et tu fais tes courses au centre commercial.
Étienne: Bon, alors tu viens?
Paule: Je viens!

EXTENSION

According to the dialogue, what is the advantage of going to the movies at the UGC theater?

Traditions et pratiques

French people go to the movies more than other Europeans, and they watch mostly French and American films. France also has more movie theaters than any other European country.
Les ados

To escape from everyday life, les ados (teenagers) in France spend an average of 1.5 hours a day reading. Tweens favor comic books and manga (Japanese comics), as well as adventure, fantasy, and mystery novels.

Ninety-two percent of young people from 11 to 24 years of age have un portable (mobile phone) or un smartphone. Younger teens use their phones to play video games, while older teens prefer listening to music and searching the Web. SMS (text language) abbreviations have not fully disappeared, as they sustain youth culture. French teens use some French and also English abbreviations such as OMG, as well as emojis.

Younger teens enjoy watching police, sci-fi, and adventure movies in theaters. Older teens prefer thrillers, horror movies, and romantic comedies, which they also download if they like the movie and the music. French teens love video games; while younger teens prefer life simulation games, older teens favor role-playing, strategy games, and games of skill.

Recherche: loisirs des ados

La Francophonie

Démographie

L'Afrique subsaharienne

Africa is generally divided into three main zones: West Africa (Mauritania, Senegal, Guinea, the Ivory Coast, Mali, Niger, Burkina Faso, Togo, and Benin); Central Africa (Cameroon, Gabon, Congo, Central African Republic, and Chad); and the Great Lakes Region around Lakes Tanganyika, Kivu, and Victoria (Burundi, the Democratic Republic of Congo, and Rwanda).

The demography of sub-Saharan Africa is concentrated in urban areas: Abidjan (3.6 million inhabitants), Bamako (1.8), Brazzaville (1.7), Conakry (1.8), Dakar (1.1), Kinshasa (10), Niamey (1), Ouagadougou (1.5), and Yaoundé (1.4). It is also a region of numerous local and transnational languages, such as Peul, Wolof, Bambara, or Malinke.

The French language was first a language of colonialism in the 20th century and then became the language of administration and education. French-speaking African artists have emerged, such as Angélique Kidjo, ("first African diva"), Fally Ipupa (Congo), Filo la diva (Niger), and Arafat DJ (Ivory Coast).

Recherche: french african artists
Les Antilles et la Guyane française

The French Caribbean is an archipelago of cultural and historical identities that spans the Caribbean Sea and extends off the northern coast of South America. It encompasses the French West Indies (Guadeloupe, Martinique, Saint Martin, Marie-Galante, Saint Barthélémy) and French Guiana, as well as Haiti. Caribbean populations speak Creole, a language which emerged after the end of slavery in the 18th century. French Creole has been promoted by noteworthy West Indian authors such as Patrick Chamoiseau and Raphaël Confiant who have defined an identity, la créolité, following in the footsteps of their predecessors Aimé Césaire and Édouard Glissant. In nearby South America, the French overseas department of la Guyane (French Guiana) attracts tourists who enjoy ecotourism, and it is home to Europe’s satellite launching site.

Recherche: les antilles françaises

À discuter

How important is a language in establishing the identity of a community? Which other factors play a role, and how important are they?

Martinique is a Caribbean island and an overseas department of France.

Produits

Poet Aimé Césaire (1913–2008) from Martinique co-founded a movement called la négritude, to promote Africa and its culture, which was not valued by French colonial regimes. Patrick Chamoiseau sought to define the particular experience of Antillean cultures with la créolité.

Comparaisons

Where do you and your family and friends go on vacation? How do these places compare with Martinique, Guadeloupe, and French Guiana?

Connexions

Art

Research which music genres have their origins in Africa

Recherche: musique d'origine africaine
6 Questions culturelles

Répondez aux questions.

1. What do French teens like to do most on the Internet?
2. What is the French word for a smartphone?
3. According to the information on p. 31, what activity do both younger and older teens do daily?
4. What are the main zones of francophone Africa?
5. Who is Angélique Kidjo?
6. What countries and islands make up the French West Indies?
7. What language do people speak in Martinique and Guadeloupe?
8. Where did this language originate?
9. What is la créolité?

À DISCUITER

Where could you use your French language skills in the Western Hemisphere? What would be your first choice for a vacation or study destination?

Du côté des médias

7 Un texto/SMS

Try to figure out what Méline is texting her friend according to the abbreviations defined below.

Slt. Salut.
OMG omagad/Oh my God!
BG beau gosse (beau garçon)
Biz. bise

Slt. OMG Louis est un BG!
Lisez (read) les informations pour les voyageurs.

Infos voyageurs

**FORMALITÉS D’ENTRÉE**

**Pour les citoyens français**
La carte d’identité nationale ou le passeport.

**Pour les citoyens de la C.E.E.**
Passeport sans visa servant de carte d’identité officielle ou carte de séjour française en cours de validité.

**Pour les ressortissants des pays étrangers n’appartenant pas à la C.E.E.**
Passeport en cours de validité.

**Pour les ressortissants des USA, du Canada, et du Japon**
Pour un séjour de moins de 3 mois, une pièce d’identité, un muni d’une photo.
Un visa de régularisation gratuit leur sera délivré à l’arrivée.
Ce visa n’est valable que pour la durée du séjour et pour le seul département d’Outre-Mer considéré.

**Passeport et Visa**
Hondurès – San Salvador – République Dominicaine – Turquie

**LANGUES**
Français : langue usuelle
Créole : langue régionale

**MONNAIE**
L’Euro. Le dollar américain est accepté ainsi que les chèques de voyage et les cartes de crédit. Retus des chèques hors place dans certains établissements.

**EAU ET ÉLECTRICITÉ**
L’eau du robinet est potable partout. Des eaux minérales sont aussi proposées aux consommateurs. Le courant électrique est de 20 volts.

**POSTES TÉLÉCOMMUNICATIONS**
Téléphone : nombreuses cabines téléphoniques, réseaux portables.
Télécopie.
Réseau Internet.

**LES VACCINS**
Pas de vaccin obligatoire pour se rendre en Guadeloupe, Martinique. En Guyane : vaccin contre la fièvre jaune obligatoire. Pour savoir où vous faire vacciner, vous pouvez consulter la liste des centres de vaccinations contre la fièvre jaune sur le site www.chu-nouen.fr/cap/sxhome.html
Toutefois pour les personnes arrivant d'Amérique du Sud et de certaines îles de la Caraïbe, un certificat international contre la fièvre et la fièvre jaune peut être demandé.

**VÉGÉTAUX**
Quand vous prenez l’avion, il est strictement interdit de transporter des végétaux. Ces dispositions sont prises pour protéger certaines espèces particulièrement sensibles. Par exemple le bananier aux Antilles ne résisterait pas à certaines formes de cercosporose. Évitez donc d’emmaner avec vous votre potage. Il ne passerait pas la Douane.

**ANIMAUX**
L’entrée des animaux domestiques dans le DOM, requiert quelques conditions : l’animal doit être tatoué, disposer d’un carnet de santé avec ses vaccinations à jour et d’un certificat antirabique établi au moins 30 jours avant le voyage mais pas plus d’un an plus tôt. L’interdiction d’importer des animaux ne subit d’exception que si l’édit animal a résidé dans un pays agréé (Australie...) pendant un mois après avoir vécu en France métropolitaine 6 mois sans discontinuer.

**Espace visiteurs**

Devenir membre
Appel d’offre
Email
Mot de passe
OK

Mot de passe perdu

Espace annonceur
Ajouter une annonce
Gérer votre annonce
Fau
Partenariat
Affiliation
Création site Web

Photos & Vidéos
Cartes virtuelles
Photos Martinique
Photo panoramique
Fonds d’écran à télécharger

Services
Forum Antilles
Petites annonces Martinique
Annuaire

Météo
Climat
Météo Martinique
Alerte cyclonique

Information site
FAQ visiteur
Charte d’utilisation
Conditions légales

8 Un voyage à la Martinique

Répondez aux questions.

1. If French citizens don't have a passport, what proof of identity can they use instead?
2. If you're from Haiti or Turkey, what official documentation do you need to bring besides a passport?
3. What two languages are spoken in Martinique?
4. What currency is used in Martinique?
5. Are you required to get vaccines before coming to Martinique?
Les ados, les jeunes et le portable

T'es-tu déjà fait voler ton portable? (903 Votes)
- oui (189) : 20,9%
- non (679) : 75,2%
- plusieurs fois (35) : 3,9%

Si tu pouvais, regarderais-tu la télé sur ton portable? (896 Votes)
- oui : 68,7%
- non (280) : 31,3%

Combien de sms envoies-tu par jour? (849 Votes)
- de 0 à 3 (267) : 31,4%
- de 4 à 6 (264) : 31,1%
- de 7 à 10 (144) : 17,0%
- plus de 10 (174) : 20,5%

Sondage réalisé par ADOSURF auprès de 12 à 25 ans

9. Une enquête sur les portables

Identify each statement as essentially vrai (true) or faux (false).

1. This survey is about French young people and their laptops.
2. For each question, a different number of teens responded.
3. All of the young people who participated in the survey were between 12 and 18 years old.
4. According to the survey, most teens have not had their phone stolen.
5. About 4% of teens have had their phone stolen more than once.
6. Most teens would not like to watch TV on their phones.
7. About 30% of teens send four to six text messages per day.
8. Seventeen percent of teens send more than ten text messages per day.
Encounters with French Culture

Introduction

When you learn about other cultures and languages, you also often learn that people may see things differently from the way you view them, or that they may do things differently from what you expect. You don't have to change who you are and become français(e), algérien(ne), or canadien(ne) to communicate with francophone people. However, you might find it interesting, enlightening, and even inspiring to learn how to engage and interact with people from another culture. In this section, you're invited to go "on location" and navigate through French-speaking cultures.

Comment agir?

Imagine you are experiencing each of the following situations. Describe how you would react. Be sure to select a course of action with which you are comfortable. If you have trouble thinking of a reaction, look at the suggestions in the boxes. Other responses may be possible.

1. You are on a train ride in France. You'd like to ask the older woman sitting next to you if she minds if you open the window, but you're not sure what to say to get her attention. What do you do? Why?

You might tap her on the shoulder, wave at her, or say, "Madame? Je peux...?" and gesture toward the window.

2. You meet a French woman for the first time. You see her kiss your American friend twice on the cheek before she turns to greet you. What do you do? Why?

You might offer your hand, you might kiss her on both cheeks, or you might stop and ask what to do.

3. You're saying good-bye to a new friend on your first day in France. He says "Salut!" as he waves and turns away. What do you do? Why?

You might say "Salut!" Or you could say, "Au revoir!" "Bye!" or "Ciao!" or you might just laugh.

4. You receive a text message from a French-speaking friend: "slt. Ça va?"

How do you respond?

You might respond using French abbreviations, or you might reply: Slt! Ça va. Je suis à la maison. Biz.
Taking Inventory

As you can see in the preceding situations, there may be more than one way to handle a situation in another culture. Look at the continuum below. Where is your comfort level with the differences between your own culture(s) and francophone cultures? If you feel that you must always follow the customs of your own culture(s), you would fall to the left. If you feel that you might adopt many of the customs from the francophone world, you would fall to the right. Next, decide where on the continuum you would like to be when you finish this course. Discuss your ratings with a group of your classmates.

1  2  3  4  5  6  7  8  9  10

1. I am very comfortable in some US cultures.
2. I would be somewhat comfortable in francophone cultures.
3. I would be very comfortable in francophone cultures.
Communiquez!

11 Voyage à Montréal
Interpretive Reading, Interpersonal Speaking

Your class is planning a trip to Montréal, Québec. Read the calendar of events going on that week, and ask your classmate if he or she is interested in attending some activities.

12 Word Clouds
Presentational Writing

In this lesson you learned the names of some places and people, how to invite someone, how to accept or reject an invitation, some French-speaking destinations, and some SMS abbreviations. Choose some of your favorite new French and English words from this and previous lessons and make a word cloud. If you don’t have access to word cloud applications online, write or design your words on a piece of paper with colored markers. Share your word cloud with your classmates. Tell them your five favorite words and why they are your favorites.

Recherche: wordle, wordsift, abcyawordcloud

13 Tu viens...?
Interpersonal Writing and Speaking

With a partner, write and role-play the following conversation. It's Wednesday afternoon, and you and your friends are planning an activity. You decide to invite a new classmate to join you. Your classmate declines the invitation, so you make a second suggestion for Saturday.

Keep a record of all the places you and your classmates select, and determine which place is the most popular.
Belle du Seigneur

Rencontre avec l'auteur
Albert Cohen (1895–1981) was a novelist and diplomat. Born in Greece, he settled in Switzerland, where he studied law. Jewish himself, Cohen worked to create a safe haven for Jews during and after World War II. He is best known for his novel Belle du Seigneur, which tells the story of the destructive romantic relationship between a woman named Ariane and a man named Solal. Belle du Seigneur won important literary prizes and is considered a masterpiece. As you read, try to answer the following question: What are the characters feeling?

Pré-lecture
Think of a time you questioned a friend over and over again. Write a brief description of the situation, and identify the emotions you felt.

Stratégie de lecture
Answering the five W questions. The five W questions are who?, what?, where?, when?, and why? If you can answer these questions about a reading, then you are on your way to finding the deeper meaning of the selection. Fill in a chart like the one below as you read the excerpt from Belle du Seigneur.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who are the two characters in this scene?</td>
<td></td>
</tr>
<tr>
<td>2. What does Solal want to know?</td>
<td></td>
</tr>
<tr>
<td>3. Where are the characters?</td>
<td>Agay, French Riviera</td>
</tr>
<tr>
<td>4. When does the story take place?</td>
<td>1930s</td>
</tr>
<tr>
<td>5. Why does Solal want to know this third person's name?</td>
<td></td>
</tr>
</tbody>
</table>

Outils de lecture
Deciphering Words. When you see a word you do not know in a reading, ask yourself if there is a similar word (or cognate) from English, or look at the words around it to help you decipher its meaning. If neither one of these strategies works, then look under the reading at the glossed words. Definitions here will be given in English, and in later units, some of them will be in French.
**Belle du Seigneur**

Solal: Dis* son nom, son nom, vite*!
Ariane: Dietzch.
Solal: Quelle* nationalité?
Ariane: Allemand.
Solal: ...Son prénom?
Ariane: Serge.

*Dis Say; vite fast; quelle what

**Pendant la lecture**

1. Is the first speaker a man or a woman?

2. What details does Solal want to know?

**Analyse**

Does this exchange show that the conversation takes place between romantic partners? What textual clues are present or missing?

---

**Post-lecture**

What does Solal feel that makes him question Ariane? With a group of classmates, brainstorm a list of other works of fiction (books, TV shows, plays, movies) that center on this emotion.

**Le monde visuel**

French artist Jean Béraud (1849–1935) was influenced by Impressionist artists, who wanted to create the impression of a moment using varied techniques, from broad brush strokes and swaths of color to muted, understated tones. Béraud liked to paint life in the Parisian salons, or drawing rooms, of the late 19th century. What is the setting of this painting, and in what ways is it an Impressionist scene? How does the painting help you to interpret the reading selection?

---

**Activités d'expansion**

*Faites les activités suivantes.* (Do the following activities.)

1. Imagine that **Belle du Seigneur** is being translated into English for the first time.
   Your job is to write the study guide for the chapter titled **Aveu (Confession)**. Use the information in your chart to write a paragraph in English about the background of this selection.

2. The names of the characters have meaning. Do online research to find out their meaning.

**Recherche:** signification des prénoms

3. The five W questions are useful when reading other types of publications besides literature. Work with a partner to make a list of such publications.
4. With a partner, play the roles of Solal and Ariane, but change the nationality and first names of the person being discussed.

**MODÈLE**

**Solal:** Dis son nom, son nom, vite!

**Ariane:** Harndani.

**Solal:** Quelle nationalité?

**Ariane:** Algérien.

**Solal:** ... Son prénom?

**Ariane:** Salim.

1. Robert Charbonneau/Canada
2. Justin Reed/USA
3. Karim Bendjadir/Algérie
4. Thierry Lucas/France

---

**Les copains d'abord: Dans le métro**

---

**Bonjour, mademoiselle. Je m'appelle Antoine. Vous, c'est comment?**

**Ah bonjour, moi c'est Florence. Dis "tu," pas "vous."**

**Tu es canadien?**

**...et toi, tu es cool, super, chouette.**

**Tu vas au cinéma avec moi?**

**Non... tu vas au café? **

**Oui, au café!**

**Bonjour.**

**Salut! Je m'appelle Florence. C'est Antoine.**

**Oui, de Guyane. Je suis Marie-Alix. C'est "tu," pas "vous."**

**Enchanté, mademoiselle. Je suis canadien, elle est française. Vous êtes française?**

**Ah bonjour, mon chéri. Oui, ça va très bien. Je vais au centre commercial. À ce soir au concert!**

**Dis, tu vas...**

**Eh, ce soir c'est le concert de Cheb à Bercy. On y va, mon copain et moi. Vous venez?**

**C'est pas possible, j'aide ma mère, elle va pas très bien.**

**Non, je ne peux pas.**
15  **La rentrée**

Connecting to Information Literacy  
Interpretive Viewing, Presentational Speaking

Search online for images and text related to *la rentrée* in France. Create a collage with photos, drawings, and text related to: School websites, School cantine lunch menus, School supplies, Back-to-school clothing sales, Tips for doing well in school, Tips for staying healthy during school. Then create a bibliography citing the source for each image or text used. Describe your collage and what you learned about *la rentrée* to a few classmates.

16  **Les textos ou SMS**

Connecting to Technology Literacy  
Interpretive Viewing, Presentational Speaking

Using the search words, look online for popular phones and phone plans through French companies. Which phone would you purchase and with which carrier? Why? How would it compare to purchasing it in the United States? Present to your group.

*Recherche:* mobile, portable (+ free/orange/sfr/bouygues)

17  **Salutations culturelles**

Connecting to Sociocultural Skills/Initiative and Self-Direction  
Interpretive Reading, Interpersonal Writing and Speaking

Read the numbered examples of greetings unique to a particular francophone country or region. Research to determine in which of the lettered places each scenario is typical. Then, create a short skit with a partner demonstrating each practice while incorporating vocabulary from this unit. Research additional francophone customs to create new dialogues, and have your classmates guess from which country each custom comes.

A. Belgique  B. Burkina Faso  C. France  D. Morocco  E. Québec

1. It might be considered rude to say a simple hello without inquiring about the person’s wife, children, parents, and/or siblings, even if you see this person often.
2. People often use the French phrase “s’il vous plaît” to thank someone. A store employee might give you your receipt and change, and then say “s’il vous plaît” instead of “merci.”
3. Sales associates will often greet customers with the combination of “bonjour, **hi**” in an effort to discover which language patrons prefer to use.
4. A handshake with the right hand is often used to greet everyone in a room. Placing the left hand on the elbow of the other person while shaking hands is considered a sign of respect.
5. Upon entering a store, the polite customer will greet the employee and include his or her title, and will speak again when leaving.
Projets finaux

A Connexions par Internet: La technologie

How accurate are online translators?

Follow the steps below to experiment with an online French translator. Locate one by using your favorite French search engine, such as www.google.fr, and the key words below.

1. Type a short paragraph in English about where you went and what you did last weekend. Insert some details and slang into your text.
2. Find an online translator and use it to translate your English text into French.
3. Next, take the translated text (in French) and use the online translator to translate it back into English.

Now answer the following questions to evaluate your experiment. How accurate were the results? Give a percentage. How do you think your teacher could tell if you were to use an online translator? Discuss with a partner why your teacher might ask you not to use online translators and what this activity showed you about learning a second language.

Recherche: traducteur en ligne

B Communautés en ligne

La France aux États-Unis

Many countries have an embassy in Washington, D.C. Let's visit the French embassy there to learn about France's presence in the United States and about the relationship between the two countries. Use the key words below to access the embassy's website. Then follow the directions below to explore the site.

1. Explore the site in English to see what kind of information is provided.
2. Make a chart with two columns. Label the left side France's embassy in Washington. Label the right side Ambassade de France à Washington.
3. In the left column, write ten things you learned about French-American relations.
4. In the right column, write ten facts you learned—for example, the name of the ambassador, the locations of the French consulates in the United States, services provided to French citizens, events, etc.

Recherche: ambassade de france à washington
Passez à l’action!

Pourquoi j’apprends le français

You would like to encourage more people to learn French, so you are going to create a marketing tool to promote the French language and francophone cultures. Look at some of the reasons to learn French below, and study the products listed for each category. Choose one from the list, or come up with your own.

Fashion:
Make a movie of a French fashion show.

Cuisine:
Make a cookbook with French, French-Canadian, Swiss, Belgian, Caribbean, Cajun, or African recipes.

Vocabulary development:
Create a blog about words with French origins.

Sports:
Make a collage of sports played in the francophone world.

Study abroad:
Make a brochure about colleges with study-abroad programs in French-speaking locations. Include contact information.

Business:
Make a graphic with the logos of famous French companies.

Geography:
Create a map showing every country where French is spoken. Include a legend with each country’s capital.

Travel:
Make a poster with images of the top ten francophone locations you want to visit.

You might create a poster, flyer, brochure, electronic presentation, movie, blog, or word cloud.

Tip: To create a fact-based and effective project, research your topic online to get ideas and information.

Faisons le point!

Diagramme

Working with a group of classmates, make a chart like the one below. Based on what you have learned in this unit, complete the graphic organizer with I can statements. Note that the first example has been done for you.

Leçon A
Points de départ: Francophones en Amérique du Nord

Leçon A
À vous la parole: Je suis bénévole

Leçon B
Points de départ: La Francophonie

Leçon C
Points de départ: La Francophonie

Leçon C
Culture sur place

I can talk to French speakers in North America.
Évaluation

Évaluation de compréhension auditive

Listen to the dialogue. Then read the statements below. Write V if the statement is vrai (true) and F if it is faux (false).

1. Maude introduces her cousin Robert to Aicha.
2. Her cousin is from Canada.
3. Things aren't going well for Aicha.
4. Maude invites Aicha to a party.
5. Maude has homework to do.
6. The speakers will see each other the next day.

Évaluation orale

Role-play a phone conversation between two classmates talking after school.

- Answer the phone.
- Identify yourself.
- Say hello and ask your classmate how things are going.
- Answer and ask how your classmate is.
- Say how things are going. Invite your classmate to go somewhere.
- Say you can't go and give a reason.
- Say that you'll call each other soon.
- Say good-bye.
- Say good-bye.

Évaluation culturelle

Make some comparisons between francophone cultures and American culture. You may need to do additional research about American culture.

1. Les immigrés. Compare the immigrant and foreign populations in France with those in the United States. Many immigrants in France come from former French colonies. What countries do they come from? Where do recent immigrants from the United States come from?
2. Les façons de dire "au revoir". Compare the expressions French teens use to say good-bye to expressions preferred by American teens. Do American teens use expressions from other languages as French teens do?
3. **L'Europe et l'Amérique du Nord**
   francophones. Compare the presence of French in Europe with the presence of French in North America. In which places is French an official language on each continent?

4. **Les langues dominantes.** Compare the language of law, government, and education in sub-Saharan Africa to the language of international business. What advantages are there to having a dominant language in these areas?

5. **Les ados.** Ask ten classmates what their favorite three activities are. How do your classmates' interests compare with those of French teens?

---

**Évaluation écrite**

You would like to practice French after school today, so you invite a classmate to join you. Extend the invitation by writing an e-mail to your classmate or by passing an index card back and forth. In your message, ask how your classmate is doing. Your classmate should respond appropriately.

**Évaluation visuelle**

**Part 1.** Working in groups of four, each person selects an identity and makes a name tag based on the characters in the illustration. For an extra challenge, imagine each other's nationalities. Introduce yourselves to each other, ask how things are going, and say good-bye. Be sure to address each other appropriately, using informal or formal language. Exchange name tags and repeat the activity until everyone has played each of the roles.

**Part 2.** Working in groups of four, each person assumes one of the identities. One person in the group knows everyone and introduces the others. Switch roles and repeat the scene until everyone has had a chance to make the introductions.

**Évaluation compréhensive**

Create a storyboard with four frames. Write labels for each frame, showing how one student greets a classmate and asks him or her to go somewhere. Finally, work with a partner to share your dialogue with a small group of classmates.
### Vocabulaire de l'Unité 1

<table>
<thead>
<tr>
<th>French Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>à to C</td>
<td>a: on a we have C</td>
</tr>
<tr>
<td>aider to help C; j'aide I'm helping C</td>
<td></td>
</tr>
<tr>
<td>algérien(ne) Algerian A</td>
<td></td>
</tr>
<tr>
<td>aller to go C; On va... Shall we go...? C</td>
<td></td>
</tr>
<tr>
<td>allô hello [on telephone] A</td>
<td></td>
</tr>
<tr>
<td>américain(e) American A</td>
<td></td>
</tr>
<tr>
<td>au to (the) C; Au revoir! Goodbye! B</td>
<td></td>
</tr>
<tr>
<td>avec with B</td>
<td></td>
</tr>
<tr>
<td>bien well B</td>
<td></td>
</tr>
<tr>
<td>bientôt; À bientôt! See you soon! B</td>
<td></td>
</tr>
<tr>
<td>bon(ne) good C</td>
<td></td>
</tr>
<tr>
<td>bonjour hello A</td>
<td></td>
</tr>
<tr>
<td>c'est this is, that is A; C'est ça. That's right. B</td>
<td></td>
</tr>
<tr>
<td>ça: Ça va? How's it going? B; Ça va mal. Things are going badly. B</td>
<td></td>
</tr>
<tr>
<td>le café café C</td>
<td></td>
</tr>
<tr>
<td>un(e) camarade de classe classmate A</td>
<td></td>
</tr>
<tr>
<td>canadien(ne) Canadian A</td>
<td></td>
</tr>
<tr>
<td>ce il C</td>
<td></td>
</tr>
<tr>
<td>le centre commercial shopping center, mall C</td>
<td></td>
</tr>
<tr>
<td>le cinéma (ciné) movie theatre C</td>
<td></td>
</tr>
<tr>
<td>comme: comme ci, comme ça so-so B</td>
<td></td>
</tr>
<tr>
<td>comment how, what A; Comment allez-vous? [formal] How are you? B</td>
<td></td>
</tr>
<tr>
<td>un contrôle test C</td>
<td></td>
</tr>
<tr>
<td>un copain, une copine (boy/girl) friend A</td>
<td></td>
</tr>
<tr>
<td>d'accord OK C</td>
<td></td>
</tr>
<tr>
<td>de of, from A</td>
<td></td>
</tr>
<tr>
<td>demain tomorrow B; À demain! See you tomorrow! B</td>
<td></td>
</tr>
<tr>
<td>dis Say... C</td>
<td></td>
</tr>
<tr>
<td>dois: Je dois... I must... C</td>
<td></td>
</tr>
<tr>
<td>eh bien well B</td>
<td></td>
</tr>
<tr>
<td>elle she A</td>
<td></td>
</tr>
<tr>
<td>enchanté(e) delighted A</td>
<td></td>
</tr>
<tr>
<td>est: elle est she is A; il est he is A</td>
<td></td>
</tr>
<tr>
<td>et and A</td>
<td></td>
</tr>
<tr>
<td>faire to do, to make C; faire mes devoirs to do my homework C</td>
<td></td>
</tr>
<tr>
<td>fête party C</td>
<td></td>
</tr>
<tr>
<td>fille girl A</td>
<td></td>
</tr>
<tr>
<td>français(e) French A</td>
<td></td>
</tr>
<tr>
<td>garçon boy A</td>
<td></td>
</tr>
<tr>
<td>il he A</td>
<td></td>
</tr>
<tr>
<td>j' I C</td>
<td></td>
</tr>
<tr>
<td>je I A</td>
<td></td>
</tr>
<tr>
<td>là there A</td>
<td></td>
</tr>
<tr>
<td>la the C</td>
<td></td>
</tr>
<tr>
<td>le the A</td>
<td></td>
</tr>
<tr>
<td>m'appelle: je m'appelle my name is A</td>
<td></td>
</tr>
<tr>
<td>ma my A</td>
<td></td>
</tr>
<tr>
<td>madame (Mme) ma'am (Mrs., Ms.) A</td>
<td></td>
</tr>
<tr>
<td>mademoiselle (Mlle) miss (Ms.) A</td>
<td></td>
</tr>
<tr>
<td>maison house, home C</td>
<td></td>
</tr>
<tr>
<td>mal badly B</td>
<td></td>
</tr>
<tr>
<td>maths (f.) math C</td>
<td></td>
</tr>
<tr>
<td>mère mother C</td>
<td></td>
</tr>
<tr>
<td>mes my C</td>
<td></td>
</tr>
<tr>
<td>mieux better C</td>
<td></td>
</tr>
<tr>
<td>moi me A</td>
<td></td>
</tr>
<tr>
<td>mon my A</td>
<td></td>
</tr>
<tr>
<td>monde everyone, world A</td>
<td></td>
</tr>
<tr>
<td>monsieur (M.) sir (Mr.) A</td>
<td></td>
</tr>
<tr>
<td>ne (n')... pas not C</td>
<td></td>
</tr>
<tr>
<td>non no A</td>
<td></td>
</tr>
<tr>
<td>oh Oh! C</td>
<td></td>
</tr>
<tr>
<td>on they, we, one B</td>
<td></td>
</tr>
<tr>
<td>oui yes A; Oui? Yes? Hello? [on telephone] A</td>
<td></td>
</tr>
<tr>
<td>pas not B; pas mal not bad B; pas très bien not very well B</td>
<td></td>
</tr>
<tr>
<td>père father C</td>
<td></td>
</tr>
<tr>
<td>peux: Je peux pas. I can't. C</td>
<td></td>
</tr>
<tr>
<td>possible possible C</td>
<td></td>
</tr>
<tr>
<td>prénom first name A</td>
<td></td>
</tr>
<tr>
<td>présenter je te/vous présente... I'd like to introduce you to.... A</td>
<td></td>
</tr>
<tr>
<td>prof teacher B</td>
<td></td>
</tr>
<tr>
<td>s'appelle: On s'appelle. We'll call each other. B</td>
<td></td>
</tr>
<tr>
<td>salut hi A; bye B</td>
<td></td>
</tr>
<tr>
<td>strict(e) strict C</td>
<td></td>
</tr>
<tr>
<td>suis: je suis I am A</td>
<td></td>
</tr>
<tr>
<td>t'appelles: Tu t'appelles comment? What's your name? A</td>
<td></td>
</tr>
<tr>
<td>ta your A</td>
<td></td>
</tr>
<tr>
<td>te, you to you A</td>
<td></td>
</tr>
<tr>
<td>teuf (formal) party C</td>
<td></td>
</tr>
<tr>
<td>toi you B</td>
<td></td>
</tr>
<tr>
<td>ton your C</td>
<td></td>
</tr>
<tr>
<td>top awesome B</td>
<td></td>
</tr>
<tr>
<td>tout all A</td>
<td></td>
</tr>
<tr>
<td>très very B; Très bien et toi? vous? Very well, and you? B</td>
<td></td>
</tr>
<tr>
<td>trop too B</td>
<td></td>
</tr>
<tr>
<td>tu you A</td>
<td></td>
</tr>
<tr>
<td>un a, an A</td>
<td></td>
</tr>
<tr>
<td>va: on va they go, we go, one goes C; On va... Shall we go...? C</td>
<td></td>
</tr>
<tr>
<td>vas: tu vas you go C; Tu vas bien? Are things going well? C</td>
<td></td>
</tr>
<tr>
<td>venir to come C</td>
<td></td>
</tr>
<tr>
<td>veux: Je veux bien. I'd like that. C</td>
<td></td>
</tr>
<tr>
<td>vois: je vois I see C</td>
<td></td>
</tr>
<tr>
<td>voudrais: Tu voudrais...? Would you like...? C</td>
<td></td>
</tr>
<tr>
<td>vous you A</td>
<td></td>
</tr>
</tbody>
</table>