



Vocabulaire

- salutations
- présentations
- la salle de classe
- en classe
- les nombres cardinaux 1-69
- la date
- quelle est la date?



Phonétique

- les accents



Grammaire

- 1.1 subject pronouns
- 1.2 être 'to be'
- 1.3 introduction to nouns
- 1.4 definite articles
- 1.5 indefinite articles
- 1.6 masculine, feminine
- 1.7 voilà vs. il y a



Vidéos

Vocabulaire en contexte

- bienvenue à Lyon
- la salle de classe
- au labo
- 1 à 10
- les jours de la semaine
- le calendrier
- les anniversaires

Interviews

- je me présente
- qui est-ce?

Culture

- je m'appelle

1 Bonjour!

In this chapter we will learn to introduce ourselves. We will also learn useful vocabulary and phrases pertaining to the classroom.

Chapitre 1

Préparation du vocabulaire



Be sure to download the pdf vocabulary preparation template from the FI website to complete Exercises B, E, and F.



Your instructor will collect this homework.

Log onto the Français interactif website:
<http://www.laits.utexas.edu/fi/>

- A. **LISTEN** carefully to the pronunciation of each word or phrase in the vocabulary list.
- B. **REPEAT** each word or phrase **OUT LOUD** as many times as necessary until you can pronounce it accurately. Make a list of the words in this chapter that are hard to pronounce. Your teacher may ask you to compare your list with other students in your class.

Modèle: Comment vous appelez-vous?
Monsieur
premier

- C. **WRITE** each word on the vocabulary list several times until you are sure that you can spell each correctly. Listen to the vocabulary list again and write the words as they are spoken. (You may expect **dictation** quizzes in class!)
- D. **Learn the English translation** of each phrase. Cover the French column and practice giving the French equivalent for each English phrase. Next cover the English column and give the translation of each.
- E. **Think of word associations** for each category of vocabulary. What words, both English and French, do you associate with each word or phrase on the list? Which words are **cognates**? Cognates are words which sound or look like English words. Which words come from **word families** in French that you recognize (noun, adjective, verb, adverb)?

Modèle:

Associations (10) **Cognates (10)**

Bonjour / Au revoir dentiste
répétez / professeur dictionnaire

Word Families (as many as possible)

Présentations (noun),
présenter (verb) : je vous présente,
je te présente

- F. Write out three '**chassez l'intrus**' exercises (Which word does not fit?). A 'chassez l'intrus' exercise is a list of four words, three of which are related and one which does not fit the same category. For example: book, pen, pencil, chalk. In this list, pen, pencil, and chalk are all items which one uses to write with. 'Book' is not logical in this list, and is thus, 'l'intrus.' Categories are usually linked to meaning, but they might also be based on grammar, gender (masculine, feminine), for example, or parts of speech (noun, verb, adjective). Use your imagination!

Be prepared to turn in your exercises in class!!

Modèle 1:

un livre • un stylo • un crayon • une craie

Which word doesn't fit?

un livre • un stylo • un crayon • une craie

Explanation: Pen, pencil and chalk are used to write.

Modèle 2:

A demain • Au revoir • Bonjour • A bientôt

Which word doesn't fit?

A demain • Au revoir • Bonjour • A bientôt

Explanation: 'Bonjour' is a greeting. The others are used to say good-bye.



Salutations

Monsieur
Madame
Mademoiselle

Bonjour, Monsieur
Bonsoir
Au revoir
Salut!
A tout à l'heure!
A ce soir.
A demain.
A bientôt.

Comment vous appelez-vous?
Comment tu t'appelles?
(Comment t'appelles-tu?)
Je m'appelle...

Comment allez-vous?
Comment vas-tu?
Je vais très bien, merci.
Je vais bien, merci.
Pas mal, merci.
Bien, merci!

Comment ça va?
Ça va (bien)?
Ça va bien.

Et vous? Vous êtes d'où?
Et toi? Tu es d'où?

Présentations

Monsieur, je vous présente...
Je te présente...
Voici...
Qui est-ce?

C'est...
Ce sont...

Comment s'appelle-t-il/elle?
Il/Elle s'appelle...

Il/Elle est de...
Comment s'appellent-ils/elles?
Ils/Elles s'appellent...

Qu'est-ce qu'il/elle fait?
Qu'est-ce qu'ils/elles font?
Il est... Elle est...
acteur / actrice
architecte
chanteur / chanteuse
coiffeur / coiffeuse
dentiste
ingénieur
journaliste
médecin
professeur
retraité / retraitée
stagiaire

Greetings

Sir
Ma'am (Mrs.)
Miss

Good day (Hello), Sir
Good evening
Goodbye
Hi!
See you in a little while. (same day)
See you this evening.
See you tomorrow.
See you soon. (probably not on the same day)

What's your name? (formal)
What's your name? (informal)

My name is...

How are you? (formal)
How are you? (informal)
I am very well, thank you.
I am fine, thank you.
Not bad, thank you.
Great, thanks!

How are things going?
Are things going (well)?
Things are going well.

And you? Where are you from? (formal)
And you? Where are you from? (informal)

Introductions

Sir, I would like to introduce to you... (formal)
I would like to introduce to you.... (informal)
This is...
Who is it?

It's...
They are...

What's his/her name?
His/Her name is...

He/She is from...
What are their names?
Their names are...

What does he/she do?
What do they do?
He/She is a/an...
actor / actress
architect
singer
hair dresser
dentist
engineer
journalist
doctor
teacher, professor
retired man/woman
intern

Chapitre 1

Vocabulaire



Les nombres cardinaux 1-69

1	un, une
2	deux
3	trois
4	quatre
5	cinq
6	six
7	sept
8	huit
9	neuf
10	dix

11	onze
12	douze
13	treize
14	quatorze
15	quinze
16	seize
17	dix-sept
18	dix-huit
19	dix-neuf
20	vingt

21	vingt et un
22	vingt-deux
23	vingt-trois
24	vingt-quatre
25	vingt-cinq
26	vingt-six
27	vingt-sept
28	vingt-huit
29	vingt-neuf
30	trente

31	trente et un
32	trente-deux
39	trente-neuf
40	quarante
41	quarante et un
42	quarante-deux
49	quarante-neuf
50	cinquante
51	cinquante et un
52	cinquante-deux
59	cinquante-neuf
60	soixante
61	soixante et un
62	soixante-deux
69	soixante-neuf

La salle de classe

Qu'est-ce que c'est?

C'est...

C'est une salle de classe.

Dans la salle de classe, il y a...

une porte
une fenêtre
un tableau (noir)
une télévision
une carte (du monde)
une affiche
une chaise
un bureau

Sur le bureau, il y a...

une craie
un crayon
un stylo
un cahier
un livre
un dictionnaire
un sac à dos

Au labo, il y a...

des ordinateurs (m)

Les étudiants travaillent!

des devoirs (m)
un exercice
un examen

En classe

Ecoutez.

Ecrivez.

Levez le doigt.

Répétez.

Ouvrez vos livres.

Ouvrez le livre à la page...

s'il vous plaît

Vous comprenez?

Oui, je comprends.

Non, je ne comprends pas.

Que veut dire...?

Comment dit-on ...?

Voici...

Voilà...

Il y a...

Il y a combien de...?

The classroom

What is it?

It's...

It's a classroom.

In the classroom, there is...

door
window
blackboard
television
map (of the world)
poster
chair
desk

On the desk, there is...

chalk
pencil
pen
notebook
book
dictionary
backpack

In the lab, there are...

computers

The students work!

homework
exercise
test

In class

Listen.

Write.

Raise your finger (hand).

Repeat.

Open your books.

Turn to page...

please

Do you understand?

Yes, I understand.

No, I don't understand.

What does... mean?

How do you say...?

Here is ... (here are...)

There is... (there are...)

There is, there are...

There are how many...?

La date

le calendrier

le jour

Quels sont les jours de la semaine?

lundi
mardi
mercredi
jeudi
vendredi
samedi
dimanche

C'est quel jour?

C'est lundi.

aujourd'hui

demain

la semaine

la semaine prochaine

la semaine dernière

Quelle est la date?

C'est le premier septembre.

C'est le deux octobre.

C'est le 30 août.

le mois (not capitalized in French)

Quels sont les mois de l'année?

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

The date

calendar

day

What are the days of the week?

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

What day is it?

It's Monday.

today

tomorrow

week

next week

last week

What's the date?

It's September 1st.

It's October 2nd.

It's August 30th.

month

What are the months of the year?

January
February
March
April
May
June
July
August
September
October
November
December

Vocabulaire



! Note that days of the week are not capitalized in French.

! Note that months of the year are not capitalized either.



Chapitre 1

Les accents

The acute accent (´), l'**accent aigu**, and the grave accent (`), l'**accent grave**, are used to indicate the quality of the vowel sound represented by the letter **e**.

Listen and repeat.

é /e/	è /ɛ/
année	très
Répétez!	après
André	Michèle

When used with letters other than **e**, the accent grave does not indicate a sound difference but serves to distinguish different words that have the same spelling but different meanings.

ou (or)	où (where)
la date (the date)	là (there)
il y a (there is/are)	à l'heure (on time)

The circumflex (^), l'**accent circonflexe**, arose historically as a marker for vowels that were followed by another letter (usually **s**) in an earlier state of the language:

être (<estre)	hôtel (<hostel)
forêt (<forest)	plaît (<plaist)

The cedilla (¸), la **cédille**, is used only with the letter **c** to indicate the sound /s/ when it is followed by the letters **a**, **o**, or **u**:

Ça va? /sa/	cahier /ka/
-------------	-------------

The cedilla is not used with the letters

ce	merci
c'est	ici

The dieresis (¨), le **tréma**, is used with vowels to indicate that they are pronounced separately from a preceding vowel:
e and **i**:

Noël	naïf	Loïc
------	------	------



Placez les accents. What accents are missing in these words from the vocabulary list of Chapter 1? Write them in.

1. Vous êtes d'ou?
2. A tout a l'heure. A bientôt.
3. Je me presente.
4. C'est un etudiant.
5. Ca va?
6. Il est ingenieur. Elle est medecin.
7. C'est une fenetre.
8. Repetez, s'il vous plait.



Introduction

Watch the introductory video to Chapitre 1 to answer the following questions.

1. Which UT student introduces this chapter? _____
2. Where is s/he? _____
3. What are the themes of this chapter? _____

NOTE CULTURELLE



'Tu' ou 'Vous'?
Forms of address

When introducing oneself for the first time, does one use the informal French pronoun 'tu' or the formal 'vous'? In general, 'tu' is used with friends, family, and children. 'Vous' is used to express politeness, formality, and social distance. 'Vous' is the form of address used for all formal situations.



Bienvenue à Lyon!

In this video you will see the UT students arriving at the train station in Lyon to meet their French host families for the first time. Everyone is talking at the same time, so don't worry about understanding everything.



A. First just listen and check the greetings that you hear.

- ☐ Bonjour.
- ☐ Bonsoir.
- ☐ Au revoir.
- ☐ A bientôt.
- ☐ Comment allez-vous?
- ☐ Ça va?



B. The following expressions are not on the vocabulary list for Chapter 1. Can you guess what they mean?

Que veut dire

Bienvenue à Lyon? _____

Bon week-end? _____



Exercice 1. Salutations polies

Using the dialogue suggestions below, greet three students formally. Tell them your name, ask about theirs and ask them how they are doing. Say good-bye.



Bonjour, (Monsieur, Madame, Mademoiselle)
Je m'appelle ...
Et vous, comment vous appelez-vous?
Moi, je m'appelle ...
Comment allez-vous?
Je vais très bien (bien / pas mal / mal), merci.
Et vous?
... , merci.
Au revoir, (Monsieur/ Madame/ Mademoiselle)

NOTE CULTURELLE



Faire connaissance
Getting to know
Someone

In France, friends and family members exchange kisses on alternating cheeks to say hello and goodbye. This action is expressed by the French phrase 'faire la bise'. While the number of kisses exchanged varies by region, the most common practice is two kisses, one on each cheek, although it is not uncommon to exchange three or even four.

In an informal situation, young adults will most often 'faire la bise'. Older adults or men would normally shake hands. In a formal situation, it is necessary to shake hands with everyone. A 'bise' is always given to children.

Contrary to the hug in the United States, kisses are exchanged with friends and family members that one sees everyday. In France, hugging is reserved for more intimate (romantic) relationships.



Exercice 2. Salutations familières

Using the informal dialogue suggestions below, greet two students that you haven't talked to yet. Tell them your name, ask about theirs and ask them how they are doing. Tell them you will see them soon.

Salut, je m'appelle ...

Et toi, comment t'appelles-tu?

Moi, je m'appelle ...

Comment vas-tu? (Comment ça va?)

Je vais très bien (bien / pas mal / mal).

Et toi?... A bientôt.



Exercice 3. Répondez!

Would you be prepared to greet your host family in Lyon? Give logical responses to the following greetings or farewells. Be prepared to go over these in class.

1. Bonjour, Mademoiselle. _____
2. Au revoir, Monsieur. _____
3. Comment allez-vous? _____
4. Salut. _____
5. Ça va? _____
6. A demain! _____



Exercice 4. Salut!

In this photo Toño is meeting his host family in Lyon for the first time. As homework, write a brief dialogue of 6 sentences to imagine the conversation. In class, your instructor will ask you to act out your dialogue with a partner.

(Use a blank sheet of paper)





Je me présente

In **Français Interactif** you will interact with people from three very different worlds: a French family and their friends in Austin, American students on the UT Summer Program in Lyon, and Tex and company in **Tex's French Grammar**. Watch the four **Je me présente** videos as 'les Français à Austin' introduce themselves. Fill in the chart below.

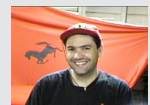
Qui est-ce?	Il/elle est d'où?	Qu'est-ce qu'il/elle fait?
C'est ...		



Qui est-ce?

The **Qui est-ce?** Videos will help you get acquainted with the Guilloteau family and their friends in Austin. Who does each person introduce?

Qui est-ce?	Il/elle est d'où?	Qu'est-ce qu'il/elle fait?



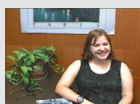
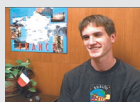
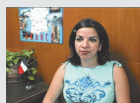
Chapitre 1



Je me présente

Next you will watch interviews of three of the students on the UT Summer Program in Lyon. Do you remember where they're from and what they're studying? Watch their **Je me présente** videos and complete the chart below.

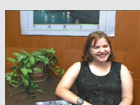
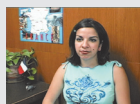
Qui est-ce?	Il/elle est d'où?	Qu'est-ce qu'il/elle fait?
C'est ...		



Qui est-ce?

Who does each student introduce? Watch the **Qui est-ce** videos and complete the table.

Qui est-ce? (Comment s'appelle-t-il/elle?)	
Laila	
Blake	
Karen	

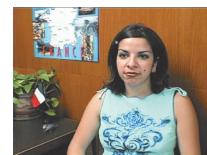


Exercice 5. Ça s'écrit comment?

Introduce yourself to a classmate who will ask you to spell your last name. Write down each other's last names.

Modèle:

Salut, je m'appelle Laila Kiblawi.
Kiblawi, ça s'écrit comment?
K-I-B-L-A-W-I Et toi, comment tu t'appelles?
Je m'appelle Blake Dublin.
Dublin, ça s'écrit comment?
D-U-B-L-I-N



Check to see that your partner spelled your last name correctly and be prepared to spell your partner's name to the class.



Complete
Grammaire
interactive
exercise
A and B



Exercice 6. Singulier ou pluriel?

Listen and decide if the following sentences are singular or plural. Listen again and write the sentence.

Modèle: Ils sont étudiants. You check:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

singulier pluriel

<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



At home, please go to the Français interactif website, read the following grammar points in Tex's French Grammar and complete all Texercises which you will turn in to your instructor.

1.1 subject pronouns

je	nous
tu	vous
il elle on	ils elles

1.2 être 'to be'

je	suis
tu	es
il elle on	} est
nous	sommes
vous	êtes
ils elles	} sont



Exercice 7. Vrai ou faux?

Are the following sentences true or false? In groups of three, one student will read the following statements, and the other two will react. Afterwards, your group will report your answers to the class.

1. Toi, tu es de Beaumont et toi, tu es de San Antonio.
2. Le professeur de français est de Paris.
3. Vous êtes à l'université du Texas.
4. Virginie est architecte.
5. Nous sommes étudiants.
6. Jean-Charles est ingénieur.
7. Stéphanie et Nancy sont professeurs.
8. Toi, tu es chanteur (chanteuse) et toi, tu es acteur (actrice).



Exercice 8. Tu es d'où?

Find students in your class who are from the same city as you. Ask your classmates where they are from and group yourselves according to city. Use only French!

Modèle: Tu es d'où? -> Je suis de Dallas. Et toi? -> Moi aussi! Je suis de Dallas.

Il y a combien d'étudiants de chaque ville (each city)? Il y a combien d'étudiants du Texas? Ecrivez les résultats au tableau.



Exercice 9. Bonjour!

This photo was taken at a reception for UT students at the University of Lyon. Who are the people in the photograph? To find out, complete the following paragraph with the appropriate form of the verb être. You will go over this in class

Bonjour! Je m'appelle Marylène et voici Carl et Marie-Christine. Nous _____ professeurs. Je _____ de Lyon et Marie-Christine _____ de la Réunion. Et vous? Vous _____ d'où?



Chapitre 1



Exercice 10. Présentations

Answer the following questions according to the photos below. If you aren't sure, ask a classmate (en français, bien sûr!). Write out the answer in a complete sentence.



Qui est-ce?	Il/elle est d'où? Ils/elles sont d'où?	Qu'est-ce qu'il/elle fait? Qu'est-ce qu'ils font?

... there is NO article in French in the sentences above with professions.



Devoirs: Bring a photo of a famous person to class and be prepared to answer questions from your classmates about them (who they are, where they are from, what they do for a living).

Definite articles:



Exercice 11. Masculin/féminin

Listen and decide if the following words are masculine or feminine.

Modèle: You hear: *le livre*.

	masculin	féminin
Modèle:	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>



Exercice 12. Singulier/pluriel

Listen and decide if the following words are singular or plural.

Modèle: You hear: *la porte*.

	singulier	pluriel
Modèle:	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>



Exercice 13. La salle de classe de Mme Meunier.

Complete the following paragraph with the appropriate definite article: le, la, or les. Be prepared to go over these in class.

Voici ____ tableau dans ____ salle de classe de Mme Meunier, ____ professeur. Voilà ____ bureau et ____ chaise de Mme Meunier. Et voici ____ livres et ____ stylos de ses (her) étudiants.



At home, please go to the Français interactif website, read the following grammar points in Tex's French Grammar and complete all Texercises which you will turn in to your instructor.

Indefinite articles:



Exercice 14. Masculin/féminin

Listen and decide if the following words are masculine or feminine.

Modèle: You hear: **une porte.**

	masculin	féminin
Modèle:	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>



Exercice 15. Singular/pluriel

Listen and decide if the following words are singular or plural.

Modèle: You hear: **des cahiers.**

	singular	pluriel
Modèle:	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>



Complete Grammaire interactive exercise C

1.3 gender: masculine, feminine

Joe Bob...	est étudiant.
Tammy...	est étudiante

1.4 introduction to nouns

1.5 determiners: definite articles: forms

masc. sing.:	le (l')
fem. sing.:	la (l')
pl.:	les

1.6 determiners: indefinite articles: forms

masc. sing.:	un
fem. sing.:	une
pl.:	des



Exercice 16. Qu'est-ce que c'est?

Complete the following paragraph with the appropriate indefinite article: un, une, or des. Be prepared to go over these in class.

Ça, c'est ____ cahier et ça, c'est ____ stylo. Voici ____ livres et ____ crayons. Dans la salle de classe il y a ____ tableau noir, ____ chaises et ____ télévision.



Complete Grammaire interactive exercise D



Exercice 17. Ouvrez vos livres, s'il vous plaît!

Listen as your teacher reads a dialogue between Mme Meunier at Lyon 3 and students in the Lyon program. Working in groups of two or three, reconstruct the text with as many details as possible.

Chut! _____ vos livres _____.

Quelle page, Madame?

Ah... _____ bien, Léonard! Et _____

. A la page 12, le premier dialogue.

_____ le dialogue?

_____ "stagiaire"?

"Stagiaire" _____ "intern."



Exercice 18. En classe

How would you say the following in French? Translate the following sentences.

1. What's your name? (asking a classmate) _____
2. How do you say 'armadillo'? _____
3. I don't understand. _____
4. Please repeat. _____
5. Here is a book. _____
6. There are how many computers? _____
7. What does 'chef d'entreprise' mean? _____
8. See you in a little while! (later today) _____



La salle de classe

Watch the video as Mme Guilloteau points out the items in a typical classroom at UT. Put the following items into the order in which they are pointed out.

- | | |
|-----------------------|----------------------------|
| _____ une affiche | _____ une fenêtre |
| _____ un bureau | _____ un livre |
| _____ un cahier | _____ une porte |
| _____ une chaise | _____ un sac à dos |
| _____ une craie | _____ un stylo |
| _____ un crayon | _____ un tableau (noir) |
| _____ un dictionnaire | _____ une télévision |
| | _____ une carte (du monde) |



ch.1 • la salle de classe



Exercice 19. Une salle de classe à Lyon!

A. Name at least six objects / people in the classroom at Lyon 3 below. Remember to add the appropriate indefinite article: un, une, or des.



Il y a

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

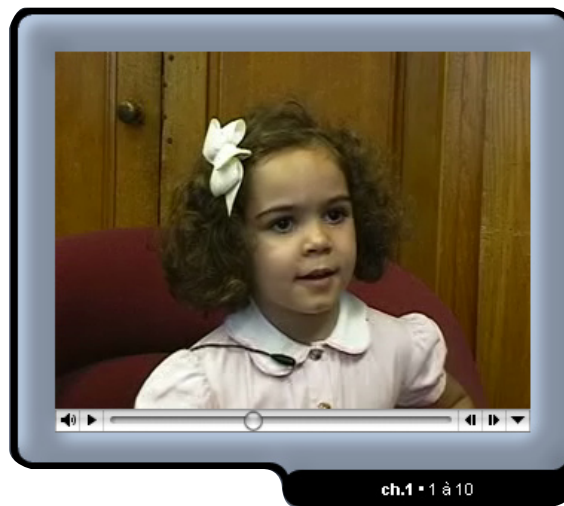


B. Compare the classroom above to your classroom. How many of the same objects/ people are in your French classroom? Make a list of items in your classroom with a partner. Compare your lists with those of your classmates.



1 à 10

Listen and repeat as Audrey counts to 10.



Exercice 20. Ecrivez en toutes lettres!

Write out the following numbers. Be prepared for a possible quiz.

47 _____
16 _____
25 _____
61 _____
52 _____
39 _____
12 _____
8 _____



Exercice 21. Calculez!

Write out the following arithmetic problems. Be prepared for a possible quiz.

+ plus / - moins / = égal

10 + 9 = _____
18 + 7 = _____
29 + 4 = _____
45 + 19 = _____
16 - 5 = _____
57 - 6 = _____
36 + 13 = _____
34 - 7 = _____



Exercice 22. Les numéros de téléphone.

Listen as your teacher gives the addresses and telephone numbers for the UT students in Lyon and complete the table below.

	Adresse	Numéro de téléphone
Laila	___ quai Jean-Jacques Rousseau	___ ___ ___ ___
Blake	___ rue M. Dutarte	___ ___ ___ ___
Karen	___ rue Chambonnet	___ ___ ___ ___

Exercice 23. Comment dit-on?

How would you say the following in French? Translate the following sentences. Be prepared to go over these in class.

1. Here's the classroom. _____
2. There are twenty-one students. _____
3. What is it? It's a poster. _____
4. Who is that? It's Mrs. Meunier. She's a professor. _____



At home, please go to the Français interactif website, read the following grammar points in Tex's French Grammar and complete all Texercises which you will turn in to your instructor.

1.7 Voila vs. il y a

Here is
Here are

Voilà/
Voici...

There is
There are

Il y a..



Les jours de la semaine

Listen to Audrey and complete the following list of the days of the week:

lundi

mercredi

samedi



ch.1 • les jours de la semaine



Le calendrier

Listen to Audrey and complete the following list of the months of the year:

janvier

février

mai

septembre

octobre

novembre



ch.1 • le calendrier

Chapitre 1



Exercice 24. Quelle est la date?

Write out the dates of the following French holidays:

1. la Saint-Sylvestre (December 31): _____
2. la Saint-Valentin (February 14): _____
3. l'Assomption (August 15): _____
4. la Toussaint (November 1): _____



Exercice 25. Répondez!

Answer the following questions with a partner.

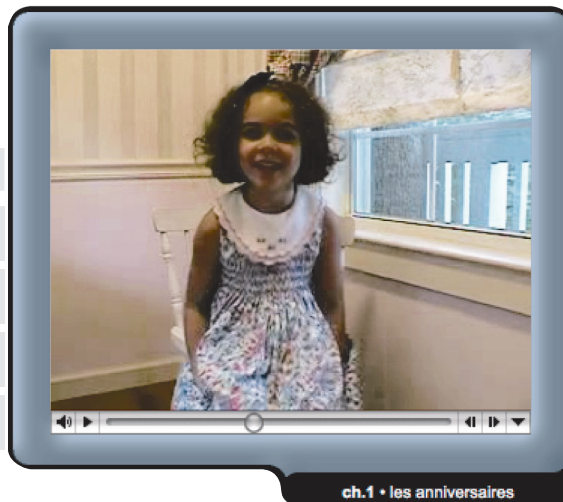
1. On est quel jour aujourd'hui? _____
2. Quelle est la date aujourd'hui? _____
3. Quelle est la date de l'examen? _____



Les anniversaires

Listen as Audrey gives her family's birthdays and fill in the following table.

Prénom	Dates des anniversaires
Audrey	
Camille	
Franck	
Nancy	



Exercice 26. C'est quand ton anniversaire?

Find the students in your class who have birthdays in the same month as you. Ask your classmates their birthdays and group yourselves according to the month of your birth. How many students have birthdays in the same month? Does anyone have the same birthday? Report the results to your teacher. Use only French!

Modèle:

C'est quand, ton anniversaire?
(When is your birthday? C'est le 2 mai.)





Exercise 27.

Paris - Gare de Lyon.

Look at the group train ticket that the Lyon Program used to travel from Paris to Lyon and answer the following questions.

1. Comment s'appelle la gare (train station) à Paris? _____
 2. Comment s'appelle la gare à Lyon? _____
 3. Il y a combien de voyageurs? _____
 4. Quelle est la date du départ? _____
 5. Quel est le numéro du train? _____
- TGV = Train à Grande Vitesse (Bullet train)

SNCF **à composter avant l'accès au train**

PARIS GARE LYON → LYON PART DIEU

REGNY
37ADULT
OF WHICH FREE 2A

Départ 30/05 à 15H54 de PARIS GARE LYON
à 17H57 à LYON PART DIEU
TGV 6621

Classe 2
SEAT NUMBER 11- 18, 21- 28
31- 38, 41, 42, 45- 48, 51
52, 54- 58

COACH 16

PEAK PERIOD
GROUPE/SE PRESENTER 1H AVANT DEPART

Départ à de ***
Arriv. à à

Prix USD **2695.00

Prix par voyageur :
BO GR31 871585810215

KM0512 PP
DV 158581021
8981C2

GLI/REI/REA 090408 17H49
Dossier RIALSH Page 1/1

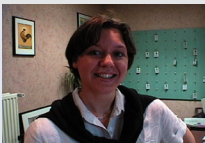
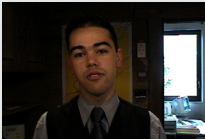
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Chapitre 1



Je m'appelle

Watch the video and identify the people below giving as much information as possible.



Comment s'appelle-t-il/elle?	Il/elle est d'où?	Qu'est-ce qu'il/elle fait?
	Lyon	
	Lyon	
	Lyon	
	Paris	
	Paris	