

Salut, les copains!

CHAPITRE 1

VOCABULAIRE 1/GRAMMAIRE 1

1 Choose the logical response to each question or statement.

- b** 1. Comment tu t'appelles?
 a. Salut! b. Je m'appelle Julie. c. Il s'appelle Léo.
- c** 2. Au revoir!
 a. Bonjour! b. Plus ou moins. c. À plus tard!
- a** 3. Comment il s'appelle?
 a. Il s'appelle Marc. b. Je m'appelle Théo. c. Tu t'appelles Léo.
- a** 4. Comment allez-vous, madame?
 a. Très bien, et vous? b. À bientôt! c. Je m'appelle Marie.
- b** 5. Ça va?
 a. Salut! b. Oui, ça va bien. c. Et vous?

2 After each group of words, write the word or expression that doesn't belong in that group. **Answers will vary. Possible answers:**

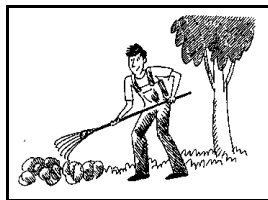
MODÈLE	Salut!	Bonjour!	Au revoir!	<u>Au revoir!</u>
1.	tu	madame	monsieur	tu
2.	Pas mal.	Bien.	Pas très bien.	Pas très bien.
3.	Ça va?	Et toi?	Et vous?	Ça va?
4.	Ça va?	Il s'appelle...	Tu t'appelles...	Ça va?
5.	À demain.	À plus tard.	À tout à l'heure.	À demain.

3 Madame Dupont has four grandchildren. Imagine how old they are and under each image, write out the age of each of her grandchildren in French.

Answers will vary. Possible answers:



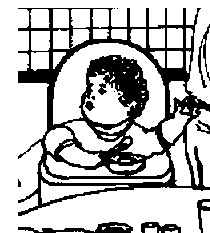
1. **Elle a douze ans.**



2. **Il a vingt ans.**



3. **Elle a cinq ans.**



4. **Il a un an.**

4 Indicate the correct order of the conversations by numbering the sentences.

- | | |
|--|--|
| 1. 1 Comment il s'appelle? | 3. 4 J'ai quinze ans. |
| 4 Il a seize ans. | 2 Salut! Tu as quel âge? |
| 3 Simon a quel âge? | 1 Salut! Je m'appelle Lise. |
| 2 Il s'appelle Simon. C'est un ami. | 3 J'ai seize ans, et toi? |
| 2. 4 Enchantée, Luc. | 4. 2 Salut Chloé! |
| 2 Bonjour Sophie, ça va? | 5 J'ai quatorze ans. |
| 5 Enchanté Madame. | 3 Bonjour! |
| 1 Bonjour, Madame Chauvet. | 4 Tu as quel âge, Chloé? |
| 3 Bien. Je vous présente Luc, c'est un ami. | 1 Jérôme, je te présente Chloé. |

5 It's Marie's first day at her new school and she is talking with one of her classmates. For each of her classmate's responses, write Marie's question.

MODÈLE Comment il s'appelle? Il s'appelle Alexandre.

Answers will vary. Possible answers:

- Ça va?** Oui, ça va.
- Comment tu t'appelles?** Je m'appelle Valérie.
- Tu as quel âge?** J'ai quinze ans.
- Comment elle s'appelle?** Elle s'appelle Léa.
- Elle a quel âge?** Elle a seize ans.

6 This afternoon, Max is going to Aurélie Garnier's birthday party with you. He is nervous about saying the correct things. Help Max by answering his questions.

Answers will vary. Possible answers:

Max How do I say hello to Aurélie's mom?

You (1) **Bonjour, madame.**

Max What if I see her dad? How do I ask him how he is?

You (2) **Comment allez-vous, monsieur?**

Max How do I say "Hi, how's it going?" to Aurélie's little brother?

You (3) **Salut, comment ça va?**

Max It's Aurélie's birthday. How do I ask her how old she is?

You (4) **Tu as quel âge, Aurélie?**

7 Write complete sentences in French about the following people and pets.

Answers will vary.

1. Your name: _____
2. Your age: _____
3. Your best friend's name: _____
4. Your best friend's age: _____
5. Your pet's name: _____
6. Your pet's age: _____
7. Your favorite actor or actress's name: _____

8 Match each subject on the left with the pronoun that would be used to replace it.

- c** 1. Camille
- e** 2. Jonathan et Pierre
- d** 3. Un ami et moi
- b** 4. Nicolas
- a** 5. Karine et Mélodie

- | |
|----------|
| a. elles |
| b. il |
| c. elle |
| d. nous |
| e. ils |

9 The new French exchange student would like to know more about you. Answer her questions. **Answers will vary.**

1. Comment ça va? _____
2. Comment tu t'appelles? _____
3. Tu as quel âge? _____
4. Ton ami, il s'appelle comment? _____

5. Ton amie, elle s'appelle comment? _____

10 GÉOCULTURE Complete Sarah's letter about her trip to France with the appropriate sites.

Bonjour, Mom and Dad!

*I'm having a great time in France! It's so beautiful here and there are so many amazing things to see. Today we went on a tour of Paris and the surrounding area, which they call (1) **l'île de France** First, we went to the top of (2) **la Tour Eiffel**. From there we could see boats going up and down (3) **la Seine**, the river that runs through Paris. In the middle of the river is (4) **l'île de la Cité**. After we came down, we went to (5) **le jardin du Luxembourg**, where we saw a pond where French children sail their toy boats. Then we left Paris and went to (6) **Versailles** where Louis XIV lived and we walked through the beautiful (7) **la galerie des Glaces**. After that, we wanted to go for a bike ride through (8) **Fontainebleau**, but we were too tired! Tomorrow, we are either going to go to (9) **le château de Vaux-le-Vicomte** to see a classic French garden, or to (10) **Notre-Dame de Chartres** to see its stained-glass windows.*

11 FLASH CULTURE Read each statement and say if each one is **vrai** (true) or **faux** (false).

- faux** 1. In Québec, **bonjour** can mean *hello* or *how are you?*
- faux** 2. Both girls and boys kiss each other on the cheeks when greeting.
- vrai** 3. The number of cheek kisses varies from region to region.
- vrai** 4. If you take your car to be repaired in France, you should not call the mechanic by his or her first name.

12 COMPARAISONS How do the Senegalese greet each other ?

Answers will vary. Possible answers:

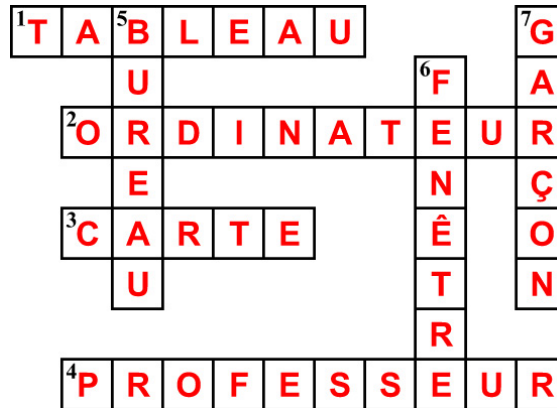
Senegalese take their time greeting each other. First they say "Peace be with you," in Arabic. Then in Wolof, they ask how the person they are talking to is doing and ask about his or her family. They may also ask about each other's job, health, and other details.

Salut, les copains!

CHAPITRE 1

VOCABULAIRE 2/GRAMMAIRE 2

13 Solve the crossword puzzle with the names of things found in a classroom.



HORIZONTAL

1. Usually written on with chalk.
2. Used to surf the Internet.
3. Find your way around with this.
4. The adult in your classroom.

VERTICAL

5. Where your teacher sits.
6. Open this for fresh air.
7. If you're not **une fille**, you're **un** _____.

14 You are helping your teacher Mademoiselle Clément take inventory of her classroom supplies. Write your responses to her questions using the amounts given in parentheses.

Mlle Clément Il y a des posters?

Toi (1) **Il y a trois posters. OR Il y en a trois.** (3)

Mlle Clément Il y a des cartes?

Toi (2) **Il y a une carte. OR Il y en a une.** (1)

Mlle Clément Il y a une télé?

Toi (3) **Il n'y a pas de télé. OR Il n'y en a pas.** (0)

Mlle Clément Il y a combien de chaises?

Toi (4) **Il y a quinze chaises. OR Il y en a quinze.** (15)

Mlle Clément Combien d'ordinateurs il y a?

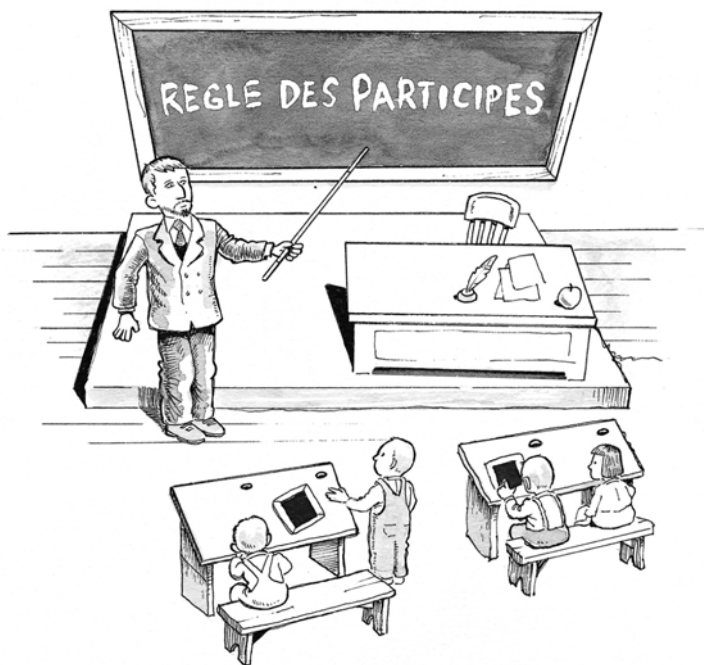
Toi (5) **Il n'y a pas d'ordinateurs. OR Il n'y en a pas.**
(0)

15 Your friend Austin is having a hard time spelling some words in French. Answer his questions. Be sure to include the accents in your answers.

MODÈLE Comment ça s'écrit, garçon? **Ça s'écrit g-a-r-c (cédille)-o-n.**

1. Comment tu épelles fenêtre? **Ça s'écrit f-e-n-e (accent circonflexe)-t-r-e.**
2. Comment ça s'écrit, télévision? **Ça s'écrit t-e (accent aigu)-l-e (accent aigu)-v-i-s-i-o-n.**
3. Comment tu épelles après? **Ça s'écrit a-p-r-e (accent grave)-s.**
4. Comment ça s'écrit, Noël? **Ça s'écrit N-o-e (tréma)-l.**

16 Imagine that you are a director's assistant for a play set in a classroom. The director, Monsieur Giraud, has given you a list of props that must be on stage. Write a note to the director telling which items on the list are there and which items are not. The first one has been done for you.



Scène 1

- 1 tableau
- 2 cartes de France
- 1 bureau
- feuilles de papier
- 1 chaise
- 1 poster de la tour Eiffel

Monsieur Giraud,

Il y a un tableau. Il n'y a pas de carte de France. Il y a un bureau. Il y a des feuilles de papiers. Il y a une chaise. Il n'y a pas de poster de la tour Eiffel.

17 Unscramble the following words to make sentences. Be sure to use the correct form of **avoir**, add punctuation, and capitalize words.

1. quatorze / avoir / Amadou / ans **Amadou a quatorze ans.**
2. j' / ordinateur / un / avoir **J'ai un ordinateur.**
3. avoir / lecteur de CD / un / tu **Tu as un lecteur de CD.**
4. de / n' / vous / avoir / pas / chaise **Vous n'avez pas de chaise.**
5. des / nous / posters de Paris / avoir **Nous avons des posters de Paris.**
6. pas / carte / avoir / Marion et Juliette / n' / de **Marion et Juliette n'ont pas de carte.**

18 You and your classmates have come to class without any supplies and your classroom is missing some supplies as well. Answer your teacher's questions.

1. Tu as un livre? Non, **je n'ai pas de livre.**
2. Joseph a une carte? Non, **il n'a pas de carte.**
3. Amélie et Nicole ont des CD? Non, **elles n'ont pas de CD.**
4. Toi et Philippe, vous avez des posters? Non, **nous n'avons pas de poster.**
5. Il y a un lecteur de DVD dans la salle de classe? Non, **il n'y en a pas.**
6. Alors, j'ai une télévision? Non, **vous n'avez pas de télévision.**

19 Your French pen pal asks you to describe a typical American classroom. Write five sentences telling him or her what items are in one of your classrooms.

Answers will vary.

20 Read Act 1, Scene 1 of *Le Zèbre élève*. Then answer the questions that follow.

Zébulon Je m'appelle Zebulon. Zebulon Zèbre. Et toi, tu t'appelles comment?

Véronique Je... je m'appelle... MONSIEUR AMBLARD!!! Il y a un zèbre dans la salle de classe!!!

M. Amblard Véronique, je te présente Zebulon Zèbre. C'est un élève. Tu as quel âge, Zebulon?

Zébulon J'ai quinze ans.

M. Amblard Véronique, Zebulon est un zèbre spécial. C'est un génie!

Véronique "Génie"? Qu'est-ce que ça veut dire?

M. Amblard [*à la classe*] Bon! D'accord! Asseyez-vous!

Zébulon Mais, monsieur! Il y a seulement dix chaises et il y a vingt élèves!

M. Amblard Oh, non!

- c** 1. What does Zébulon first ask Véronique?
- how old she is
 - how she is
 - her name
- b** 2. How old is Zébulon?
- 14
 - 15
 - 16
- b** 3. What does Véronique ask Monsieur Amblard to do?
- spell *génie*
 - tell what *génie* means
 - repeat the word *génie*
- a** 4. What does Monsieur Amblard tell the class to do?
- sit down
 - listen
 - be quiet
- b** 5. What problem does Monsieur Amblard have at the end of the scene?
- not enough students
 - not enough chairs
 - not enough books

21 Jean-Louis is a new student at your school. Write five questions you might ask him. **Answers will vary. Possible answers:**

1. **Ça va?**
2. **Comment tu t'appelles?**
3. **Comment ça s'écrit, "Jean-Louis"?**
4. **Tu as quel âge?**
5. **Comment dit-on "Welcome to the United States" en français?**

22 Write three sentences using **il y a** to tell what is in the classroom below. Write two sentences using **il n'y a pas de (d')** to tell what is *not* in the classroom.

Answers will vary. Possible answers:



1. **Il y a une porte.**
2. **Il y a une fenêtre.**
3. **Il y a un bureau.**
4. **Il n'y a pas d'ordinateur.**
5. **Il n'y a pas de carte.**

RÉVISIONS CUMULATIVES

CHAPITRE 1

23 You overhear some teens discussing their electronics. Match the sentence beginnings on the left with the endings on the right.

- c** 1. Nous
- d** 2. Je
- f** 3. Félix, tu
- e** 4. Denis et Robert, vous
- b** 5. Didier
- a** 6. Salima et Céline

- a. ont une télé.
- b. a un ordinateur.
- c. n'avons pas de télé.
- d. n'ai pas d'ordinateur.
- e. avez un lecteur de CD?
- f. as un lecteur de DVD?

24 Imagine that you are a teacher. Read what different students are doing and write what you would say in each situation. **Answers will vary. Possible answers:**

1. Morgane and Sonia are chatting together.

Silence!

2. Raphaël and Renaud are playing tag.

Retournez à vos places!

3. Christian and Marc are listening to their portable CD players.

Écoutez!

4. Lise is staring out the window and Agathe is daydreaming.

Faites attention!

5. Mathieu and Lise are standing on their desks, stapling pictures to a bulletin board.

Asseyez-vous!

25 Write a conversation in which you greet your French teacher, ask how he or she is, and then introduce your best friend to him or her.

Answers will vary.
