Français interactif

0. Bienvenue!
1. Bonjour!
2. Me voici!
3. Les vacances en France
4. Les gens
5. Bon appétit!
6. La ville
7. Les fêtes
8. La maison
9. Médias et communications
10. Mode, forme et santé
11. Les études
12. La vie professionnelle
13. L'amour et l'argent

Carte du site
# Table of Contents

Glossary of Symbols : How to Use Français interactif................................................. 6

0. Bienvenue! ................................................................................................................. 13

1. Bonjour! ................................................................................................................ 17

2. Me voici! ............................................................................................................... 33

3. Les vacances en France. ..................................................................................... 59

4. Les gens................................................................................................................ 85

5. Bon appétit! ........................................................................................................ 109

6. La ville ................................................................................................................. 139

7. Les fêtes.............................................................................................................. 165

8. La maison............................................................................................................ 191

9. Médias et communications ........................................................................... 211

10. Mode, forme et santé ................................................................................. 231

11. Les études........................................................................................................... 255

12. La vie professionnelle ................................................................. 281

13. L’amour et l’argent ....................................................................................... 305

Glossaire................................................................................................................... 321
Français interactif, www.laits.utexas.edu/fi, the web-based French program developed and in use at the University of Texas since 2004, and its companion site, Tex's French Grammar (2000) www.laits.utexas.edu/tex/ are free open educational multimedia resources (OER), which require neither password nor fees. OER promote learning and scholarship for everyone, everywhere! Français interactif, used increasingly by students, teachers, and institutions throughout the world, includes 320 videos (American students in France, native French interviews, vocabulary and culture presentation videos) recorded vocabulary lists, phonetic lessons, online grammar lessons (600 pages) with self-correcting exercises and audio dialogues, online grammar tools (verb conjugation reference, verb practice), and diagnostic grammar tests. The accompanying textbook of classroom activities and homework is downloadable from the website in pdf format and available from the online publisher, lulu.com.

Français interactif was developed at the University of Texas Austin in the Department of French and Italian. It has been funded and created by Liberal Arts Instructional Technology Services at the University of Texas, and was financially supported by the U.S. Department of Education Fund for the Improvement of Post-Secondary Education (FIPSE Grant P116B070251) as an example of the open access initiative.

Third Edition
© 2017, Center for Open Educational Resources and Language Learning (COERLL)
ISBN: 978-1-937963-04-0
Library of Congress Control Number: 2012943102
Manufactured in the United States of America.

(CC-BY) This work is licensed under a Creative Commons Attribution 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by/4.0/ or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042.

You are free to:

Share — copy and redistribute the material in any medium or format
Adapt — remix, transform, and build upon the material
for any purpose, even commercially.

The licensor cannot revoke these freedoms as long as you follow the license terms.

Under the following terms:

Attribution — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.

No additional restrictions — You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits.
Contributors

Produced by

Department of French and Italian
University of Texas at Austin
Karen Kelton, Lower Division Coordinator, 2003-2006
Nancy Guilloteau, Lower Division Coordinator, 2006 -
Carl Blyth, Lower Division Coordinator, 1993 - 2002

COERLL
Karen Kelton, Lower Division Coordinator, 2003-2006
Nancy Guilloteau, Lower Division Coordinator, 2006 -
Carl Blyth, Lower Division Coordinator, 1993 - 2002

Web, design, multimedia, cms:
Eric Eubank
Rachael Gilg
Nathalie Steinfeld

Developers:
Carl Blyth
Nancy Guilloteau
Karen Kelton

Audio recording:
Mike Heidenreich

Audio recording
Phonetics:
Jean-Pierre Montreuil

Vocabulary lists:
François Lagarde
Nora Megharbi
Cécile Rey
Nicholas Bacuez

Video voice-overs
Rudy DeMattos
Aicha Ennaciri
Franck Guilloteau
Nora Megharbi

Graduate student developers
Nora Megharbi
Charles Mignot
Lindsy Myers

Graduate students
Nicholas Bacuez
Simone Barilleaux
Katy Branch
Claire Burkhart
Christine Deden
Rudy DeMattos
Emilie Destruel
Robyn Falline
Carolyn Hardin
Elizabeth Hythecker
Karen Jones
Sabrina Parent
Rachel Pate
Robert Reichle
Cécile Rey
Bea Schleppe
Ellenor Shoemaker
Melissa Skidmore
Julia Tyurina
Meredith Wright

Linguistic consultation
David Birdsong
Jean-Pierre Cauvin
James Davis (Univ of Arkansas)
Knud Lambrecht
Jean-Pierre Montreuil
Dina Sherzer

Support
French and Italian, Former Chair:
Dina Sherzer
French and Italian, Chair: Daniela Bini
Liberal Arts ITS, Director: Joe TenBarge

Interviewees
Stéphanie Pellet
Franck Guilloteau
Virginie Royer
Jean-Charles Bossert
Karen Burke
Blake Dublin
Laila Kiblawi

Inspiration
UT students in the
Lyon Summer Program:
Relations Internationales,
Université Jean Moulin Lyon 3
Audrey and Camille Guilloteau
Tex and Tammy

Photos
Kim Espinosa
Shannon Kintner
Jillian Owens
Robert Reichle
Ellenor Shoemaker

Illustrations
Walter Moore

Awards

Français interactif was awarded the “2009 CALICO Access to Language Education Award”, from CALICO, (Computer Assisted Language Instruction Consortium), Lernu.net and the Esperantic Studies Foundation, for an open access web site offering exceptional access to language learning resources.
(http://calico.org)

Français interactif received the National Endowment for the Humanities Edsitement Award for “Best of Humanities on the Web Award” in 2005 and both Français interactif and Tex’s French Grammar received 5-star reviews on MERLOT (Multimedia Educational Resource for Learning and Online Teaching). The MERLOT reviews cite the ‘intrinsically interesting and engaging content, clean design, and clear and intuitive navigation,’ which provide ‘access to a wealth of high-quality language materials for a truly worldwide audience.’ (http://www.merlot.org/merlot/viewCompositeReview.htm?id=350514)
Glossary of Symbols
How to Use Français interactif

Vocabulary
The vocabulary, both online and printed, is a comprehensive list of the chapter's key vocabulary items arranged according to semantic fields, e.g., salutations, colors, days of the week, etc. Students listen to the native speaker pronunciation and may download the files in mp3 format. Students complete the vocabulary preparation using a template which guides them to identify salient associations, cognates, and word families. Students also categorize vocabulary in the “Chassez l’intrus” exercises.

Phonetics
The phonetics section introduces essential aspects of French pronunciation. Each phonetics lesson focuses on the chapter’s vocabulary (recycles previously learned vocabulary).

Preparation Exercises
(to prepare at home in textbook)
Students prepare these exercises in the printed material before coming to class. During class instructors may use many different techniques to check responses: choral participation, pop quizzes, or pair and small group discussions.

Online Video Clip (to prepare at home)
Students watch videos and prepare the corresponding exercises before coming to class. Each chapter contains three different kinds of videos:

- **Introductory video**, a short video of a student on the study abroad program who presents the chapter’s thematic and grammatical material. The introductions also include a preview of the communicative tasks that form the basis of the lesson.
- **Vocabulary presentation videos (vocabulaire en contexte)** which present vocabulary items in an authentic cultural context. The vocabulary video captures native speakers who use the new vocabulary in a context that provides important visual support. For example, a fruit vendor names each type of fruit on sale at the market that day. Students watch these short videos several times. First they try to recognize the vocabulary words in context. During subsequent listenings, students try to piece together what the speaker is saying. And finally, students are asked to perform a written activity based on the video.
- **Interviews** of four native French speakers (Franck, Virginie, Jean-Charles, and Stéphanie) and three American students learning French (Laila, Blake, and Karen). In these spontaneous interviews, speakers respond to questions that require them to employ the grammar and vocabulary featured in the chapter. Transcripts and English translations are available, but students are encouraged to watch the videos without this visual support.

Online Grammar (to prepare at home)
Students access the Tex’s French Grammar website to study individual grammar points before coming to class. Grammar items are carefully explained in English, then exemplified in a dialogue, and finally tested in self-correcting, fill-in-the-blank exercises. Students print out their answers to these “Texercices” to turn in to their instructor. Instructors may also use these exercises as pop quizzes. Tex’s French Grammar also includes a verb conjugator, a verb tutor, and an on-line French dictionary.
Pair Exercises
Students complete pair exercises in class with a partner. They ask each other questions and report their responses back to the class, read and categorize true/false or bizarre/normal sentences, fill in the blanks, etc.

Class or Group Exercises
Group exercise involve groups of three or four students, or the entire class.

Listening Comprehension Exercises
Listening exercises are led by the instructor and include listening discrimination exercises and dictations.

Homework/ Writing Exercises (to turn in)
Students write out homework assignments on a separate sheet of paper to turn in to their instructor. Homework includes the “Texercises” on the Tex’s French Grammar website as well as several writing assignments in each chapter.

Cultural Notes
Students read information about cultural topics related to the chapter’s content. Culture videos enhance the cultural notes in many chapters.

Grammaire interactive
Students complete inductive grammar exercises as homework.

Chansons exercises
Students listen to songs and perform accompanying activities.
Using the textbook with the website

**Vocabulaire**
- fiche d'identité
- questions personnelles
- la famille
- les amis
- mots interrogatifs
- l'heure
- l'heure officielle
- passe-temps et activités
- adverbes
- continents, pays, nationalités

**Phonétique**
- les symboles phonétiques
- l'élision
- la liaison

**Grammaire**
- 2.1 avoir ‘to have’
- 2.2 -er verbs
- 2.3 possessive determiners
- 2.4 yes/no questions: est-ce que, n'est-ce pas
- 2.5 basic negation: ne... pas
- 2.6 introduction to adverbs
- 2.7 interrogative and exclamative quel
- 2.8 introduction to adjectives
- 2.9 adjectives: formation and placement
- testez-vous!, chapitre deux
- verb conjugation reference
- verb practice

**Vidéos**
- Vocabulaire en contexte
- Interviews - les Français à Austin
- Interviews - les étudiants - UT Austin
- Culture
- la voiture de Franck

**PDF: chapitre deux 2009**
- cahier_02.pdf
- grammaire_interactive_02.pdf
  - Purchase the Français interactif textbook in print-on-demand format (black and white or color)
  - Download the pdf of each individual chapter and print it yourself!
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.
2.1 avoir 'to have'
Entering accented characters

**Windows PC**

Method 1: Alt + key sequence

Make sure the Num Lock key is down. Hold down the Alt key while entering a number sequence on the keypad. Release the Alt key: you should see the accented character.

Number sequences for specific characters are listed in the character table below.

Method 2: Windows Character Map tool

Use the Windows Character Map tool—a small pop-up accessory that allows you to copy and paste special characters into any application (such as a web browser). On your Windows PC, access:

Start Menu > Programs > Accessories > System Tools > Character Map

Click on and copy the character you need from the Character Map tool. Then, click back in the browser form field and paste the character (ctrl-v or 'Paste' via browser menu selection).

**Apple Macintosh**

Method: option + key [+ key]

Hold down the option key while entering the first letter of a sequence (e.g., option ` or option e).

Release the option key and enter the second character of the sequence (e.g., a, e, i, n, o, or u): you should see the accented character.

Exceptions: A few special characters (ç, ò, ì) are produced by simply entering option + key. The ç character is produced by simultaneously entering 'opt shift è'.

**Character Table**

<table>
<thead>
<tr>
<th>character</th>
<th>Macintosh</th>
<th>PC</th>
<th>character</th>
<th>Macintosh</th>
<th>PC</th>
</tr>
</thead>
<tbody>
<tr>
<td>â</td>
<td>opt ' + a</td>
<td>alt + 0224</td>
<td>ã</td>
<td>opt n + n</td>
<td>alt + 0241</td>
</tr>
<tr>
<td>á</td>
<td>opt e + a</td>
<td>alt + 0225</td>
<td>ò</td>
<td>opt ′ + o</td>
<td>alt + 0242</td>
</tr>
<tr>
<td>ä</td>
<td>opt i + a</td>
<td>alt + 0226</td>
<td>ò</td>
<td>opt e + o</td>
<td>alt + 0243</td>
</tr>
<tr>
<td>ã</td>
<td>opt u + a</td>
<td>alt + 0228</td>
<td>ò</td>
<td>opt i + o</td>
<td>alt + 0244</td>
</tr>
<tr>
<td>ã</td>
<td>opt c</td>
<td>alt + 0231</td>
<td>ò</td>
<td>opt u + o</td>
<td>alt + 0245</td>
</tr>
<tr>
<td>å</td>
<td>opt ′ + e</td>
<td>alt + 0232</td>
<td>ò</td>
<td>opt + s</td>
<td>alt + 0223</td>
</tr>
<tr>
<td>ò</td>
<td>opt e + c</td>
<td>alt + 0233</td>
<td>ò</td>
<td>opt ′ + u</td>
<td>alt + 0249</td>
</tr>
<tr>
<td>ò</td>
<td>opt i + e</td>
<td>alt + 0234</td>
<td>ò</td>
<td>opt e + u</td>
<td>alt + 0250</td>
</tr>
<tr>
<td>ò</td>
<td>opt u + e</td>
<td>alt + 0235</td>
<td>ò</td>
<td>opt i + u</td>
<td>alt + 0251</td>
</tr>
<tr>
<td>ï</td>
<td>opt ′ + i</td>
<td>alt + 0236</td>
<td>ò</td>
<td>opt u + u</td>
<td>alt + 0252</td>
</tr>
<tr>
<td>í</td>
<td>opt c + i</td>
<td>alt + 0237</td>
<td>ò</td>
<td>opt 1</td>
<td>alt + 0161</td>
</tr>
<tr>
<td>ï</td>
<td>opt i + i</td>
<td>alt + 0238</td>
<td>ò</td>
<td>opt shift ?</td>
<td>alt + 0191</td>
</tr>
</tbody>
</table>