



## Vocabulaire

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



## Phonétique

- les accents



## Grammaire

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

- testez-vous!, chapitre 01
- verb conjugation reference
- verb practice



## Vidéos

### Vocabulaire en contexte

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

### Interviews

- je me présente
- qui est-ce?

# 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

## Vocabulaire



### 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.

### Salutations

Monsieur  
Madame  
Mademoiselle

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

### 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...



### 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

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

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

### 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

### 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

## Vocabulaire



### Chapitre 1

#### En classe

Écoutez.  
Écrivez.  
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...?

#### 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.

#### 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...?

#### 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 1<sup>st</sup>.  
It's October 2<sup>nd</sup>.  
It's August 30<sup>th</sup>.

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



## Chapitre 1

le mois

Quels sont les mois de l'année?

janvier (not capitalized in French)

février

mars

avril

mai

juin

juillet

août

septembre

octobre

novembre

décembre

month

What are the months of the year?

January

February

March

April

May

June

July

August

September

October

November

December

## Vocabulaire



! Note that months of the year are not capitalized in French!

## Phonétique



Go to the website for a complete explanation and practice exercises.

# Chapitre 1

## 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.



## Introduction

Regardons la video ensemble pour répondre aux questions suivantes: Qui présente le chapitre? Où est-il/elle? Quels sont les thèmes du chapitre?



### 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)



### 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 / pas mal / mal). Et toi?

Je vais ( très bien / pas mal / mal), merci.  
\_\_\_\_\_



### 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.

- Bonjour, Mademoiselle. \_\_\_\_\_
- Au revoir, Monsieur. \_\_\_\_\_
- Comment allez-vous? \_\_\_\_\_
- Salut. \_\_\_\_\_
- Ça va? \_\_\_\_\_
- 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)



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 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.

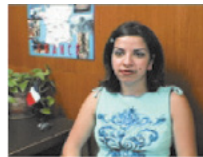
Kiblawi, **ça s'écrit comment?**

**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.



**Exercice 6. Grammaire interactive.**

A. Do you remember how to spell the following subjects? Take turns asking your partner to spell the subjects below.

- English: l' \_\_\_\_\_
- Business: le \_\_\_\_\_
- History: l' \_\_\_\_\_
- Languages: les \_\_\_\_\_
- Computer science: l' \_\_\_\_\_
- Accounting: la \_\_\_\_\_

B. **le, la, les** and **l'** are called definite articles. What is the English equivalent? Do you use it before nouns referring to school subjects in English?

Give the gender of each noun in Exercice A.

**Modèle:** les maths = feminine

(If you don't remember a gender, refer back to the vocabulary list in Chapitre Préliminaire.)

Fill in the blanks:

Before a **plural** noun, the form of the definite article is: \_\_\_\_\_

Before a **singular** noun starting with a **vowel** or a **mute "h"**, the form of the definite article is: \_\_\_\_\_  
 (regardless of whether the noun is masculine or feminine)

Before a **singular masculine** noun starting with a **consonant**, the form of the definite article is: \_\_\_\_\_

Before a **singular feminine** noun starting with a **consonant**, the form of the definite article is: \_\_\_\_\_

## Chapitre 1



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

<i>je</i>	<i>nous</i>
<i>tu</i>	<i>vous</i>
<i>il</i>	<i>ils</i>
<i>elle</i>	<i>elles</i>
<i>on</i>	

### 1.2 être 'to be'

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



### Exercice 7. Singulier ou pluriel?

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

	singulier	pluriel
Modèle: Ils sont étudiants. You check:	<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"/>



### Exercice 8. 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.

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



### Exercice 9. 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 10. 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?



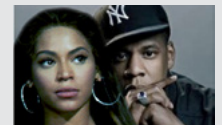
**Exercice 11. Présentations**

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?



**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).



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

## Chapitre 1



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.

1.3 gender: masculine, feminine

Joe	est
Bob...	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 12. Masculin ou féminin ?

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

	masculin	féminin
Modèle:	√	<input type="checkbox"/>
You hear: <b>le livre.</b>		
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. Singulier ou pluriel?

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

	singulier	pluriel
Modèle:	√	<input type="checkbox"/>
You hear: <b>la porte.</b>		
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 14. 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.



### Exercice 15. Grammaire interactive.

Look at the underlined element:

un bureau      une carte      une chaise  
une affiche      un ordinateur      un tableau

How would you translate the underlined elements in English?  
 What do you think the difference between “un” and “une” is related to?

Fill in the blanks:

**un** is used when the noun is \_\_\_\_\_  
**une** is used when the noun is \_\_\_\_\_

Look at the following pairs. What is the difference between the words in each pair?

**un** ordinateur / **des** ordinateurs    **une** affiche / **des** affiches  
**un** cahier / **des** cahiers            **une** chaise / **des** chaises

Fill in the blanks:

**des** is used when the noun (masculine or feminine) is: \_\_\_\_\_

Now, compare the two sentences:

**Il y a des ordinateurs** dans le bureau. / **There are computers** in the office.

What do you notice about the bolded sections in these two sentences?



### Exercice 16. Masculin ou féminin ?

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

masculin    féminin

Modèle:	masculin	féminin
You hear: <b>une porte.</b>	<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 17. Singulier ou pluriel?

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

singulier    pluriel

Modèle:	singulier	pluriel
You hear: <b>des cahiers.</b>	<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 18. 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.



### Exercice 19. Grammaire interactive.

In Exercice 18, look at "voici" and "il y a". How would you translate these two phrases into English?

## Chapitre 1



### Exercice 20. 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 21. 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) \_\_\_\_\_





**Exercice 22. 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.

## Chapitre 1



### Exercice 23. Ecrivez en toutes lettres!

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

47 \_\_\_\_\_  
 16 \_\_\_\_\_  
 25 \_\_\_\_\_  
 61 \_\_\_\_\_  
 52 \_\_\_\_\_  
 39 \_\_\_\_\_  
 12 \_\_\_\_\_  
 8 \_\_\_\_\_



### Exercice 24. 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 25. 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 26. Comment dit-on?

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

- Here's the classroom. \_\_\_\_\_
- There are twenty-one students. \_\_\_\_\_
- What is it? It's a poster. \_\_\_\_\_
- Who is that? It's Mrs. Meunier. She's a professor. \_\_\_\_\_  
 \_\_\_\_\_



**Exercice 27. 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 28. 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? \_\_\_\_\_



**Exercice 29. 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?  
C'est le 2 mai.



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	Voilà/
Here are	Voici...
There is	Il y a..
There are	

## Chapitre 1



### Exercice 30. 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)

