

To Be

être - to be

je _____		nous _____	
tu _____		vous _____	
il/elle/on _____		ils / elles _____	

- The chart above is called a \_\_\_\_\_.
- Je, Tu, Il, etc are all called \_\_\_\_\_.
- The verb être is \_\_\_\_\_ because it doesn't follow a pattern.

Les Questions et Les Réponses

Est-ce que

Est-ce qu'

Oui!

Mais oui!

Bien sûr!

Peut-être...!

Non!

Mais non!

## La négation

----- + ----- + ----- + -----

Exemples :

## Les adjectifs de nationalité

français(e)

américain(e)

anglais(e)

canadien(ne)

espagnol(e)

mexicain(e)

japonais(e)

chinois(e)

allemand(e)

italien(ne)

## Les adjectifs qui changent

amusant(e)

content(e)

intelligent(e)

intéressant(e)

méchant(e)

fâché(e)

fatigué(e)

## Les adjectifs qui ne changent pas

aimable

bizarre

célèbre

facile

difficile

énergique

fantastique

populaire

sincère

sympathique (sympa)

antipathique

timide

triste

## Les adjectifs de la description

grand(e)

petit(e)

gros(se)

mince

moche

mignon(ne)

beau / belle

joli(e)

blond(e)

brun(e)

## Les couleurs

rouge

jaune

marron\*

orange\*

rose

bleu(e)

noir(e)

vert(e)

gris(e)

blanc(he)

\*orange & marron never agree - des sacs orange / les voitures marron

## Les adjectifs qui précèdent le nom

beau / belle

joli(e)

grand(e)

petit(e)

bon(ne)

mauvais(e)

Quels types des adjectifs?

## Il est ou c'est?

	Il est/Elle est + adjective...	C'est + article + noun + adjective...

- C'est in the negative :
- C'est is also used with names of people :
- Plural forms :

La Culture

Haslett French One Unit Four - *La Belle Vie*

Topics Covered

Irregular Verb - être

Asking Questions using "est-ce que (qu)" and appropriate responses

Negation using "ne (n') ... pas"

Adjectives of physical description and personality

Colors

Adjectives that go before the noun (BAGS)

Uses of Il est v. C'est

Haslett French One Unit Four – *La Belle Vie*  
(AP Theme Beauty & Aesthetics)

What will students be able to do by the end of this unit?

**Interpretive Listening**

- I can recognize some color words.
- I can recognize some descriptive words (adjectives).
- I can recognize the difference between a question and a statement.
- I can sometimes understand questions or statements about my friends and classmates.
- I can sometimes recognize the difference between an affirmative and a negative statement.

**Interpretive Reading**

- I can form a picture of a person given a written description.
- I can read and hypothesize about French grammar. (ex: how to make French negatives)

**Interpersonal Communication**

- I can ask and say someone's nationality.
- I can ask and talk about friends, classmates, teachers, or co-workers.
- I can respond to yes/no questions.

**Presentational Speaking**

- I can say what I look like.
- I can say what I am like.
- I can say what someone looks like
- I can say what someone is like.

**Presentational Writing**

- I can write a short description of myself.
- I can write a short description of someone.

**Culture**

- I can distinguish between the formal “*vous*” and the informal “*tu*.”

## Haslett French One Unit Four - *La Belle Vie*

### Learning Targets

#### Interpretive Learning Targets

(Understanding and interpreting language - typically you are reading, listening or viewing uses of French.)

- \_\_\_ I can recognize some color words.
- \_\_\_ I can recognize some descriptive words (adjectives).
- \_\_\_ I can recognize the difference between a question and a statement.
- \_\_\_ I can sometimes understand questions or statements about my friends and classmates.
- \_\_\_ I can sometimes recognize the difference between an affirmative & a negative statement.
- \_\_\_ I can form a picture of a person given a written description.
- \_\_\_ I can read and hypothesize about French grammar. (ex: how to make French negatives)

#### Interpersonal Learning Targets

(Two-way communication - ex: conversation, reading WITH writing)

- \_\_\_ I can ask and say someone's nationality.
- \_\_\_ I can ask and talk about friends, classmates, teachers, or co-workers.
- \_\_\_ I can respond to yes/no questions.

#### Presentational Learning Targets

(One-way communication - making yourself understood without reaction - typically speaking, writing or showing)

- \_\_\_ I can say what I look like.
- \_\_\_ I can say what I am like.
- \_\_\_ I can say what someone looks like
- \_\_\_ I can say what someone is like.
- \_\_\_ I can write a short description of myself.
- \_\_\_ I can write a short description of someone.

#### Cultural Learning Targets

- \_\_\_ I can distinguish between the formal "*vous*" and the informal "*tu*."





Learning Reflection

This time think about your ENTIRE FIRST SEMESTER.....

I am proud of, things I want to KEEP doing:

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I want to improve, things I want to IMPROVE:

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Activities that helped me learn:

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