

# **SOLT French Module 1 Lesson 3**

## **Instructor Manual**



**Describe Your Surroundings**



At the end of this lesson, you will be able to describe surroundings including color and quantities up to 20.

**Express Quantities Up to 20**

- Count from 0 to 20
- Number the objects in the classroom
- Tell your SSN
- Count currency
- Tell your license plate number

**Identify Colors of Objects**

- Name the colors of different objects
- Ask simple questions about objects
- Answer simple questions about objects

**Describe One's Surroundings**

- Describe a place or location
- Describe a building structure
- Name pieces of furniture
- Describe styles, size, and colors

**Scenario:**

Amadou has just told a few American buddies a story about his cousin who went skiing with a friend over a break a couple of years ago (in June!) in South Africa. Most of the Americans don't think of Africa and snow but at certain times of the year, there are winter sports near Cape Town, the southern tip of the continent. Amadou's cousin, Babu, was amazed at the beauty around him and the differences in African regions. Below is a portion of the dialogue Amadou talked about when he told his story. Read over the following scene as a class.

**Babu:** Quel temps superbe, le ciel est bleu, la neige est blanche, le temps est parfait pour faire du ski.

**Jean:** Regarde à droite, on dirait qu'il y a trois ou quatre nuages au-dessus des montagnes. Je pense qu'on devrait rester en bas, dans la vallée.

**Babu:** Tu as raison. Tu as vu au loin, à gauche, tous ces sapins verts sur la colline; on dirait des petits triangles. Il y en a des dizaines.

**Jean:** Babu, regarde ces oiseaux gris là-haut, ils font des ronds dans le ciel. Et là-bas, on aperçoit la ligne blanche d'un avion à travers les nuages.

**Babu:** C'est si beau ! Allez, rentrons maintenant. Il me reste 102 ZAR (8 266/ CFA Franc / 15 US dollars) en poche. Je t'offre un café au "Carré d'as"?

**Jean:** Volontiers, allons-y!

**Exercise (follow-up)**

Next, with a partner, practice each part without being too concerned about meaning. Check the vocabulary list for meaning for new words. Be prepared to discuss new words in class.

**Tip of the day: Floors**

Unlike in the US, one doesn't include the first floor when counting the number of floors (étage) of a building in French. Thus a two-story home will be *une maison à un étage*.

Getting lost in a foreign country is easy to do, so it becomes imperative that you be able to describe your surroundings in the target language. However, it goes far beyond just describing one's surroundings, for example you must know the compass directions, be able to read a foreign map, and be able to describe landmarks and building structures, all in the target language. Additionally, you must be able to identify the color of objects, and express quantities up to 20. Many of these things you will learn in succeeding lessons. So for now, we will start with expressing quantities up to twenty.

**Express Quantities: Numbers 1-20**

1	un	11	onze
2	deux	12	douze
3	trois	13	treize
4	quatre	14	quatorze
5	cinq	15	quinze
6	six	16	seize
7	sept	17	dix-sept
8	huit	18	dix-huit
9	neuf	19	dix-neuf
10	dix	20	vingt

When a number precedes a noun beginning with a vowel or silent *h*, liaison occurs and the final consonant is pronounced: cinq *étudiants*. In liaison, *x* and *s* are pronounced as *z*: deux [z] appartements, trois [z] amis, dix [z] omelettes. The final sounds of *six*, *huit*, and *dix* are silent before a consonant. However, many speakers pronounce the [k] of *cinq* even before a consonant. The *t* of *vingt* is not pronounced except in liaison: vingt livres, but vingt *étudiants*.

**Exercise 1**

Count from 11 to 20, 20 to 11, 0 to 20, 20 to 0.

**\*Note to the instructor:** these exercises are for pronunciation of numbers; spelling rules to be reviewed and practiced later.

**Exercise 2**

Alternating with your partner, count from *zéro* to *dix*. Begin with zero, your partner says *un*, you say *deux*, etc. Then count in reverse.

**Exercise 3 (Pair Work)**

Solve the two math equations below and write out your answers. After you have written your answers, ask a partner the first equation and he will ask you the other. As you ask each other, pronounce the numbers as your instructor modeled.

\*The verb *faire* is used below for how much does \_\_\_ and \_\_\_ *make* (equals)?

**Example:** *Combien font deux et onze? Deux et onze font treize.*

1. Combien font dix et dix? Dix et dix font vingt.
2. Et combien font trente moins quinze? Trente moins quinze font quinze.

**Exercise 4 (Class Work)**

Complete the series.

1. neuf, sept, cinq                      neuf, sept, cinq, trois, un
2. zéro, trois, six                        zéro, trois, six, neuf
3. zéro, deux, quatre                    zéro, deux, quatre, six, huit, dix

**Number the Objects in the Classroom**

Before you go over objects and colors / shapes in the classroom, go over these terms with the class and differentiate between un and une [n] sound. Begin with the question and answer below.

*Combien de stylos y-a-t-il dans la salle?*

Il y a 10 stylos dans la (notre) salle.

How many pens are there in class?

There are 10 pens in the (our) class.

un (deux, trois, quatres, etc.) stylo  
 un crayon  
 un drapeau  
 un livre  
 un cahier  
 un tableau  
 un bureau  
 un pupitre  
 une règle  
 une gomme

a (2, 3, 4, etc. ) pen –s  
 a pencil  
 a flag  
 a book  
 a notebook  
 a chalkboard  
 a teacher's desk  
 a student desk  
 a ruler  
 a pencil eraser

**Exercise 5 (Pairs)**

With a partner, change a few of the objects above to a different number. Use the graphic below to help you get started. For example, Il y a une gomme et quinze cahiers ...



**Tell Your Social Security / License Plate Number**

Read this form where John fills out an application for a parking permit.

Nom: Ryan	<i>last name</i>
Prénom: John	<i>first name</i>
Lieu de naissance: Phœnix	<i>birthplace</i>
Numéro de sécurité sociale: 123-45-6789	<i>SSN</i>
Plaque d'immatriculation: DK 2398 S	<i>license plate</i>
Adresse: Camp de Thiaroye. Dakar	

**Exercise 6 (Pair Work)**

Give your classmates your social security number in French.



Example: Mon numéro de sécurité sociale est 378-47-5331

**\*Note to the instructor:** For student comprehension, write out on the board how to indicate three hundred and seventy eight. Inform students of how this will be covered in later lessons.

**Exercise 7 (Pairs)**

Write out your license plate number and hand it to your partner. He or she will verify that you say it correctly.

**Exercise 8 (Class Work)**

Read the following description about license plates in Sénégal. Begin by looking up the underlined words. Share your ideas with the class.

Les plaques sont bleues avec des lettres blanches.  
Le Sénégal est divisé en régions. Les plaques sont composées (depuis 1978) de deux lettres indiquant la région, d'un tiret, d'un numéro de série en quatre chiffres, d'un autre tiret et d'une lettre de série.



**Tip of the day: Counting Money**

The money used in West Africa is called the CFA Franc or just plain CFA.

CFA= *Communauté financière d'Afrique* (The African Financial Community) The base denomination is Francs and subdivided into Centimes (cents) 100 centimes = 1 Franc. The CFA is broken up into a West African CFA and a Central African CFA. The West African CFA can be used in all former French colonies in West Africa such as Benin, Togo, Niger, Mali, Senegal, Cote d'Ivoire, and Burkina Faso. It makes traveling very convenient because you don't have to exchange money at the border, however each former English colony its own currency and CFA is not accepted. The Central African CFA is used in Cameroon, Gabon, Chad, Congo, and other countries. You will learn more about West African currency in **Module II**.

**Exercise 9 (Group Work)**

Go to a currency converter online and convert the U.S. dollar into CFA Franc or vice versa. For example, 20 CFA Franc (XAF) is approximately .036 dollars. Practice using numbers 1-20 and you look up different conversions (at least 3).

**Exercise 10 (Pair Work)**

You would like to use a cyber café and have only 10 U.S. dollars to spare. How do you explain to the clerk that you cannot go above this amount? Keep in mind that you pay about \$1.00 per hour to surf the Internet. Tip: The West African currency is cfa and the exchange rate fluctuates around 500 cfa per dollar. Role-play the scene with your partner.



**Identify Colors of Objects****Colors**

Blanc(he)	<i>White</i>
Noir(e)	<i>Black</i>
Rouge	<i>Red</i>
Bleu(e)	<i>Blue</i>
Orange	<i>Orange</i>
Marron	<i>Brown</i>
Jaune	<i>Yellow</i>
Gris(e)	<i>Gray</i>
Violet(te)	<i>Purple</i>
Vert(e)	<i>Green</i>
Rose	<i>Pink</i>



De quelle couleur est le tableau?

Il est noir.

The colors *blanc* and *violet* have irregular forms: une chaise blanche, une fenêtre violette  
Other colors like *marron*, *orange* do not change in the feminine and plural forms (invariable).

Note that all colors are masculine singular when used as a noun: *J'aime beaucoup le vert* (le rouge, le bleu, le rose, le jaune, etc.)



De quelle couleur est le cahier?

Il est gris.

**Exercise 11**

Go around the room and ask at least 4 people in the class what color he/she associates with the following nouns. Some of these words are cognates and others are new vocabulary. Show gender agreement when necessary. To begin, use the question: *De quelle couleur est. . . ?*

- |                  |                                    |
|------------------|------------------------------------|
| 1. ciel (sky)    | Le ciel est bleu.                  |
| 2. soleil (sun)  | Le soleil est jaune, orange.       |
| 3. herbe (grass) | L'herbe est verte.                 |
| 4. feu (fire)    | Le feu est orange, rouge et jaune. |
| 5. tomate        | La tomate est rouge.               |
| 6. neige (snow)  | La neige est blanche.              |
| 7. pomme         | La pomme est rouge.                |
| 8. banane        | La banane est jaune.               |
| 9. soir          | Le soir est noir.                  |
| 10. plante       | La plante est verte.               |

**Exercise 12**

Describe to your partner any objects that you own or can see that are red, yellow, green, blue, black, gray, and white.

**Ask and answer simple questions about objects**

**Dans la salle de classe:**

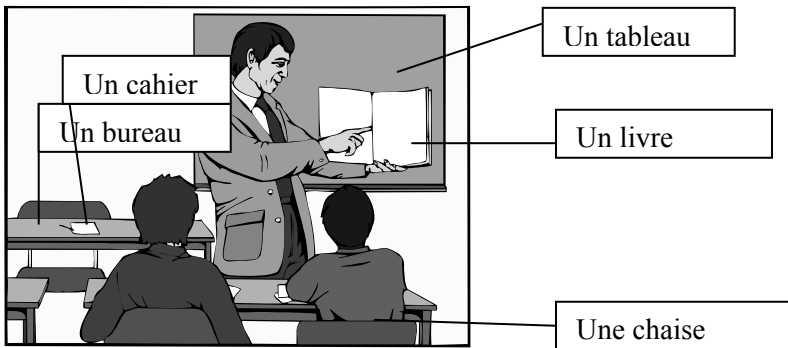
Il y a / On trouve...

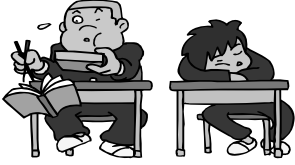


Il y a simply states that something exists or tells how many there are:

Il y a un livre sur la table.

Il y a cinq filles et deux garçons.

\*Do not use de if il n'y a pas is followed by a number : il n'y a pas trois filles. il y a cinq filles. See more about « il y a » in the grammar section.



Qui sont-ils? <i>Who are they?</i>	Qui est-ce? <i>Who is this?</i>	Qu'est-ce que c'est? <i>What is this?</i>
		
<p>Ce sont des étudiants <i>These are students</i></p>	<p>C'est un professeur <i>It's a professor</i></p>	<p>C'est un livre <i>It's a book</i></p>

**Quelques objets (some objects):**

Go over this list of some objects that could be used everyday:

un ordinateur	= a computer
un appareil-photo	= a camera
un disque	= a disk
un vélo	= a bike
une table	= a table
une affiche	= a poster
une télé	= a television
une voiture	= a car
une montre	= a watch
une chaîne stéréo	= a stereo

**Exercise 13 (Pair Work)**

Use the objects on the previous page to ask/answer simple questions about your belongings. You will see more vocabulary about lodgings in Module 3.

Qu'est-ce qu'il y a dans votre maison ? appartement ? dans votre chambre ? votre garage ?

Example: Il y a une radio, une stéréo, un fauteuil, un chat, un sofa, un chien, un lit, une chaise, un ordinateur, un bureau, etc.

**Exercise 14 (Group Work)**

Your instructor will ask students questions about the names and colors of basic objects that are in your classroom. Answer when your turn comes. Be prepared to give a number also. Example: C'est un livre rouge. [...] Il y a douze livres dans la salle de classe.

**Exercise 15 (Pair Work)**

Find out if your partner has a refrigerator in his/her room.

Find out if s/he has a TV. in his / her room.

Try to find one additional item which your partner has and one item s/he does not have.

Turn to another person and gossip about your partner. Tell what you found out.

**Exercise 16**

Pair activity. Look at the picture below and write a description of the classroom.



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**Describe one's surroundings****Place or Location: prepositions of place (derrière / devant, entre, sous / sur, à côté de)**

Prepositions are words which link two related parts of a sentence. They are placed in front of nouns in order to indicate a relationship between that noun and the verb, adjective, or noun that precedes it (see Grammar Notes). Certain prepositions of place help you describe a location and are very common in everyday language:



La maison est derrière les arbres.  
Les arbres sont devant la maison.



La maison est entre les arbres.



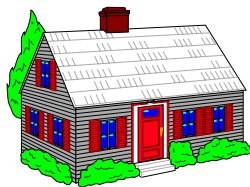
Le livre est sous la table



Le livre est sur la table.



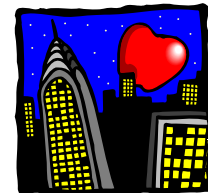
Le livre est à côté de la table.

**Building Structures:**

Voici une maison. Elle a une porte et six fenêtres. Il y a un arbre derrière la maison.



Voici un bâtiment à trois étages. C'est la tour Eiffel.



Voici des gratte-ciel (n.m.invariable). C'est la ville de New York.

***Vrai ou Faux?***

1. La maison a deux portes et six fenêtres. La maison a une porte et six fenêtres.
2. Il y a une voiture à côté du bâtiment. Il y a une voiture devant le bâtiment.
3. La pomme est au-dessous des gratte-ciel. La pomme est au-dessus des gratte-ciel.

**Describe styles, sizes, and colors****Styles / Sizes**

Review different the following words for describing the style, size and material of an object. A good idea to learn these are by opposites. For example, vide (empty) + plein (full).

- ⇒ **La forme:** carré, plat, rectangulaire, pointu, triangulaire, courbé, rond, circulaire, droit, ovale, ondulé
- ⇒ **Les dimensions:** court, long (ue), grand, haut, élevé, petit, bas (basse), mince, épais, étroite, large, gros, énorme, massif (ive), petit, miniscule
- ⇒ **Le poids:** lourd, léger (légère),
- ⇒ **La capacité:** vide, plein
- ⇒ **La température:** chaud, froid, tiède
- ⇒ **La consistance:** dur, mou (molle), flexible
- ⇒ **L'état, l'apparence, la condition:** solide, sec, lisse, poli, neuf (neuve), fragile, terne (dull)

***En quoi est-ce cet objet?*** Il est *en* plastique. It is **made of** plastic.

Most of the words below are cognates. Check the vocabulary list for words that are trickier.

- Le papier
- Le coton
- Le plastique
- Le bois
- La pierre
- Le verre, la brique, le fer, le plomb, le cuivre, l'acier, le carton

**Exercise 17**

Below are pictures of modern buildings in Dakar. Describe the buildings you see on each picture. Share your descriptions with the rest of the class.



The Chamber of Commerce  
in Dakar



The BCEAO Building  
in Dakar



A Modern Neighborhood  
in Dakar

**Exercise 18**

Fill in each sentence below with a word from the list. See vocabulary list.

**mou**                      **vide**                      **chaud**                      **lourd**                      **rond**  
**triangulaire**        **rectangulaire**        **froid**                      **droit**                      **dur**

1) Le fer est \_\_\_\_\_, alors que le chewing gum est \_\_\_\_\_.

dur, mou

2) Une pomme est \_\_\_\_\_, un crayon est \_\_\_\_\_.

rond, droit

3) Le café est \_\_\_\_\_ et la glace est \_\_\_\_\_.

chaud, froid

4) Le plomb est plus \_\_\_\_\_ que (more than) la plume.

lourd

5) Il faut remplir (must fill up) le réservoir d'essence quand il est \_\_\_\_\_.

vide

6) La carte d'identité est \_\_\_\_\_ et la pyramide est \_\_\_\_\_.

rectangulaire, triangulaire



**The Indefinite Article**

Masculine singular	Feminine singular	Plural
un livre <i>a book</i>	une chaise <i>a chair</i>	des stylos <i>(some) pens</i>

Note that in English the plural indefinite article can often be omitted, but not in French.

*Un* and *une*, meaning **a** or **an** are gender determiners: *un* garçon but *une* fille.

*Des* means **some** or **any**: As-tu des amis = Do you have (any) friends?

*Un*, *une* and *des* become *de/d'* after a negative verb: As-tu un stylo? Non, je n'ai pas de stylo.

\*Because *être* does not take a direct object, the indefinite article does not change after the verb *être* (see next section on *C'est* and *Ce sont*).

Most nouns form their plural by simply adding an *s* which is not pronounced.

**Gender and Plural of Nouns**

For some nouns that refer to people, you can obtain the feminine by adding an *e* to the masculine form: un étudiant (*a male student*) / une étudiante (*a female student*).

Note that:

- Nouns that already end with an *e* stay the same: un /une artiste.
- Some nouns have only one gender: une personne *a person (male or female)*
- Many professions have only a masculine form, because these positions were traditionally held by men only: un médecin, un écrivain.
- Most nouns form their plural by simply adding an *s*: un homme, des hommes.  
Nouns that end in *s*, *x*, and *z* in the singular stay the same:  
Example: une souris – *a mouse*,    des souris – *mice*

Exceptions:

Nouns ending in	plural
-al    un journal <i>a newspaper</i>	-aux    des journaux
-eau    un gâteau <i>a cake</i>	-eaux    des gâteaux
-ieu    un milieu <i>an environment</i>	-ieux    des milieux
-ail    un travail <i>a work, task, job</i>	-aux    des travaux

**Exercise 1**

Fill in the blanks with the feminine of each noun.

1. Un ami et une amie
2. Un dentiste et une dentiste
3. Un étudiant et une étudiante
4. Un américain et une américaine

**C'est / ce sont**

Use *qu'est-ce que c'est* when asking about objects and things, *qui est-ce* when asking about a person. Use *c'est/ce sont* to answer both questions. The plural of *c'est* or *ce n'est pas* is *ce sont* or *ce ne sont pas*:



C'est un stylo → ce sont deux stylos    c'est une femme → ce sont des femmes  
Est-ce un médecin? Non, ce n'est pas **un** médecin.

Note that with the expressions *c'est* and *ce sont*, *un(e)* is used before names of professions: Voici Monsieur Bertier. Il est \_\_ professeur? Non, c'est *un* avocat (lawyer).

**Exercise 2**

Describe the pictures below using *c'est / ce sont*.

1.	2.	3.	4.

1. Ce sont des étudiants.
2. C'est une chaise.
3. Ce sont des livres.
4. C'est un professeur.

**Il y a**

**Il y a** is an invariable phrase that means *there is / there are*. **Il y a** is an example of an expression that uses the verb *avoir* where the verb "to be" is used in English. It can be followed by singular or plural nouns:

Dans la salle de classe, il y a un professeur. *There is a professor in the classroom*

Dans la salle de classe, il y a quinze étudiants. *There are 15 students in the classroom*

The negative of *il y a* is *il n'y a pas* and the inverted form is *y a-t-il* (is there? are there?):

Y a-t-il une table? Y a-t-il des chaises?

**Adjectives**

There are two rules about French adjectives that set them apart from the usage of adjectives in English:

- Adjectives always agree in gender (masculine/feminine) and number (singular/plural) with the noun they modify
- They usually follow the noun they modify

**Gender Agreement**

If the masculine form ends in *e*, the feminine form is the same.

You usually add an *e* to the masculine form to make an adjective feminine. Example: un livre **noir**, une chaise **noire**.

Exceptions:

masculine ending in	masculine	feminine
-if	actif	active <i>active</i>
-eux	heureux	heureuse <i>happy</i>
-eur	travailleur	travailleuse <i>hardworking</i>
-il	gentil	gentille <i>nice</i>
-el	exceptionnel	exceptionnelle <i>exceptional</i>
-ien	canadien	canadienne <i>canadian</i>

**Number agreement**

Add an *s* to the singular form (this will not affect pronunciation). If the adjective already ends with an *s* or *x*, it remains the same. Example: *un livre gris, des livres gris*

**Exercise 3**

Make the adjectives agree in gender and number with the nouns.

1. une porte (orange)           orange
2. des tables (jaune)           jaunes
3. un livre (noir)               noir
4. des arbres (vert)           verts
5. une voiture (violet)       violette

**The verb avoir (to have)**

Like the verb *être*, the conjugation of *avoir* is irregular.

<b>J'ai</b>	<i>I have</i>	<b>nous avons</b>	<i>we have</i>
<b>Tu as</b>	<i>You have</i>	<b>vous avez</b>	<i>you have</i>
<b>Il / elle a</b>	<i>S/he has</i>	<b>ils/elles ont</b>	<i>they have</i>

Note z sound between nous, vous, ils, elles and plural forms of *avoir*. Remember linking causes the *t* to occur in inverted questions: Marie a-t-elle une place (a seat)?

There are many *avoir* expressions that will be presented later in the Module. These expressions use the verb *avoir* and have unique English equivalents. For example, *avoir besoin de* = to have need of/to need. J'ai besoin d'un stylo = I need a pen.

Again, there are other expressions that use *avoir* where "to be" is used in English (*il y a* or *avoir* \_\_\_ ans: j'ai 20 ans = I have 20 years→I'm 20).

**Exercise 4**

Replace the subject in italics and make the necessary changes.

1. *Luc* a deux stylos. Alex/nous/je/Claude et Nathalie/tu/ils
2. Est-ce que *Jean* a un crayon? tu/Madeleine/vous/on/André ou Didier
3. *Ils* n'ont pas de gomme (eraser). Elle/tu/nous/je/on/elles/Sandrine

**The preposition de + the definite article**

Just as the preposition *à* contracts with certain forms of the definite article, so does the preposition *de*.

<b>masculine singular</b>	<b>feminine singular</b>	<b>plural</b>
de + le = <b>du</b> à côté <del>de le</del> professeur du	<b>de la</b> en face de la maison	de + les = <b>des</b> en face <del>de les</del> voitures des
<b>de l'</b> en face de l'arbre	<b>de l'</b> en face de l'	

Many prepositions of place are followed by *de*. This *de* follows the usual rules for contractions: La voiture est en face de la maison. Here are common prepositions of place used in this lesson:

près de, loin de, à côté de, en face de, au bout de (at the end of), au coin de (at the corner of)

### Exercise 5

Some of the following sentences are incorrect. Identify and correct them.

1. La maison est en face de les arbres. des
2. Nous sommes de le Canada. du
3. Le parking est à côté de le restaurant. du
4. Il y a un gratte-ciel à côté de la maison.
5. Les enfants sont à côté de l'homme.
6. Il est de les Etats-Unis d'Amérique. des
7. J'habite en face de l'Arc de Triomphe.
8. Est-ce que tu es de le Mali? du

### Adjectives

Some very common adjectives do not follow the same placement rule as most other adjectives. The following adjectives precede the noun they modify:

<b>Adjectives that precede the noun:</b>	<b>These adjectives indicate:</b>
<b>joli</b> ( <i>pretty</i> ), <b>beau</b> ( <i>beautiful, handsome</i> )	Beauty
<b>jeune</b> ( <i>young</i> ), <b>vieux</b> ( <i>old</i> ), <b>nouveau</b> ( <i>new</i> )	Age
<b>bon</b> ( <i>good</i> ), <b>mauvais</b> ( <i>bad</i> )	Quality
<b>grand</b> ( <i>tall, big</i> ), <b>gros</b> ( <i>big, fat</i> ), <b>petit</b> ( <i>small, little</i> )	Size

Some of these adjectives have irregular forms.

<b>masculine singular followed by consonant</b>	<b>masculine singular followed by vowel or mute h</b>	<b>feminine singular *-s for fem. plural</b>	<b>masculine plural</b>
<b>beau</b> un beau bâtiment	<b>bel</b> un bel homme	<b>belle</b> une belle femme	<b>beaux</b> de* beaux enfants
<b>vieux</b> un vieux livre	<b>vieil</b> un vieil arbre	<b>vieille</b> une vieille maison	<b>vieux</b> de* vieux amis
<b>nouveau</b> un nouveau stylo	<b>nouvel</b> un nouvel ami	<b>nouvelle</b> une nouvelle amie	<b>nouveaux</b> de* nouveaux livres

\* The indefinite article *des* becomes *de* when followed by an adjective. This rule is often unobserved in daily conversations.

\*The alternate form for these adjectives does not exist in the plural and is only used for the singular (noun followed by a vowel or mute -h): un bel arbre/de beaux arbres, un vieil appartement/de vieux appartements. In the plural, *x* links up with the following vowel or *h* of another word: c'est un vieil hôtel → ce sont de vieux [z] hôtels.

### Exercise 6

Rewrite the following sentences, making sure articles, adjectives, and nouns agree.

1. Voici / un / beau / femme. Voici une belle femme.
2. Ce sont / un / vieux / hommes. Ce sont de(s) vieux hommes.
3. C'est / un / nouveau / étudiant. C'est un nouvel étudiant.
4. Ce sont / un / vieux / femme. Ce sont de(s) vieilles femmes.
5. C'est / un / beau / arbre. C'est un bel arbre.

### Exercise 7

For each sentence, give the appropriate form of the adjective in parenthesis. Compare your answers with those of your classmates.

1. Les Etats-Unis sont un pays (nouveau)  
Les Etats-Unis sont un nouveau pays.
2. Claudine habite dans un appartement (vieux)  
Claudine habite dans un vieil appartement.
3. Marthe adore les maisons (vieux)  
Marthe adore les vieilles maisons.
4. Tu parles avec un homme (beau)  
Tu parles avec un bel homme.
5. Voilà une idée (nouveau)  
Voilà une nouvelle idée.

A côté de	<i>Next to</i>
A droite	<i>To the right/On the right</i>
A gauche	<i>To the left/On the left</i>
Adresse (n.f.)	<i>Address</i>
américain(e)	<i>American</i>
Arbre (n.m.)	<i>Tree</i>
Au-dessous	<i>Below/Under/Beneath</i>
Au-dessus	<i>On top/Above</i>
Bâtiment (n.m.)	<i>Building</i>
Beau (bel, belle)	<i>Beautiful</i>
Blanc(blanche)	<i>White</i>
Bleu(e)	<i>Blue</i>
Bureau (n.m.)	<i>Desk</i>
Cahier	<i>Notebook</i>
canadien(ne)	<i>Canadian</i>
Chaise (n.f.)	<i>Chair</i>
Couleur	<i>Color</i>
Derrière	<i>Behind</i>
Devant	<i>In front</i>
En face (de)	<i>Facing/In front of /Opposite</i>
Entre	<i>Between</i>
Étage (n.m.)	<i>Story</i>
étudiant (e) noun	<i>Student</i>
Fenêtre (n.f.)	<i>Window</i>
français(e)	<i>French</i>
Gratte-ciel (n.m.)	<i>Skyscraper</i>
Gris (e)	<i>Gray</i>
Jaune	<i>Yellow</i>
Joli (e) adj.	<i>Pretty/Lovely</i>
Livre (n.m.)	<i>Book</i>
Marron	<i>Brown</i>
mexicain(e)	<i>Mexican</i>
Noir(e)	<i>Black</i>
Nom (n.m.)	<i>Name (last)</i>
Nouveau (nouvel, nouvelle)	<i>New</i>
Numéro (n.m.)	<i>Number</i>
Numéro de sécurité sociale	<i>Social security number</i>
Orange	<i>Orange</i>
Porte (n.f.)	<i>Door</i>
Prénom (n.m.)	<i>First name</i>
Professeur (n.m.)	<i>Professor</i>
Rose	<i>Pink</i>
Rouge	<i>Red</i>
Rue (n.f.)	<i>Street</i>
Sous	<i>Under</i>
Stylo (n.m.)	<i>Pen</i>

Ami (e) noun	<i>Friend</i>
Anglais (e)	<i>English</i>
Bas (basse)	<i>Low</i>
Carré	<i>Square</i>
Chaud	<i>Hot, warm</i>
Chinois (e)	<i>Chinese</i>
Circulaire	<i>Circular</i>
Courbé	<i>Wavy, curved</i>
Droit (e)	<i>Strait</i>
Dur (e)	<i>Hard</i>
Élevé	<i>Raised</i>
Énorme	<i>Enormous</i>
Épais	<i>Thick</i>
Étroite	<i>Narrow</i>
Froid	<i>Cold</i>
Grand (e)	<i>Tall</i>
Gros (se)	<i>Huge</i>
Haut	<i>High</i>
Italien (ne)	<i>Italian</i>
Japonais (e)	<i>Japanese</i>
Large	<i>Wide</i>
Long (ue)	<i>Long</i>
Massif (ive)	<i>Massive</i>
Mince	<i>Thin</i>
Minuscule	<i>Miniscule</i>
Mou (molle)	<i>Soft, mushy</i>
Ondulé	<i>Wavy</i>
Ovale	<i>Oval</i>
Petit (e)	<i>Small</i>
Plaque d'immatriculation (n.f.)	<i>License plate</i>
Plat	<i>Flat</i>
Pointu	<i>Pointy</i>
Pomme (n.f.)	<i>Apple</i>
Rectangulaire	<i>Rectangular</i>
Rond	<i>Round</i>
Russe	<i>Russian</i>
Suisse	<i>Swiss</i>
Sur	<i>On/Upon</i>
Table (n.f.)	<i>Table</i>
Triangulaire	<i>Triangular</i>
Vieux (vieil, vieille)	<i>Old</i>
Ville (n.f.)	<i>City</i>
Violet (te)	<i>Purple</i>
Voiture (n.f.)	<i>Car</i>



### **Buildings**

Habitat in Africa is as diverse as the people who inhabit the continent, and varies significantly according to ecological zones. Because locally obtained items used to make up the bulk of the building material, buildings tended to be more or less the same in similar ecological zones. Recently, however, with the development of roads and the means of transportation, this uniformity is changing rapidly, as it has become easier to import building material from other regions of Africa or even abroad. Today, there are some neighborhoods in some African cities, such as Nouakchott or Abidjan, that look like any upper class neighborhood in America in terms of architecture as well as infrastructure.

While the great majority of Africans still live in traditional or semi-traditional houses, the reality is that the process of housing modernization is taking a fast pace, even in remote villages. In rural Senegal, for instance, concrete buildings are mushrooming due to the immigration of most of its youth to the West and the remittances they send to build more durable and modern housing. Senegalese young migrants are mostly evaluated according to how big and beautiful the house they have built is. This has triggered some competition among village migrants, and as a result, the face of the village architecture, as traditionally known, is rapidly changing in Senegal.

Buildings in Africa, therefore, range from the most modern to the most traditional stylistically speaking. In humid parts of Africa, traditional buildings are mostly made of standing wood pillars woven with tree leaves (such as palm tree leaves). In more austere environments, such as the Sahel, houses are built traditionally with brick or mud walls covered with thatched roofs. People who are still involved with nomadism prefer to use tents because of their constant mobility.



Typical Housing in the Middle Senegal Valley

**Activity 1**

Class activity. Learn to count while staying fit! Students can take turns in suggesting and leading various exercise activities for the whole class to do while counting. Do aerobics, push-ups, sit-ups, jump rope, march, etc. and try not to get breathless! If your classroom is too small, go outside and get some fresh air while exercising (weather permitting, of course).

**Activity 2**

Class activity. Your instructor will start a chain to let the class count from 1 to 20 (each student says a number). Once the class successfully counted to 20, your instructor will start a new chain to count odd numbers only, then even numbers.

**Activity 3**

Class activity. Play bingo. Your instructor will give you a card with three numbers on it. S/he will then call out numbers randomly. When your numbers are called out, make a mark. The first student whose numbers are all marked gets to be the one calling out the numbers.

**Activity 4**

Class activity. You will count the objects and the people in your classroom. Your instructor will ask questions such as : *Il y a combien d'étudiants dans la classe?* You and your classmates will count while your instructor points at objects / people counted. Then one student will be asked to report: *Il y a cinq étudiants dans la classe.*

**Activity 5**

Class activity. Guessing game. Your instructor will ask questions about the colors of various objects in the classroom. Answer with the proper form of the adjective. Example: *qu'est-ce qui est noir? Le tableau est noir.*

**Activity 6**

Class activity. Your instructor will start a chain by asking a student a question about an object or a person's location. Example: *où est le prof? Il est derrière le bureau.* Or: *le bureau est sur le prof? Non, le bureau est devant le prof.*

**Activity 8**

Class activity. Play *Jacques a dit* (Simon says). Your instructor will give commands that include prepositions of place (example: *Allez (go) derrière le professeur*). Obey only if they are preceded by *Jacques a dit!* The last student left will take over the role of the instructor.

**Activity 9**

Class activity. Your instructor will start a chain by asking you if you own certain objects. Example: Tu as une voiture? Tu as un livre? You will answer and then say the location and a brief description of the object.

### Activity 1

Pair activity. Take turns asking and answering questions about the objects pictured below. Use *Qu'est-ce que c'est* and *C'est/ce sont*.



### Activity 2

Use the pictures of the activity above and describe each object's size and color.

### Activity 3

Pair and class activity. Ask your partner how many items s/he has (books, pens, cars, etc.). Then your partner will ask you the same questions. Then, write individually a short paragraph detailing what you have, what your partner has, and what both of you have. Be ready to report to the class, listen to others' reports, and answer questions about their possessions.

**Pair Activities, Student A**

**Activity 1**

Play the game *la bataille navale*. Draw your ships on the grid below, then take turns with your partner calling out grid coordinates to locate and destroy each other's ships. The first one to find all of his/her partner's ships wins.

Ships: XXXX

XXXX

XXXX  
X  
XXXX

XXXX  
X  
XXXX

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1																										
2																										
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20																										

**Pair Activities, Student A**

**Activity 2**

One student looks at chart A, the other at chart B. Take turns asking each other questions to complete the list of hotels in Kinshasa.

Example: *l'adresse de l'hôtel X? Le numéro de téléphone de l'hôtel Y?*

<b>Nom de l'hôtel</b>	<b>adresse</b>	<b>téléphone</b>
Afrique Hôtel	____, avenue Colonel Mpia	13191
Hôtel Astoria	3, avenue du Commerce	
Hôtel Continental	____, place Madrandele Tanzi	
Intercontinental	18, avenue Batela	114180
Hôtel Matonge	____, avenue du Stade	18166
Hôtel Okapi	17, avenue de l'Okapi	

**Pair Activities, Student B**

**Activity 1**

Play the game *la bataille navale*. Draw your ships on the grid below, then take turns with your partner calling out grid coordinates to locate and destroy each other's ships. The first one to find all of his/her partner's ships wins.

Ships: XXXX

XXXX

XXXXX  
X

XXXXX  
X

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1																										
2																										
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**Pair Activities, Student B**

**Activity 2**

One student looks at chart A, the other at chart B. Take turns asking each other questions to complete the list of hotels in Kinshasa.

Example: *l'adresse de l'hôtel X? Le numéro de téléphone de l'hôtel Y?*

<b>Nom de l'hôtel</b>	<b>adresse</b>	<b>téléphone</b>
Afrique Hôtel	1106, avenue Colonel Mpia	
Hôtel Astoria	____, avenue du Commerce	12187
Hôtel Continental	7, place Madrandele Tanzi	17137
Intercontinental	____, avenue Batela	
Hôtel Matonge	2, avenue du Stade	
Hôtel Okapi	____, avenue de l'Okapi	18144



### Activity 1

Describe your classroom orally.

### Activity 2 Track 12

CD. Listen to the description of a classroom and determine which classroom is being described. Then, write a short paragraph to describe the other classroom.



**Script:** Dans la salle de classe, il y a une porte et un tableau noir. Il y a un professeur et six étudiants. Il y a un bureau, six tables et sept chaises.

### Activity 3 Track 13

CD. Listen to the description of a classroom, and draw it. Pay attention to the numbers and colors. Label your drawing.

**Script:** Voici ma salle de classe. Il y a deux tableaux noirs, quatre chaises marron, et un bureau gris. Il y a quatre personnes: un professeur et trois étudiants. Il y a aussi trois livres rouges, quatre stylos bleus, et deux cahiers verts sur le bureau.

#### Activity 4

Answer the following questions about the picture (*école peule*) below.

- A) Combien d'étudiants y a-t-il dans la salle de classe? Il y a 7 étudiants dans la salle.
- B) Où est le professeur? On ne sait pas!
- C) Quels objets sont présents? (Il y a un tableau noir, etc.)



#### Activity 5

Prepare a few sentences that describe what you see in the photo. Be prepared to discuss your ideas in class.