

# Comment est ta famille?

## CHAPITRE 3

### CHAPTER CHECKLIST

#### Géoculture

- ☐ Read and study the information on **La province de Québec**, pp. 72–75.

#### Vocabulaire 1

- ☐ Study the words and expressions in **Vocabulaire 1**, pp. 78–79, and **D’autres mots utiles**, p. 79 to learn vocabulary for describing people.
- ☐ Study the expressions in **Exprimons-nous!**, p. 79, to learn how to ask about people.
- ☐ Do Activity 1, p. 80, in writing.
- ☐ Use the online textbook to do listening Activity 2, p. 80.
- ☐ Study the vocabulary in **D’autres mots utiles**, p. 80.
- ☐ Study the expressions in **Exprimons-nous!**, p. 80, to learn how to ask for and give an opinion.
- ☐ Write out Activities 3–4, p. 81.
- ☐ For additional practice with **Vocabulaire 1**, do the activities on pp. 25–27 in the *Vocabulaire et grammaire*.

#### Grammaire 1

- ☐ Study the presentation on the verb **être**, p. 82.
- ☐ Read about last names in Quebec in **Flash culture**, p. 82.
- ☐ Do Activities 6–9, pp. 82–83, in writing.
- ☐ Study the presentation on adjective agreement and read **En anglais**, p. 84.
- ☐ Do Activity 11, p. 84, in writing.
- ☐ Use the online textbook to do listening Activity 12, p. 85.
- ☐ Do Activities 13–14, pp. 84–85, in writing.
- ☐ For additional practice with **Grammaire 1**, do the activities on pp. 28–29 in the *Vocabulaire et grammaire* and on pp. 21–23 in the *Cahier d’activités*.

#### Application 1

- ☐ Use the online textbook to do listening Activity 16, p. 86.
- ☐ Study more irregular adjectives in **Un peu plus**, p. 86.
- ☐ Read about Quebec’s motto in **Flash culture**, p. 86.
- ☐ Do Activities 17–19, pp. 86–87, in writing.

## CHAPTER CHECKLIST

## CHAPITRE 3

### Culture

- ☐ Read about French families in **Comparaisons**, p. 89.

### Vocabulaire 2

- ☐ Study the words and expressions in **Vocabulaire 2**, pp. 90–91, and **D’autres mots utiles**, p. 91 to learn vocabulary for talking about family members.
- ☐ Study the expressions in **Exprimons-nous!**, p. 91, to learn how to identify family members.
- ☐ Read about festivals that celebrate family in Quebec in **Flash culture**, p. 92.
- ☐ Use the online textbook to do listening Activity 21, p. 92.
- ☐ Do Activities 22–23, p. 92, in writing.
- ☐ Study the expressions in **Exprimons-nous!**, p. 93, to learn how to ask and respond to questions about family.
- ☐ Write out Activity 24, p. 93.
- ☐ For additional practice with **Vocabulaire 2**, do the activities on pp. 31–33 in the *Vocabulaire et grammaire*.

### Grammaire 2

- ☐ Study the presentation on possessive adjectives and read **En anglais**, p. 94.
- ☐ Do Activity 26, p. 94, in writing.
- ☐ Use the online textbook to do listening Activity 27, p. 94.
- ☐ Do Activities 28–29, pp. 94–95, in writing.
- ☐ Study the presentation on contractions with **de**, p. 96.
- ☐ Read about the world’s largest winter carnival in **Flash culture**, p. 96.
- ☐ Do Activities 31–33, pp. 96–97, in writing.
- ☐ For additional practice with **Grammaire 2**, do the activities on pp. 34–35 in the *Vocabulaire et grammaire* and on pp. 25–27 in the *Cahier d’activités*.

### Application 2

- ☐ Use the online textbook to do **On rappe!** listening Activity 35, p. 98.
- ☐ Write out Activity 36, p. 98.
- ☐ Study **C’est** versus **Il/Elle est** in **Un peu plus**, p. 98.
- ☐ Do Activities 37–39, pp. 98–99, in writing.

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## CHAPITRE 3 SELF-TEST

|  |   |
|--|---|
| 1. Can you ask about and describe people? (p. 79)            | <ul style="list-style-type: none"> <li>• How would you ask what someone is like?</li> <li>• How would you describe your father's hair and eyes?</li> <li>• How would you describe your best friend's personality?</li> <li>• How would you say that your friend is neither tall nor short?</li> </ul>   |
| 2. Can you ask for someone's opinion and give yours? (p. 80) | <ul style="list-style-type: none"> <li>• How would you ask a classmate what he thinks of the French teacher?</li> <li>• How would you tell your friend that in your opinion you think the teacher is creative and intelligent?</li> </ul>   |
| 3. Can you identify family members? (p. 91)                  | <ul style="list-style-type: none"> <li>• How would you ask who someone is?</li> <li>• How would you say this is my uncle?</li> <li>• How would you say these are my brothers and sisters?</li> </ul>  |
| 4. Can you ask about someone's family and respond? (p. 93)   | <ul style="list-style-type: none"> <li>• How would you ask a classmate if she has brothers and sisters and how many?</li> <li>• How would you ask her if she has a pet?</li> <li>• How would you ask a classmate how many people there are in his family?</li> </ul>  |
| 5. Can you tell about your family? (p. 93)                   | <ul style="list-style-type: none"> <li>• How would you say that you are an only child?</li> <li>• How would you say that you have two brothers and a step-sister?</li> <li>• How would you say that you don't have any brothers but four sisters?</li> <li>• How would you say there are six of us (in my family)?</li> <li>• How would you say that you have a dog?</li> </ul> |

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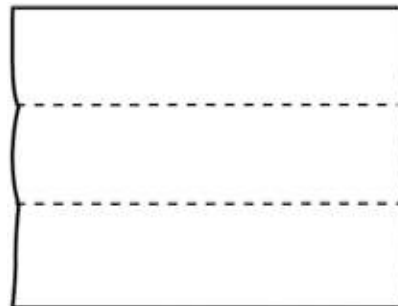
## CHAPITRE 3

### FOLD-N-LEARN PROJECT SUGGESTIONS

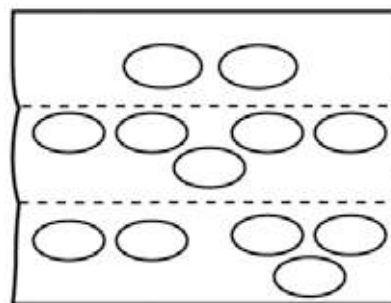
Follow the instructions below to create a fun study aid. This aid will help you review the vocabulary for family on pages 90–91 of your textbook.

**MATERIALS** You will need paper, a pencil and a pen or marker.

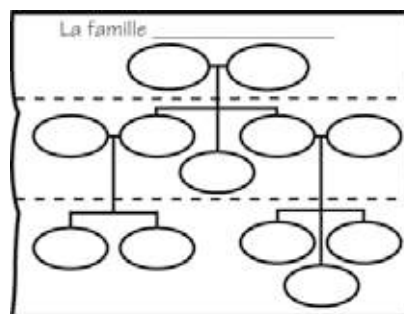
**STEP 1** Turn a sheet of paper lengthwise and fold it in thirds. Then, unfold the paper so that you see three long horizontal sections formed by the creases.



**STEP 2** You're going to make your own family tree on the sheet. With a pencil, draw circles on the sheet like the ones shown here, but make them match your family. Put your grandparents' circles in the top section. In the middle section, draw circles for your parents and any aunts and uncles. Draw circles for you and any brothers, sisters, and cousins in the bottom section of the sheet.



**STEP 3** As you draw the circles, fill in the family tree with the real names of your family. Draw lines from all parents to their children. At the top, write **La famille** followed by the family's last name.



**STEP 4** Trace over the lines and circles with a pen or marker so you can see where they are through the paper. With a pencil, write each person's relationship to you (such as **oncle**, **cousin**, **mère**) on the back of the circle he or she is in.

**STEP 5** Review the chapter vocabulary with the family tree you've created. Look at the name of each family member and try to come up with his or her relationship to you in French.