

# DÉFI

# FRANCOPHONE 1

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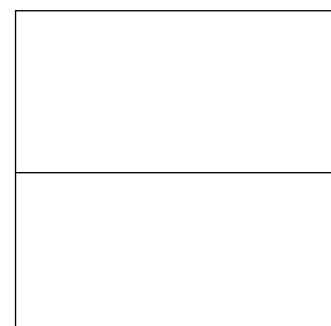
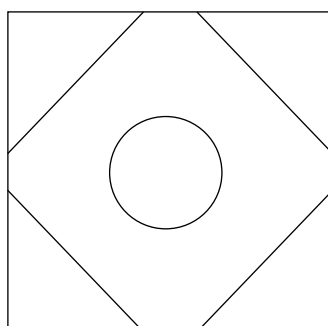
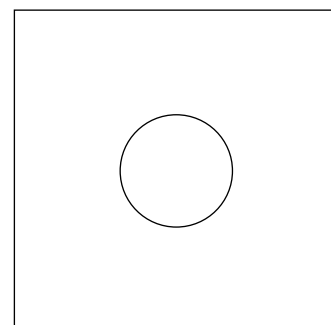
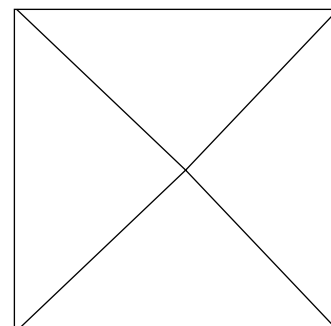
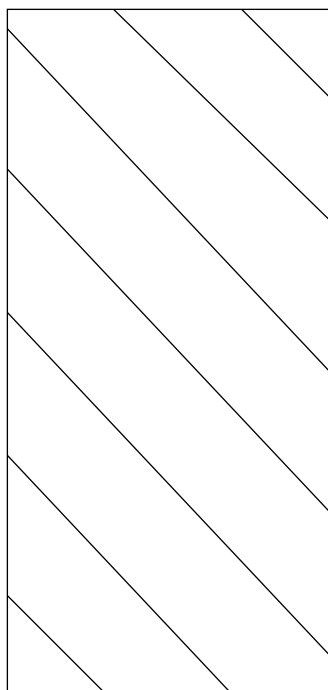
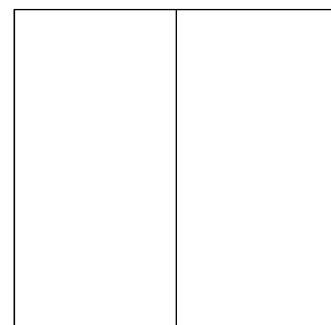
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# Why DÉFI FRANCOPHONE?

**DÉFI FRANCOPHONE** proposes an original and motivating approach that will spark your students' curiosity. In this program, **culture is at the core of every activity**, as cultural content from the Francophone world is the starting point and basis of all linguistic activities. It is through the **discovery of sociocultural and multicultural aspects** that students will spontaneously feel the need to acquire language tools. For this reason, the authors have selected a wide variety of **original resources** that truly capture the interest of students, which promotes engagement and motivation on their part.

**Interculturality is also of the utmost importance** in **DÉFI FRANCOPHONE** because reacting and interacting based on one's own identity and one's life experience is, in our opinion, the foundation of a learner's motivation for language acquisition. Without any doubt, the challenge consisted of proposing interesting resources where language is used in context while still being accessible to elementary level students. We were able to do so using **reading strategies** that you will find in each chapter. In **task-based language teaching**, students develop learning strategies based on their existing knowledge of the world, of the genres and typology of texts, as well as on their own linguistic knowledge. These strategies help learners understand the materials and work independently, and above all, develop their proficiency.

Students will enjoy discovering the texts and developing their own linguistic skills. Regarding the acquisition of the language itself, it is important to note that grammar is presented in a progressive and inductive approach: students observe the language and structures used in the texts, and **construct their own grammatical competence**. Vocabulary is the object of a well thought out learning process. Learners are guided to **make words their own** based on their personal needs and tastes. They create their own graphic organizers based on associations, they recognize the most common expressions (with special attention to variants of French in Canada throughout the chapters), and make comparisons with their native languages and culture. All these elements will assure an **effective learning process** in which students work both independently and in groups, and enjoy the activities whether they be micro-tasks or final tasks (*les Défis*) at the end of each dossier.

Finally, **DÉFI FRANCOPHONE** takes into account the fact that students are used to looking up information online and to using mobile applications in their daily lives. We have decided to put these habits to good use to help them learn French. Therefore, we have created a complete **virtual space** called **MyFrenchHub**, which features numerous self-correcting exercises, grammar and pronunciation tutorials, videos embedded in the chapters of the textbook, and many other activities.

We wish you joyful and inspirational moments in your classroom with students who will be more motivated than ever to learn French thanks to new cultural discoveries and entertaining activities.

The authors and the team of Éditions Maison des Langues

**DÉFI FRANCOPHONE** is an introductory level French program designed for North American colleges and universities.

Its innovative design follows a task-based, content-focused approach. Its main goal is to stimulate students to build knowledge through explorative and expansive learning. The French classroom becomes a space where students develop 21<sup>st</sup>-century skills, such as collaboration, creativity, critical thinking, and communication.

**DÉFI FRANCOPHONE OFFERS MANY EXCITING FEATURES.**

- **DÉFI FRANCOPHONE** offers an original and modern program that places culture at the heart of language learning. The discovery of Francophone cultures and societies (cultural, multicultural realities, of everyday life...) sparks interest and spontaneously leads students to feel the need to acquire linguistic skills.
- Conscious about North-American students' reality, **DÉFI FRANCOPHONE** offers customized content which aims to highlight the Francophone Canada.
- In **DÉFI FRANCOPHONE**, grammar is treated in a progressive and inductive manner: the learner reflects on the grammar points covered in the documents, then co-constructs their grammatical competence. Vocabulary is also acquired through a thoughtful process. Students are encouraged to build their lexical repertoire with new words throughout the chapter: *Mon panier de lexique*, words and useful expressions, frequent word combinations... It also includes variations of French in Quebec.
- In **DÉFI FRANCOPHONE**, interculturality occupies an important place and students are led to react and interact based on their own identity and personal experience.
- **DÉFI FRANCOPHONE** offers a methodological approach anchored by actions: micro-tasks throughout the lesson cycle prepare learners for the *Défis* (tasks) at the end of each *dossier*.

- **DÉFI FRANCOPHONE** offers reading strategies that activate students' prior knowledge of the world, of genres and types of texts, and their own linguistic knowledge. These strategies help them understand documents, work independently and, above all, develop their proficiency.
- **DÉFI FRANCOPHONE** offers an inclusive perspective on learning. Its approach makes it accessible to all learners and appeals to multiple intelligences (visual, verbal, interpersonal, intrapersonal...). Additionally, its diverse and stimulating representations of cultural realities embraces all the identities and communities in the Francophone world –and in the students' world as well.
- **DÉFI FRANCOPHONE** is suitable for the flipped classroom approach, allowing instructors to optimize class time. Students can prepare independently before the class session, reserving precious class time for communication and collaboration.
- **DÉFI FRANCOPHONE** is a model of authentic, student-centered design. Students make decisions and complete task-based activities that are personally relevant and that encourage them to take an active role in their own learning.

# Page d'ouverture

The introductory pages present the content that will be seen in both thematic *dossiers* of the chapter: aspects of culture and French-speaking society, as well as language (communication, grammar, vocabulary). Each *dossier* ends with a final task (*Défi*) adapted to the learners' progression.

The digital *Défi* on [MyFrenchHub](#) is a complementary, independent task that makes the most of digital natives' skills.

**Entre quatre murs** 04

**DOSSIER #01** Types of living spaces

**SOCIETY AND CULTURE**

- Rent prices in five different Francophone cities
- Home listings in France
- The typical Bruxelles home
- Interior decorating

**GRAMMAR**

- *Il y a / il n'y a pas de*
- *C'est* + adjective

**COMMUNICATION**

- Describing housing
- Speaking about different rooms in a house
- Discussing rent

**VOCABULARY**

- Different living spaces and arrangements
- Rooms in a house
- Prepositions of place (1)

**DÉFI #01** CREATE A MAP OF LIVING ARRANGEMENTS IN YOUR COUNTRY

**DOSSIER #02** Space arrangement

**SOCIETY AND CULTURE**

- *Les chambres de bonne*
- Arranging small spaces
- Principles and rules of feng shui

**GRAMMAR**

- Colors
- The verb *pourvoir*
- *Il faut* + infinitive
- The verb *devoir*

**COMMUNICATION**

- Discussing arrangement and decor
- Discussing spaces
- Describing furniture
- Indicating color

**VOCABULARY**

- Furniture and household objects
- Colors and materials
- Prepositions of place (2)

**DÉFI #02** DRAW THE FLOOR PLAN OF AN IDEAL SHARED LIVING SPACE

**COMMUNICATION** Who you are

**DÉFI #01** MAKE A SELF-PORTRAIT IN NUMBERS

**VOCABULARY** Label cities from 0 to 20 dresses

**COMMUNICATION** Tag a country (information) numbers age profession

**DÉFI #02** MAKE A PORTRAIT OF A COUNTRY

**VOCABULARY** from 20 and up nouns

MyFrenchHub DÉFI #03 NUMÉRIQUE

# Two cultural *dossiers* per chapter follow a familiar, predictable sequence.

## DÉCOUVRIR

*Découvrir*, a colorful double-page feature in a magazine format, introduces students to the cultural theme of each *dossier*.

It offers a variety of text types: articles, blogs, infographics, and so on. Texts are accompanied by comprehension activities that draw learners into the theme and introduce basic vocabulary of the chapter. The *Ah bon?!* features provide additional cultural information on the theme.

**Mon panier de lexique:**  
A personalized collection of vocabulary words and expressions students have acquired

At the end of the book, there is a *dossier* containing 8 additional *Découvrir* features adapted culturally for Francophone Canada.

## CONSTRUIRE ET (INTER)AGIR

## CONSTRUIRE ET CRÉER

The two double-page features *Construire et (inter)agir* and *Construire et créer* are centered around authentic cultural documents that present language in context. The same headings are repeated in each dossier.

## AVANT DE LIRE

Pre-reading activities prepare students to approach a text

## LIRE, COMPRENDRE ET RÉAGIR

For students to discover grammar and vocabulary the inductive way

## TRAVAILLER LA LANGUE

For students to discover grammar and vocabulary the inductive way

## ÉCOUTER, COMPRENDRE ET RÉAGIR

For students to listen to and comprehend an audio recording related to the text

## REGARDER, COMPRENDRE ET RÉAGIR

Videos with educational resources available on



## PRODUIRE ET INTERAGIR

For students to co-construct their learning

## DÉFI

At the end of the *dossier*: a task requiring students to combine all of the linguistic and cultural elements

## TRAVAILLER LA LANGUE

In **DÉFI FRANCOPHONE**, particular attention is paid to language development. In *Travailler la langue*, students are led to reflect naturally on grammar and therefore to co-construct their grammatical competence. A reflective and a co-constructive approach to grammar, always based on texts presented, introduces concepts in an inductive manner.

### Travailler la langue

5. Look at the article and complete the chart.

#### IL FAUT + INFINITIVE

**IL FAUT + INFINITIVE** is used to express obligation and necessity.  
Ex.: **Il faut mettre les plantes dans les coins de la pièce.**  
Ex.: .....

In the negative, **pas** is placed between **il faut** and the infinitive.

Ex.: **Il ne faut pas placer le bureau en face d'un mur.**

→ P. 105 – EXERCICE 9

### Travailler la langue

4. Look at the *Loca Bruxelles* website and complete the chart.

#### IL Y A / IL N'Y A PAS DE

**Il y a** is used to signal the presence of people or things.

**IL Y A + ARTICLE OR NUMBER + NOUN**

Ex.: .....

Negative sentences use this format:

**IL N'Y A PAS DE + NOUN**

Ex.: **Il n'y a pas de véranda dans la deuxième maison.**

→ P. 105 – EXERCICE 8

### Travailler la langue

4. Complete the chart using the comments as a reference.

#### C'EST + ADJECTIVE

**C'EST + ADJECTIVE**  
To express your opinion, critique, or make a comment about **something**, use the masculine form of the adjective.  
Ex.: .....

! To give your opinion about **someone**, use:

**IL/ELLE EST + ADJECTIVE**

Ex.: **Il est gentil. Elle est gentille.**

4. Match each adjective with its antonym.

- |          |            |
|----------|------------|
| joyeux ○ | ○ laid     |
| sombre ○ | ○ triste   |
| beau ○   | ○ nul      |
| génial ○ | ○ bruyant  |
| calme ○  | ○ lumineux |
| grand ○  | ○ petit    |

## RESSOURCES LEXICALES ET GRAMMATICALES

This section contains linguistic information and explanations with meaningful examples pertaining to the key themes developed in the chapter. This section is enhanced by images, graphics and pictures to supplement descriptions and definitions that otherwise could be dry and intimidating.

**CHAPITRE 4**

**Il y a / Il n'y a pas de**

The invariable expression **il y a** means there is or there are. **Il y a** is commonly used to point out the presence or the absence of someone or something.

Ex. Dans la cuisine, **il y a** un frigo.  
Ex. **Il y a** vingt étudiants dans la classe.

The negative form of **il y a** is **il n'y a pas**. **Il n'y a pas** must include the preposition **de** before the noun.

Ex. En Espagne, dans certaines régions, **il n'y a pas** de chauffage dans les appartements.  
Ex. Dans la salle de bains, **il n'y a pas** d'eau chaude.

! **CAREFUL!** When speaking in colloquial language, we can hear "ya" for **il y a** and "y'a pas" for **il n'y a pas**.

**C'est + adjective**

**C'est + adjective** is used to make a general judgment, or to express appreciation or criticism about something.

Ex. Le décor d'un restaurant peut être **c'est grand**, **c'est impressionnant**.

Ex. Les chambres de bonne? **C'est génial** mais **c'est trop petit** pour deux personnes!

! **CAREFUL!** To express an opinion about someone, use **il/elle est + adjective**.

Ex. **Elle est intelligente**, **il est sympathique**, **ils sont gentils**.

**Colors**

Colors are adjectives, and like other adjectives, they generally agree in gender and number with the noun they describe. Generally, the feminine is formed by adding an **e** to the masculine form and the plural is formed by adding an **s** to the singular form.

	Singulier	Pluriel (s)
<b>Masculin</b>	Un mur <b>jaune</b>	Des murs <b>jaunes</b>
<b>Féminin (e)</b>	Une chaise <b>noire</b>	Des chaises <b>noires</b>
	Une pièce <b>verte</b>	Des pièces <b>vertes</b>

There are, however, some notable exceptions for certain adjective endings.

Masculine ending	Feminine ending
noir	noire
bleu	bleue
rouge	rouge
jaune	jaune
rose	rose
mauve	mauve
brun	brune
blanc	blanche
gris	gris
vert	verte
noir	noire
blanc	blanche

! **REMEMBER!** Singular adjectives ending in **eur** do not change in the plural.  
Ex. un appartement **gris**, des appartements **gris**

! **CAREFUL!** **Blanc** and **orange** are invariable.  
Ex. **Il a fait un blanc**.  
Ex. **Je diluite les murs avec de l'orange**.

! **REMEMBER!** Compound adjectives describing color are also invariable.  
Ex. une chaise **verte** / une chaise **vert-bleu**  
Ex. une pièce **bleue** / une pièce **bleu-foncé**

**RESSOURCES GRAMMATICALES**

**The verb pouvoir**

The verb **pouvoir** (to be able to) expresses ability and possibility.

Subject	Verb
Ju	peut
Tu	peux
Il/Elle/On	peut
Nous	pe pouvons
Vous	pe pouvez
Ils/Elles	pe peuvent

**Pouvoir** is a modal verb, meaning it is generally followed by another verb in the infinitive.  
Ex. **A Paris, on peut louer une maison pour 500 euros par mois.**  
Ex. **A Paris, on ne peut pas louer une maison pour 500 euros par mois.**

! **REMEMBER!** Notice how the negation **ne...pas** is formed around the conjugated verb.  
Ex. **Il ne peut pas louer une maison.**

**Il faut + infinitive**

**Il faut** is derived from the impersonal verb **fallere**, which is only conjugated in the third person singular. Since it is used in many idiomatic expressions, **il faut** is difficult to translate directly, but can be understood as "one must" or "it is necessary to." Like the modal verbs **pouvoir** and **devoir**, **il faut** is generally followed by another verb in the infinitive.  
Ex. **Il faut louer un appartement.**

Ex. **Il faut mettre les plantes dans les coins de la pièce.**

! **REMEMBER!** Notice how the negation **ne...pas** is formed around the conjugated verb.  
Ex. **Il ne faut pas mettre le lit sous la fenêtre.**

**The verb devoir**

The verb **devoir** (to need to or must) expresses necessity and obligation.

Subject	Verb
Ju	doit
Tu	dois
Il/Elle/On	doit
Nous	devons
Vous	devez
Ils/Elles	doivent

! **REMEMBER!** **Devoir** is a modal verb, meaning it is generally followed by another verb in the infinitive.  
Ex. **Après les riges du froid, les patients doivent être sous surveillance.**

! **REMEMBER!** Notice how the negation **ne...pas** is formed around the conjugated verb.  
Ex. **L'appartement doit avoir des couleurs claires. Il ne doit pas être sombre.**

! **REMEMBER!** Like **il faut**, the verb **devoir** expresses necessity and obligation, but **il faut** is impersonal and **devoir** is not.  
Ex. **Je dois ranger ma chambre (devoir - personal) → I need to tidy up my room.**  
Ex. **Il faut ranger sa chambre (il faut - impersonal) → One must tidy up one's room.**

**Ressources grammaticales :** Explanations and tables that describe morphology, as well as syntactic structures, are presented here. **Remember** and **Careful** icons point out particular cases or exceptions to grammar rules.

## LES CAPSULES DE PHONÉTIQUE

Each chapter includes two *Capsules de phonétique*. They are videos that help students understand phonetics and develop correct pronunciation. Topics covered are related to the grammar and vocabulary seen in the chapter.



### CAPSULE PHONÉTIQUE

Que

vous

connaissez-

}

gigue

de la Bel

**CHAPITRE 4**

**Vocabulaire de la maison** / Home vocabulary

appartement	apartment, condominium	le mur	wall
la bibliothèque	library	la pièce	room (in a house)
le bureau	office	le placard	wardrobe
la chambre	bedroom	le réfrigérateur	refrigerator
le chauffage	heating	le rez-de-chaussée	ground/floor floor
le couloir	hallway	le premier étage	first floor
la cuisine	kitchen	la salle à manger	dining room
la salle de bain	bathroom	le salon	living room
le dressing	walk-in closet	le toit	roof
le garage	garage	la véranda	sun room
le jardin	garden		
le meuble	furniture		

**Les meubles et les objets** / Furniture and objects

le canapé	couch	la chaise	chair
la cuisinière	stove	le réfrigérateur	refrigerator
le divan	sofa	le meuble	furniture
le fauteuil	armchair	la table basse	coffee table
le lit	bed		
le bureau	desk		
la table basse	coffee table		

**Les petites annonces** / Listings

la chambre de bonne	garret, attic studio
la location	rental
le logement	housing
la lumière	light
le mobilier	furniture
la petite annonce	house listing
le plan	map/floor plan
le prix	price
le prix moyen	average price
les charges comprises	all utilities included
la vue	view

**Les couleurs** / Colors

blanc, blanche	white	orange	orange
bleu	blue	rose	pink
jaune	yellow	rouge	red
maison	brown	vert	green
noir	black	verticelle	purple

**Les prépositions de localisation** / Prepositions of place

à gauche de	to the left of	à droite de	to the right of
à l'arrière de	at the back of	en face de	opposite
en bas de	at the bottom of	en haut de	at the top of
à côté de	next to	à l'intérieur de	inside
derrière	behind	en face de	opposite
entre	between	en haut de	at the top of
juste en face de	directly opposite	à l'intérieur de	inside
sur	on top of	en dessous de	underneath

**RESSOURCES LEXICALES**

**Ma maison** / My words

aménager	to arrange	la table	table
calme	to calm	la table basse	coffee table
décorer	to decorate	la table de la cuisine	kitchen table
dormir	to sleep	la table de la salle à manger	dining table
favoriser	to favor	la table de la véranda	sun room table
mettre	to put	la table de la cuisine	kitchen table
monter sur	to climb up	la table de la salle de bain	bathroom table
partager	to share	la table de la chambre	bedroom table
planifier	to plan	la table de la cuisine	kitchen table
posséder	to own	la table de la salle de bain	bathroom table
ranger	to tidy up	la table de la chambre	bedroom table
s'asseoir	to sit down	la table de la cuisine	kitchen table
lever	to raise	la table de la salle de bain	bathroom table
la réponse	the answer	la table de la chambre	bedroom table
servir	to serve	la table de la cuisine	kitchen table
suivre	to follow	la table de la salle de bain	bathroom table
vivre	to live	la table de la chambre	bedroom table
recevoir	to receive	la table de la cuisine	kitchen table

**Adjectifs** / Adjectives

accueillant	welcoming, inviting	la table de la cuisine	kitchen table
bonne	good	la table de la salle de bain	bathroom table
bruyante	noisy	la table de la chambre	bedroom table
calme	calm	la table de la cuisine	kitchen table
colorée	colorful	la table de la salle de bain	bathroom table
dangereuse	dangerous	la table de la chambre	bedroom table
décorative	decorative	la table de la cuisine	kitchen table
décoré	decorated	la table de la salle de bain	bathroom table
décorer	to decorate	la table de la chambre	bedroom table
décoré	decorated	la table de la cuisine	kitchen table
décorer	to decorate	la table de la salle de bain	bathroom table
décoré	decorated	la table de la chambre	bedroom table
décorer	to decorate	la table de la cuisine	kitchen table
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décorer	to decorate	la table de la cuisine	kitchen table
décoré	decorated	la table de la salle de bain	bathroom table
décorer	to decorate	la table de la chambre	bedroom table
décoré	decorated	la table de la cuisine	kitchen table
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décoré	decorated	la table de la chambre	bedroom table
décorer			

LEXIQUE ET GRAMMAIRE EN ACTION

These pages offer exercises to strengthen and deepen language skills through systematic vocabulary and grammar practice.

**CHAPITRE 4**

**Housing**

1. Complete *le logement* word map with words you consider useful. Feel free to add branches to the tree if necessary.

**Types of housing and rooms in a house**

2. Match each label with its definition.

escalier, le couloir, le salon, le bureau, la chambre, la salle de bains, la salle à manger, la cuisine

a. C'est la pièce pour cuisiner : .....  
 b. C'est la pièce pour se laver : .....  
 c. C'est la pièce pour manger : .....  
 d. C'est la pièce pour dormir : .....  
 e. C'est la pièce pour regarder la TV : .....  
 f. Ça sert à passer d'une pièce à l'autre : .....  
 g. Ça sert à monter au premier étage : .....  
 h. C'est la pièce pour travailler : .....

3. In your city, what type of housing can you have for \$800 a month? Write a description.

*Dans ma ville, pour 800\$/mois, on peut louer un superbe appartement de 150 m², avec cinq chambres...*

**Adjectives to describe a house**

4. Imagine you are selling this house. Write a detailed listing. Use your imagination!

*Magnifique maison de deux étages, très lumineuse...*

**House furniture and objects**

5. Listen and circle the furniture and objects that you hear.

**Prepositions of place**

6. Observe the floor plan. What room corresponds to each sentence?

a. Elle est en face de l'entrée : .....  
 b. Il est entre le bureau et la cuisine : .....  
 c. Il est à gauche du salon : .....  
 d. Elle est à droite des W.C. : .....  
 e. Elle est au fond de l'appartement, à gauche : .....

**Adverbs of quantity**

7. Complete these sentences to describe your home or your workplace.

a. Il n'y a pas assez de / d' .....  
 b. Il y a trop de / d' .....  
 c. .... est trop .....  
 d. .... sont trop .....

**Il faut / Devoir / Pouvoir + infinitive**

9. What is important for you in a housing situation? Write it down.

**Mes critères pour choisir un logement**

*Toutes les chambres doivent avoir une fenêtre. L'appartement doit avoir des couleurs claires.*

**CHAPITRE 4**

**Colors**

10. Answer the quiz.

**LES GOÛTS ET LES COULEURS, ÇA NE SE DISCUTE PAS**

1. À quelle couleur associez-vous les mots suivants ?

- le dimanche
- l'amitié
- le métro
- un téléphone
- un frigo
- les vacances

*Pour moi, le dimanche, c'est noir ou marron, parce que...*

2. Quelles sont les associations de couleurs qui vont bien ensemble dans un logement ?

*Je pense que le blanc va bien avec tout. Pour moi, le beige et le marron vont bien ensemble. C'est agréable dans un salon.*

3. Quelles couleurs vous n'aimez pas dans certaines pièces ?

- une salle de bains
- un salon
- une cuisine

*Je n'aime pas les salles de bains noires.*

**Synthesis**

11. What is your home like? Write a description for each of the categories in the chart.

	Mon logement
Superficie en m²	
Étage	
Ascenseur	
Prix	
Avis positif ou négatif ?	

12. Translate these expressions into English. Are the structures similar between English and French?

- Mon appartement fait 50 m².
- J'habite dans un appartement de 50 m².
- Tu paies combien de loyer ?
- Mon loyer est de 450 €.
- Comment c'est chez toi ?
- Chez moi, c'est beau.
- Chez moi, il y a de la place.
- Chez moi, il n'y a pas d'ascenseur.
- Chez moi, j'ai un grand canapé.
- On va chez moi ?



MYFRENCHHUB is a platform offering digital content and resources for students and instructors who work with DÉFI FRANCOPHONE 1.

It is designed with a clear purpose in mind: to improve teaching and learning experiences in higher education environments with engaging content and helpful, user-friendly tools. It offers easy access to a vast array of material in different formats to help students better grasp and practice concepts, build their skills, develop cultural insights, and meet learning objectives. These resources include online homework, grammar and pronunciation tutorials, and assessments materials.

It features the following components:

- Interactive textbook
- Interactive activities
- Enriched eText
- Digital AIE
- Grammar and Verb Tables
- Grammar Tutorials
- Capsule de phonétique
- Assessment Materials
- INTERACTIVE TEXTBOOK

The Interactive Textbook is a full html version of the textbook which can be used to complement the hardcopy version or used instead of the hard copy (both in face-to-face and online classes). The Interactive Textbook offers in-class and out-of-class content and activities. It is browser-friendly with size-adaptable pages and a format that functions on any desktop or tablet. It also offers a wide variety of resources making it more flexible than a classic printed textbook. In individual activities, students may write directly in the writing fields or, when more space is needed, they can attach files. There are note-taking options which may be used and corrected in class.

**DOSSIER 2 | DÉCOUVRIR**

**Les chambres de bonne**

Les plus petits logements parisiens

Au XIX<sup>e</sup> siècle, les bonnes des employées de maisons des familles riches de Paris vivent dans des chambres d'environ 9m². Ces chambres sont sous les toits, au dernier étage de l'immeuble, sans ascenseur. Souvent, il y a une seule salle de bains pour cinq ou six chambres. Aujourd'hui, les chambres de bonne sont occupées par des étudiants.

**Attention !**

The word *bonne* isn't used anymore. Use *employée* or *maid* instead.

**Lire, comprendre et réagir**

3. Read the document and complete the information below.

**Document**

**Les caractéristiques d'une chambre de bonne :**

- Ville : .....
- Nombre de m² : .....
- Situation dans l'immeuble : .....
- Avec ou sans ascenseur : .....
- Type de locataires aujourd'hui : .....

**Travailler la langue**

4. Complete the chart using the comments as a reference.

**Document**

**C'EST + ADJECTIVE**

**C'EST + ADJECTIVE**

To express your opinion, critique, or make a comment about **something**, use the masculine form of the adjective.

Ex: \_\_\_\_\_

**IL / ELLE EST + ADJECTIVE**

To give your opinion about someone, use

**IL / ELLE EST + ADJECTIVE**

Ex: *Il est gentil. Elle est gentille.*

### • INTERACTIVE ACTIVITIES

A modern and interactive version of a classic SAM (Student's Activities Manual), students will be able to practice and expand upon the skills introduced in the textbook. Most exercises are auto-corrected, particularly those with the main objective of learning and reviewing grammar, vocabulary, listening comprehension, phonetics, and culture. It also includes writing activities and pronunciation practice which students may send to their instructors for feedback.

#### 3. Les pronoms personnels COD

Fill in each blank with the correct direct object pronoun, *le, la, l', or les*.

Exemple : Des baguettes ? Je **les** trouve à la boulangerie.

- Des fleurs ? Je  achète chez le fleuriste.
- Un jean ? Je  achète dans magasin de vêtements.
- De la viande ? Je  trouve à la boucherie.
- Du sucre ? Je  trouve au supermarché.
- Des fruits et légumes ? Je  achète à l'épicerie.
- Une paire de chaussures ? Je  trouve au magasin de chaussures.



#### 10. Les adjectifs ordinaux

In which century were these monuments and institutions built? Select the correct answer.

Château de Versailles : 1623,  siècle.

- L'Opéra Garnier : 1862,  siècle.
- L'Université de la Sorbonne : 1257,  siècle.
- La Tour Eiffel : 1889,  siècle.
- La Salle Pleyel : 1927,  siècle.
- La Philharmonie de Paris : 2015,  siècle.



### • VIDEO

Each chapter includes a video with culturally meaningful content and thought-provoking themes. Students have the access to the script and subtitles to accompany each video.



### • OTHER RESOURCES

- Videos and their scripts
- Audios and their scripts
- Texte lu* audio text narrated by native speakers from France and Quebec
- Interactive quizzes for each chapter
- Test for each chapter
- French-English and English-French Glossaries
- Maps: France, Europe and the francophone world
- Rubrics
- And much more!

# DÉFI FRANCOPHONE icons

**SL** *Stratégie de lecture* Reading strategy used in the activity

Examples of language used in oral activities

Examples of language used in writing activities

**Panier de lexique**  
 A personalized collection of vocabulary words and expressions students have acquired

**Ah bon ?!**  
Cultural information related to the theme

**Grammar**  
 **REMEMBER!** an important point  
 **CAREFUL!** a particular rule or exception

### Resources

Audio

Vidéo

## MyFrenchHub

This icon at the top of the pages highlights the digital content and resources available on **MyFrenchHub**

**TEXTE LU**

This icon indicates that the text has 2 audio versions on MyFrenchHub. Each one is narrated by different native speaker from France and Quebec.

**AUDIO**

This icon indicates that the audio recording is on MyFrenchHub

**VIDÉO**

This icon indicates that the video is viewable on MyFrenchHub

**TRANSCRIPTION**

Audio and video transcripts

**PHONÉTIQUE**  
La liaison obligatoire

This icon indicates the *capsule phonétique* linked to the page and its title

**TUTORIEL**

Grammar Tutorial

# Courses

in a wide variety of academic situations. The following charts illustrate how *Défi Francophone* can be used on two-semester, three-quarter, and four-quarter courses.

## TWO-SEMESTER SYLLABUS

FIRST SEMESTER	SECOND SEMESTER
Chapters 1-8	Chapters 9-16

## THREE-QUARTER SYLLABUS

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER
Chapters 1-5	Chapters 6-10	Chapters 11-16

## FOUR-QUARTER SYLLABUS

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
Chapters 1-4	Chapters 5-8	Chapters 9-12	Chapters 13-16

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