Find a mix that’s as individual as you are

You can complement this text with other great resources, all designed to work together and create an experience better suited to you. Choose from the selection below and find the perfect mix of resources that suits you.

**Student eBook**
*Reader+* is our eBook platform. Students can read, take notes, save bookmarks and more — *anywhere, anytime*. The eBook has resources including audio, grammar animations, videos, interactive games and worksheets. All designed to enhance and extend the learning experience, helping to engage students, and give them choice and flexibility in their learning. All Student Books come with an eBook.

**Teacher eBook**
Educators can access the same eBook as their students, plus a whole lot more, using *Reader+*. Teachers can make the most of a wealth of extra materials, including editable chapter tests and associated audio, answers to all tests and worksheets, audio scripts, all Activity Book pages with answers ready for projection, editable rubrics, weblinks and curriculum grids. Audio downloads are also available for ease of access on a dedicated webpage.

**Student Book**
The Student Book explores French language and culture through bandes dessinées drawn by a French artist, up-to-date photographs shot on location and authentic French texts and realia. The book is designed to engage students and support learners’ understanding of the links between language and culture.

**Activity Book**
The Activity Book is designed to consolidate learning. Using carefully sequenced activities focused on language structures, macro skills and learning covered in the Student Book, the learners are encouraged to apply their understanding of French, francophone communities and cultures.

**Teacher Guide**
The Teacher Guide supports teachers at all levels of experience in lesson preparation and implementation. The Teacher Guide has clearly mapped all resource in this series so that they’re visible and aligned to the Student Book. The guide also has clear learning goals, updated teaching notes plus answers to the Student Book and audio scripts.

Senior resources also available
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- Le monde francophone viii
- Le français en classe x
- Recap from Quoi de neuf ? xi
- Meet the characters xii

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**Annexe 1**
- Le mot juste
  - Dictionary usage

**Annexe 2**
- Conjugaison des verbes
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**Annexe 3**
- Glossaire
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**Dictionnaire**
- Français–anglais
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How to use

Let’s explore what’s in your Quoi de neuf? 2 Second Edition Student Book, and Activity Book, and on Reader+, our eBook platform.

**Classroom expressions**

On page x, you can find some useful classroom expressions that your teacher will be using and some other expressions you can learn to say. Have a go at practising these expressions and using them during your French lessons.

**Chapter opener page**

The first page of every chapter offers a selection of authentic spark visuals that allow you to predict what you will cover in the chapter. Take time to discuss these in class. What is interesting? What similarities and differences do you see compared with where you live?

Avant de commencer... asks three inquiry questions that you can consider as a group. The first question is factual, the second conceptual and the third debatable. These questions act as prompts to allow you to tap into your personal understanding and experience of life and general knowledge.

Your Reader+ eBook provides a video you may want to watch now and revisit later on, or you could wait until you get into the chapter to watch it. Each episode features a French teenager and their friends and family, and gives you the opportunity to discover real-life situations.

The Learning goals list what you will be able to do, talk about, ask about and read about when you have finished the chapter.

- **Communication** — outlines the new communication skills you will be acquiring
- **Compréhension** — lists the different language points you will be covering
- **Culturel et interculturel** — shows some of the cultural information you will explore and opportunities to help develop your intercultural understanding

**Before you start**

There is a link to the Activity Book, where you will find related intercultural thinking tasks, which you can complete before you start the chapter, and which you can revisit at the end.

**Bande dessinée**

In France, Belgium, Switzerland and many other francophone communities around the world, comic books, or bandes dessinées (BD), are enjoyed by people of all ages. The story is set in the French town of Montauban. It introduces Léo, Nina, Kim and Quentin and allows you to make your own observations of many interesting aspects of French culture. Throughout the BD, you’ll hear and learn new language and expressions used in context that you can use to communicate in similar situations. The BD has been drawn by a professional French graphic novel artist, Clémentine Bouvier, who lives and works in Lyon.

In your Reader+ eBook, you will find an interactive version of the BD that allows you to watch it with or without sound and text.

**Suivez la piste...**

This is a four-part trail. As you follow the path and gather information, watch out for clues and do a bit of problem-solving, until you arrive at a complete understanding of what’s happening in the BD.

**Connexions culturelles**

Notice, compare and reflect on cultural aspects shown in the BD. This section includes information about a French gesture that is presented in the BD in context and in the chapter video. There are also links to other francophone communities around the world.

**Prononciation**

Develop good French pronunciation. This section will help you correctly spell and pronounce the new words and expressions introduced in the BD.

**Qu’est-ce que ça veut dire?**

This section takes you to your Activity Book. Its purpose is to develop your skills in intelligent guessing as you use different clues from the BD and from what you already know of the French language to work out the meaning of new words and expressions.

**Jouez un rôle**

By the time you reach this point, you will have a good understanding of what’s happening in the BD. Practise imitating the voices and intonations of the characters, then choose who you want to be, rehearse with some friends and perform for the class. Use some props and make it as realistic as you can. Remember the gesture too!
Ça, c’est le français
Think about and understand how the French language works, and compare it to your own language. The main language points of each chapter are explained with supportive examples and the À vous drills help you use these new structures with confidence. You will also practise the new language points by doing the reading, writing and listening tasks in your Activity Book.

Conversations
Now that you can confidently act out the BD, and understand more about the French language, you are ready to try these structured conversations. They provide you with secure guidelines, while offering you some choice, so you can create a variety of conversations with your classmates.

En plus
Here you’ll discover a variety of additional language and useful information that gives you more scope for talking about the themes of each chapter.

Un peu de lecture
Read a range of extra texts in French, based on what you’ve already learnt. The context will help you guess the meaning of any new words and you can check how well you’ve understood the texts by doing the associated tasks in your Activity Book.

Vous avez la parole
This is where you put together what you’ve learnt and develop an oral presentation of your own. Whether it’s a role-play interview or survey, it’s your chance to show what you can do by the end of the chapter.

Allez-y !
The last page of each chapter offers a variety of activities to choose from. You will work independently or collaboratively to put into practice the language and skills you have learnt, using technology when needed. These activities can be done at any time that seems appropriate – when you’ve finished all your work, or you may even start working on one before you finish the chapter.

Languages and their rules can change over time, and French is no exception. The spelling of words in Quoi de neuf? follows updated official spelling changes. In the Dictionnaire at the back of the book, you will see the old spelling provided as reference too, as both are correct.

An introduction to Content and Language Integrated Learning
Content and Language Integrated Learning (CLIL) refers to studying subjects such as science, history and geography in another language, such as French. You will find some CLIL lessons as extension content for your learning of French.

Finally, at the back of your book, you’ll find some useful support:
Annexe 1 : Le mot juste contains some helpful hints on how to use a bilingual dictionary effectively. You can test your skill by doing the dictionary activity in your Activity Book from Chapitre 2 onwards.
Annexe 2 : Conjugaison des verbes has a summary of the regular and irregular verbs you have learnt in this Student Book.
Annexe 3 : Glossaire is a handy list of numbers, colours, days of the week and months of the year.
Dictionnaire : Français–anglais / Anglais–français are French–English and English–French vocabulary lists of the words and expressions that appear in this Student Book.

Icons used in your Quoi de neuf ? 2 Student Book
- Listen to French native speakers and practise your comprehension and pronunciation skills.
- Watch video content to support your learning of grammar and pronunciation, or view a live action episode related to the chapter.
- Develop your intercultural language learning awareness. Observe, explore, compare and record your point of view.
- Work out French language using deductive and thinking skills.
- Learn something extra about the French and francophone culture or language.
- Notice something about the French language.
- Develop your 21st century skills with activities that involve collaboration, communication, critical thinking, creativity and ICT skills.

We hope you will find your Quoi de neuf? resources clear and supportive and that they will give you an enjoyable, relevant and rewarding learning experience.

Alors, on y va !
Avant de commencer...


Communication
- Say what type of place you live in
- Talk about what is or isn’t in your house
- Describe the rooms of a house
- Say what’s in your bedroom
- Talk about where people are going

Compréhension
- Use the present tense of the verb aller
- Say where you are going using à + definite article
- Recognise and use irregular adjectives
- Learn to position adjectives correctly
- Use plural possessive adjectives
- Use il y a and voilà
- Syllable stress and pronunciation of qu

Culturel et interculturel
- Find out more about le monde francophone
- Reflect on different housing styles in le monde francophone
- Understand and use the J’en ai marre ! gesture

Before you start, turn to page 1 of your Activity Book.
Fais comme chez toi ! 💻

Abdou, le cousin de Nina, arrive du Sénégal. Il va passer la semaine à Montauban avec Nina et son frère, Malick.

1. Vous habitez dans un appartement maintenant ?
   Non. Nous habitons dans une nouvelle maison.

2. Ah bon ? C’est encore loin, ta maison ?
   Non. C’est tout près.

3. Vite. Nina ! Est-ce qu’il y a des toilettes au rez-de-chaussée ?
   Oui, bien sûr. Tu vas aux toilettes, Abdou. Moi, je vais chercher Malick.

4. Malick ! Tu es là ?
   Oh, là, là !

5. Salut, Abdou !
   Salut, Malick. Pardon, mais…

6. Alors, quoi de neuf, Abdou ? Tu veux manger quelque chose ?
   Non, merci.

7. Oui. Elle n’est pas grande, mais elle est assez pratique.

   Oui, il est très spacieux. Mais il n’y a pas de salle à manger.

Notre maison est vraiment vieille. La cuisine est nulle.
Voilà ta chambre, Abdou. Fais comme chez toi !

Vous avez combien de chambres ?

Il y a quatre chambres. Voici la chambre de Malick... Quel désordre !

Merci, Nina. C’est très confortable.

Génial ! Il y a un balcon !

Vous avez combien de chambres ?

C'est la chambre de tes parents ?

Non, leur chambre est là-bas, près de la salle de bains. Ça, c’est le bureau de papa.


Et le garçon à vélo, c’est qui ?

C'est Quentin. Il va au café aussi.

Salut, Abdou. Ça va ?

Salut, Nina. Tu vas au café ?

C’est la grande finale de babyfoot.

Bonjour, Kim. Oui, ça va bien, merci.

Kim, voici Abdou, mon cousin du Sénégal.

Ah oui ! Léo et Quentin sont finalistes !

Salut. Kim. Quoi de neuf ?

Alors, est-ce que vous allez au café ? Tous nos amis sont là.

Super ! Allons-y !

Cool ! Je veux rencontrer tous vos amis !

Qu’est-ce qui se passe ?

1. Who is Abdou and where is he from?
2. What is Nina showing Abdou and why?

Remarquez !

- Why does Abdou use vous in Frame 1? Why does Kim use tu in Frame 13, then vous in Frame 16?
- Look at Frame 2. What do you think Abdou’s gesture means?

Suivez la piste...

With some classmates, choose roles and act out all or part of this BD for the class. First, work through steps 1–4 on the following pages.
Housing in France

Most towns in France developed many hundreds of years ago, when people used local materials to build their homes. Housing styles differ depending on region and climate, so there is no single style of housing that is typical of all France.

Single-storey houses are not common; houses are more likely to have two to four storeys. In cities, most people live in apartments or town houses.

In old town centres, apartment buildings (des immeubles) are often several hundred years old and usually less than five or six storeys high. There can be an inner central courtyard, usually with shops and businesses at ground level. Newer apartment blocks further from the town centre are usually much higher.

What might you find different about French houses?
- Single-storey houses with backyards are uncommon in cities.
- Most houses have external shutters to protect against winter weather and keep the house cool in summer. Windows open inwards because of the external shutters, and there are no flyscreens.
- There is no corrugated iron roofing – only tiles.
- Central heating is standard, but cooling is rare.
- Houses and apartments often have a cellar (une cave) for storage.
- Laundries can be found in older homes, but they are unusual in modern apartments where washing machines and dryers may be in the kitchen or bathroom.

Réfléchissez
Can you suggest possible reasons for some of these housing differences? You will discover more about house styles in different parts of le monde francophone on pages 14 and 15.

Et au Sénégal?
Home life in Sénégal (Senegal) is different for Abdou, Nina’s cousin:
- In a typical Senegalese household, parents, grandparents, aunts, uncles, cousins and children all live together.
- Traditionally, families eat together from one dish, and most meals are presented and shared on a mat.
- In rural villages, houses are likely to be huts, and meals are cooked and eaten outside.

J’en ai marre!
This gesture shows that you’ve had enough, that you’re ‘fed up’ or that you’ve ‘had it up to here’ with something.

Put your hand near your forehead as if shielding your eyes from the sun, and flick it backwards over the top of your head. You can also say J’en ai marre (de...) !, but the gesture alone will convey the meaning.
How does the French pronunciation of qu differ from the English? Listen to these words.

- The sound is like the ‘k’ sound in the English word ‘kit’, not like the ‘kw’ sound in ‘quit’.

Now practise saying the words.

**Syllable stress**

In English words, some syllables are more heavily emphasised than others. Notice which syllables are stressed in these words.

- Italian / Italian: compete / competition, photograph / photography

It can be difficult for someone learning English to know which syllable to stress, because the emphasis doesn’t always come in the same place in the word. Get the emphasis wrong and you may not be understood!

It is much easier to get the emphasis right in French, because French speakers give equal emphasis to all syllables, with the final syllable carrying a little more weight. Try saying these French words:

- salon, cuisine, adorable, australien, confortable, intelligent, anniversaire

Remember that, in French, the final -e (without accent) is usually not pronounced. So, the weight on confortable is on the a sound in -table. Where is the weight in cuisine?

Now listen to the audio and pronounce these new words and expressions from the BD.

**Nouns**

- l’appartement (m)
- le babyfoot
- le balcon
- le bureau
- le sac
- le salon
- la chambre
- la cuisine
- la maison
- la salle à manger
- la salle de bains
- la terrasse
- les toilettes (fpl)

**Adjectives**

- beau/bel/belle
- nouveau/nouvel/nouvelle
- vieux/vieil/vieille
- nu/le
- spacieux/spacieuse
- confortable
- moderne
- pratique
- notre, nos
- votre, vos
- leur

**Verbs**

- chercher
- monter
- passer
- rencontrer
- aller
  - je vais
  - tu vas
  - il va
  - vous allez
  - ils vont

**Useful words and expressions**

- C’est encore loin ?
- C’est tout près.
- Combien de… ?
- Une minute !
- Quel désordre !
- dans
- assez
- maintenant
- à vélo
- au premier étage
- au rez-de-chaussée
- il y a… / il n’y a pas de…
- J’en ai marre (de…)!  
- Fais comme chez toi !
- Allons-y !
- Ouah !
- Ouf !
- Vite !
When you can pronounce these words, test your powers of deduction by doing the Qu’est-ce que ça veut dire? task in your Activity Book. First, refresh your ideas on the different strategies you can use to work out the meanings of these words.

Now return to the BD and listen several more times, imitating the voices until you are confident. Then rehearse all or part of the BD with some friends (remember to include the gesture!), before you perform for the class.

1 The present tense
The present tense of the English language has three forms, while French has only one. For example, all these English sentences are in the present tense but, in French, they are all expressed in the same way:

We eat on the terrace.
We are eating on the terrace.
We do eat on the terrace.

Nous mangeons sur la terrasse.

Réfléchissez
Can you think of three ways to say this in English?

J’aide mes parents.

Remarquez!
Can you see any similarities between these three irregular verbs?

2 The verb aller – to go
Although the infinitive aller ends in -er, it is not a regular -er verb. Like avoir and être, it doesn’t follow a set pattern, so you’ll need to learn it by heart. Here is the present tense of aller. Take this opportunity to revise the conjugation of avoir and être.

<table>
<thead>
<tr>
<th>aller – to go</th>
<th>avoir – to have</th>
<th>être – to be</th>
</tr>
</thead>
<tbody>
<tr>
<td>je vais</td>
<td>j’ai</td>
<td>je suis</td>
</tr>
<tr>
<td>tu vas</td>
<td>tu as</td>
<td>tu es</td>
</tr>
<tr>
<td>il va</td>
<td>il a</td>
<td>il est</td>
</tr>
<tr>
<td>elle va</td>
<td>elle a</td>
<td>elle est</td>
</tr>
<tr>
<td>nous allons</td>
<td>nous avons</td>
<td>nous sommes</td>
</tr>
<tr>
<td>vous allez</td>
<td>vous avez</td>
<td>vous êtes</td>
</tr>
<tr>
<td>ils vont</td>
<td>ils ont</td>
<td>ils sont</td>
</tr>
<tr>
<td>elles vont</td>
<td>elles ont</td>
<td>elles sont</td>
</tr>
</tbody>
</table>
3 Saying where you’re going

When talking about where you’re going, you usually use the verb aller with the preposition à, which then means ‘to’. Look at these sentences and notice how à combines with le, la, l’ and les.

Je vais à la salle de bains.  I’m going to the bathroom.

Nous allons à l’appartement.  We’re going to the apartment.

Est-ce que vous allez au café ?  Are you going to the café?

Je veux aller aux toilettes.  I want to go to the toilet.

➔ If the word for the place you’re going to is a masculine noun, à and le combine to form au.
➔ If the word for the place you’re going to is a plural noun, à and les combine to form aux.

Remarquez !

t + la = à la  ✓
t + l’ = à l’ ✓
BUT
	t + le = au
	t + les = aux

Réfléchissez

Look at these photos. You want to go to these places. How do you say it in French?

À vous

Try using the present tense of aller to say who is going where.

• Read the model aloud, then substitute the words in bold italics with the listed alternatives.
• Be sure to use the correct form of à.
• Remember to change roles.

A  Tu ne vas pas au café ? (le café / la cuisine / le restaurant)
B  Non. Je vais à la boulangerie. (la boulangerie / le bureau / les toilettes)

A  Est-ce que vous allez à la salle à manger ? (la salle à manger / le premier étage / le rez-de-chaussée)
B  Non. Nous allons à la cuisine. (la cuisine / la salle de bains / le salon)

A  Il ne va pas à la boulangerie avec Léo ? (la boulangerie / le rez-de-chaussée / l’appartement)
B  Non. Ils vont tous les deux à l’animalerie. (l’animalerie / le premier étage / la maison)
You already know that adjectives usually agree in
gender and number with the noun they describe by
adding an extra:
• -e when describing a feminine noun
• -s when describing a plural noun
• -es when describing a plural feminine noun.

Most adjectives follow these rules, BUT:
• a small number (called invariable adjectives), such as cool, super, orange, marron, don’t change at all
  
  Tes sœurs sont super.
• quite a few don’t add an extra -e for the feminine (because they already end in -e), but they still add an -s for the plural,
  like the adjectives bizarre, adorable, horrible, timide, rouge
  
  Tes sœurs sont timides.
• some change in an irregular way, like the adjectives beau (lovely), nouveau (new) and vieux (old) in the table below.

<table>
<thead>
<tr>
<th>Type of noun</th>
<th>Adjective</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>masc. sing.</td>
<td>beau</td>
<td>Nous avons un beau bureau.</td>
</tr>
<tr>
<td></td>
<td>nouveau</td>
<td>Nous avons un nouveau bureau.</td>
</tr>
<tr>
<td></td>
<td>vieux</td>
<td>Nous avons un vieux bureau.</td>
</tr>
<tr>
<td>masc. sing.</td>
<td>bel</td>
<td>Nous avons un bel appartement.</td>
</tr>
<tr>
<td></td>
<td>nouvel</td>
<td>Nous avons un nouvel appartement.</td>
</tr>
<tr>
<td></td>
<td>vieil</td>
<td>Nous avons un vieil appartement.</td>
</tr>
<tr>
<td>fem. sing.</td>
<td>belle</td>
<td>Nous avons une belle maison.</td>
</tr>
<tr>
<td></td>
<td>nouvelle</td>
<td>Nous avons une nouvelle maison.</td>
</tr>
<tr>
<td></td>
<td>vieille</td>
<td>Nous avons une vieille maison.</td>
</tr>
<tr>
<td>masc. pl.</td>
<td>beaux</td>
<td>Nous avons deux beaux chats.</td>
</tr>
<tr>
<td></td>
<td>nouveaux</td>
<td>Nous avons deux nouveaux chats.</td>
</tr>
<tr>
<td></td>
<td>vieux</td>
<td>Nous avons deux vieux chats.</td>
</tr>
<tr>
<td>fem. pl.</td>
<td>belles</td>
<td>Nous avons deux belles photos.</td>
</tr>
<tr>
<td></td>
<td>nouvelles</td>
<td>Nous avons deux nouvelles photos.</td>
</tr>
<tr>
<td></td>
<td>vieilles</td>
<td>Nous avons deux vieilles photos.</td>
</tr>
</tbody>
</table>

Réfléchissez

Notice that the adjectives beau, nouveau and vieux have an extra form, which is used only when the masculine singular noun begins with a vowel sound. Why do you think that is?