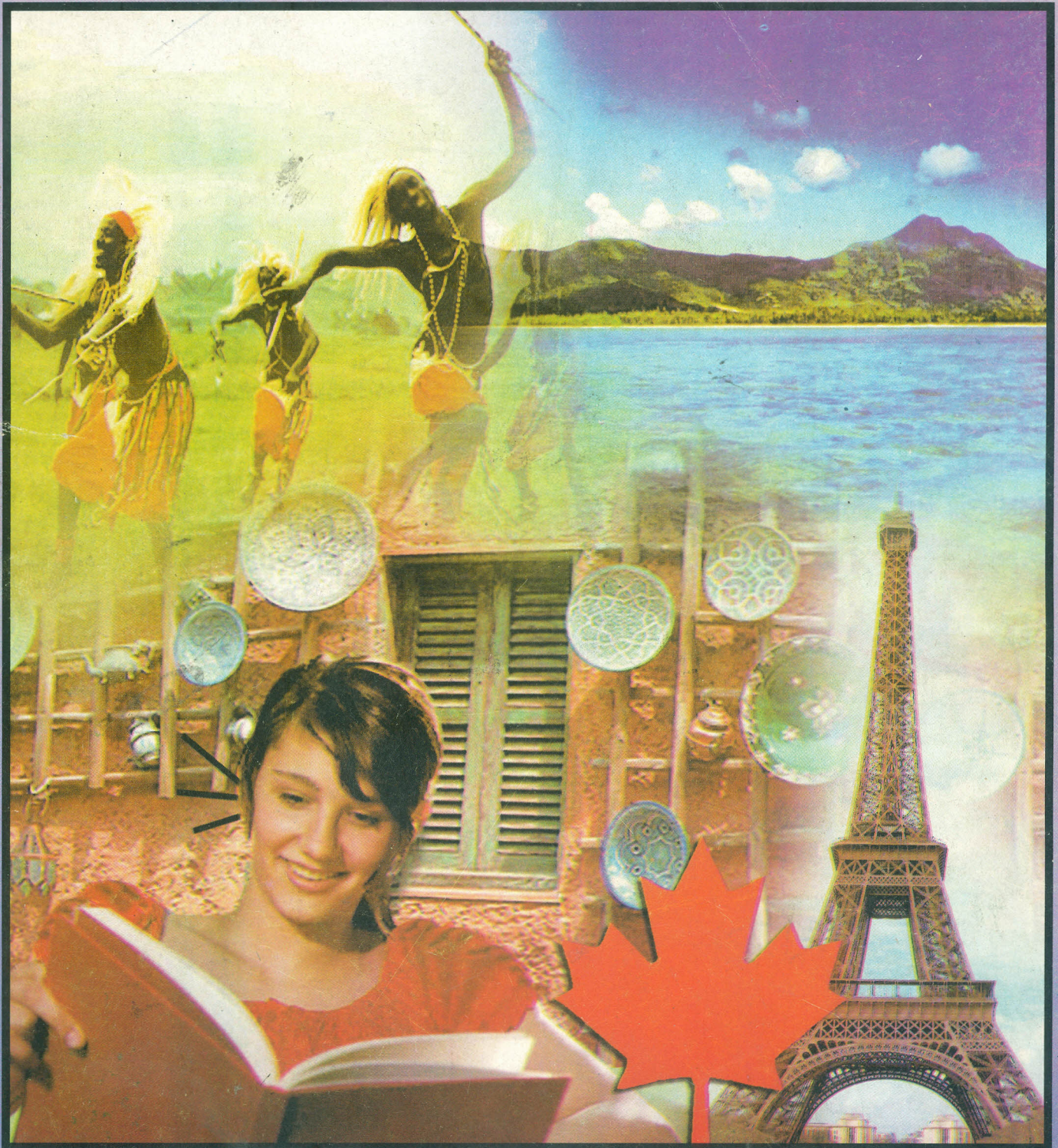




Indira Gandhi National Open University
School of Foreign Languages

CFL
Certificate in French Language



CONNEXIONS : STUDY MATERIAL

“शिक्षा मानव को बन्धनों से मुक्त करती है और आज के युग में तो यह लोकतंत्र की भावना का आधार भी है। जन्म तथा अन्य कारणों से उत्पन्न जाति एवं वर्गगत विषमताओं को दूर करते हुए मनुष्य को इन सबसे ऊपर उठाती है।”

— इन्दिरा गांधी

ERRATA

(CERTIFICATE IN FRENCH LANGUAGE) CFL

Dear Student,

The Course codes have been changed. Please read:

Sr. No.	Old course Code	New Course Code
01	CFL-001	BFLI-001
02	CFL-002	BFLI-002
03	CFL-003	BFLI-003
04	CFL-004	BFLI-004

Dr. Deepanwita Srivastava
Programme Coordinator, CFL

force, and i
atising force
of caste and
alities impos
stances.”

- Indira Gan

Connexions : Study Material

CFL-001	<i>Parler de soi / Talking About Onself</i>	7
CFL-002	<i>Échanger / Interactions</i>	111
CFL-003	<i>Agir dans l'espace / Space</i>	189
CFL-004	<i>Se situer dans le temps / Time</i>	259

विशेषज्ञ समिति

प्रो. निरुपमा रस्तोगी
ई.एफ.एल.यू.
हैदराबाद

प्रो. किरण चौधरी
जवाहरलाल नेहरू विश्वविद्यालय
नई दिल्ली

प्रो. कुसुम अग्रवाल
दिल्ली विश्वविद्यालय, दिल्ली

प्रो. एन. कमला
जवाहरलाल नेहरू विश्वविद्यालय
नई दिल्ली

प्रो. आशा पाण्डेय
राजस्थान विश्वविद्यालय
राजस्थान

डॉ. फरीदा ईरानी
दिल्ली विश्वविद्यालय, दिल्ली

श्री पीयैर कोस्ट
आताशे कोपरास्यो एदयुकातीव
फ्रांसीसी दूतावास, नई दिल्ली

सुश्री आन ल्यूआल
आताशे कोपरास्यो एदयुकातीव
फ्रांसीसी दूतावास, नई दिल्ली

संकाय सदस्य (इग्नू)

प्रो. अंजू सहगल गुप्ता
डॉ. दीपान्विता श्रीवास्तव
प्रो. अनु अनेजा

प्रिय विद्यार्थी

पाठ्यक्रम व

कोड का उप

क्र सं	पु
01	स
02	स
03	स
04	स

कार्यक्रम निर्माण समिति

प्रो. किरण चौधरी
जवाहरलाल नेहरू विश्वविद्यालय, नई दिल्ली
डॉ. आशीष अग्निहोत्री
जवाहरलाल नेहरू विश्वविद्यालय, नई दिल्ली
डॉ. जीविता सुबराह अग्निहोत्री,
दिल्ली विश्वविद्यालय

कार्यक्रम समन्वयन

डॉ. दीपान्विता श्रीवास्तव
विदेशी भाषा विद्यापीठ, इग्नू, नई दिल्ली

संपादन (हिंदी)

डॉ. स्मिता चतुर्वेदी
इग्नू, नई दिल्ली

अनुवाद पुनः निरीक्षण

डॉ. स्मिता चतुर्वेदी, इग्नू, नई दिल्ली (पुनः निरीक्षण)
सुश्री कँवलजीत कौर, इग्नू, नई दिल्ली

डॉ. दीपान्विता श्रीवास्तव
विदेशी भाषा विद्यापीठ, इग्नू, नई दिल्ली
प्रो. किरण चौधरी, जे एन यू
(शब्दावली एवं ध्वनि विज्ञान)

संकाय सदस्य विदेशी भाषा विद्यापीठ (इग्नू)

प्रो. अंजू सहगल गुप्ता, निदेशक, विदेशी भाषा विद्यापीठ, इग्नू
डॉ. दीपान्विता श्रीवास्तव, (फ्रांसीसी), कार्यक्रम समन्वयक (सीएफएल)
डॉ. मुहम्मद सलीम (अरबी)
श्री विकास कुमार सिंह (स्पेनी)
श्री शिवाजी भास्कर (रूसी)

मुद्रण

श्री अश्वनी कौड़ा
सहायक कुलसचिव (प्रकाशन)
मानविकी विद्यापीठ, इग्नू

श्री सी.एन. पाण्डेय
अनुभाग अधिकारी (प्रकाशन)
मानविकी विद्यापीठ, इग्नू

मई, 2009

©इंदिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय, 2009

ISBN : 978-8-266-3990-8

सर्वाधिकार सुरक्षित। इस कार्य के किसी भी अंश को किसी भी रूप में कॉपीराइट धारक से लिखित में अनुमति लिए बिना मिमियोग्राफ या अन्य किसी माध्यम से पुनःनिर्मित न किया जाए।

इंदिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय पाठ्यक्रमों पर और अन्य कोई सूचना मैदान गढ़ी, नई दिल्ली - 110068 स्थित विश्वविद्यालय के कार्यालय या इग्नू की सरकारी वेबसाइट www.ignou.ac.in से प्राप्त की जाए।

इंदिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय, नई दिल्ली की ओर से निदेशक, विदेशी भाषा विद्यापीठ एवं कार्यक्रम समन्वयक फ्रांसीसी भाषा पाठ्यक्रम द्वारा मुद्रित एवं प्रकाशित।

विकासशील कम्प्यूटर्स v-166ए, भगवती विहार, (नजदीक सेक्टर 2 द्वारका), उत्तम न

INTRODUCTION

CERTIFICATE PROGRAMME IN FRENCH

The Certificate Programme in French is assigned 12 credits and requires about 360 hours of study, spread over 26 weeks. Its objective is to develop your communicative competence in French by honing your skills in reading, writing, listening and speaking.

We have provided study material based on the textbook, *Connexions. Méthode de français* by Régine Mérieux and Yves Loiseau, éd. Didier, Paris, 2004. This material is especially prepared to make you understand the textbook. We advise you to consult this material along with the textbook.

This programme is divided into 4 Courses of 3 units / lessons each. Each unit deals with: (i) reading and oral comprehension, (ii) vocabulary, grammar and usage, (iii) writing, (iv) speaking and (v) inter-cultural elements.

Every unit of the textbook, *Connexions*, corresponds to one unit of the IGNOU study material. Both have to be studied simultaneously. Each unit is divided into sections and sub-sections. We begin a unit with a statement of objectives to indicate what we expect you to achieve. There are activities in each section which a student must undertake. The answers to the activities are provided at the end of the unit.

There will be some assignments based on each course. After you have completed an assignment, you can send your work to the Coordinator of the Study Centre allotted to you. This will be evaluated by the Counsellor and returned to you with his/her comments.

The sections on listening and speaking have CD recordings to accompany them. You can listen to them at home, or at the Study Centre allotted to you.

STRUCTURE OF THE PROGRAMME

The programme consists of a thematic classification of documents, both audio, (dialogues, songs, interviews, opinion polls) and visual (letters, articles in newspapers, emails etc.). At the same time, the programme highlights the cultural diversity of the French-speaking world, the *Francophonie*, and explores facets of life in francophone countries.

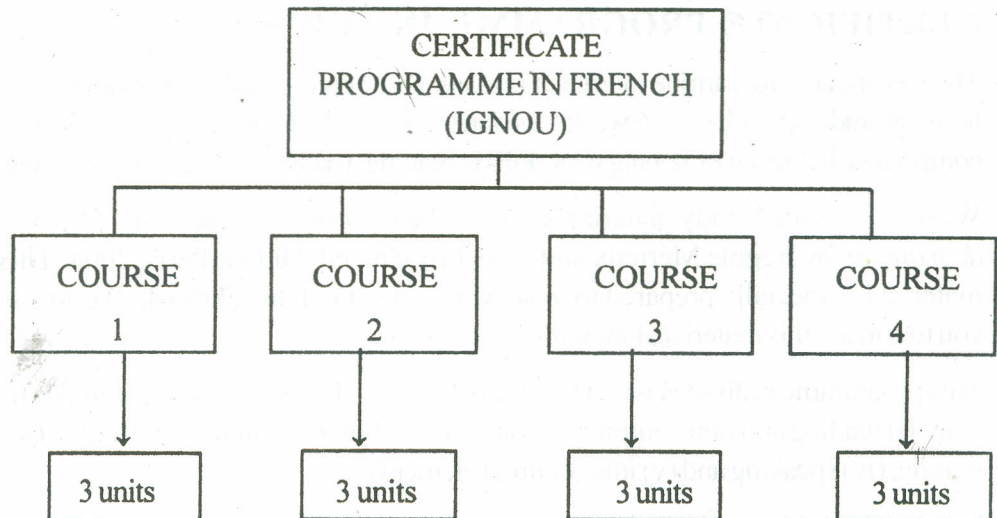
The textbook, *Connexions*, is richly supplemented with graphic illustrations to facilitate comprehension, following which, a learner acquires linguistic, referential and discursive skills required for accomplishing written and oral tasks such as writing a cheque, and responding to concrete situations such as participating in a rally, conducting a survey on reading habits etc. Every unit is accompanied by a table of concepts covered during the class, including phonetics, grammar and vocabulary.

Connexions has been supplemented with additional course material adapted to suit the requirement, level and competence of an Indian learner in the distance mode. The study material shall explain the use of each pedagogical tool and enable the learner to acquire the language through guided activities.

A table on French sounds accompanied by examples will enable the learner to establish the correspondence between spelling and pronunciation.

Each unit ends with activities aimed at self-evaluation with reference to linguistic and cultural elements.

The course structure is graphically represented as:



HOW TO LEARN A UNIT IN *CONNEXIONS*?

Each unit is based on 3 phases:

1. *Sensitisation*
2. *Framing a hypothesis & exploration*
3. *Systematisation*

The three phases are spread over ten pages (5 double pages).

Phase I: Sensitisation (2 pages)

This 'trigger document' is either an audio (an interview, a dialogue, a song, a message on an answering machine) or a visual (an article in a magazine, a comic strip, a letter, a literary passage, an email). It contains linguistic and cultural elements that are discussed in the unit. In the first phase, a learner anticipates the content of the document through a series of activities based on observation. Following a global comprehension of the document, we proceed to specific activities.

Phase II: Framing a hypothesis & exploration (4 pages)

The 1st Double-page lays emphasis on the tools of communication: speech acts (for example, talking about oneself or greeting someone), grammatical notions and vocabulary etc. The learner is invited to study the corpus and to frame a hypothesis regarding the linguistic, referential and discursive elements of the text.

Next, the learner analyses these elements by way of activities of observation and exploration based upon trial and error.

A 2nd Double-page takes up, once again, elements already presented in the 1st Double page. Either, the new document provides a general revision of elements learnt earlier, or one particular element of the first document is discussed in detail. This may be reinforced, for example, through an interview of one of the characters of the 1st Double page. The work proceeds along the same principles as those adopted for the preceding double page: observation, deduction, usage, systematisation of a particular element of the language.

Phase III: Systematisation (2 pages)

3rd Double-page. Here, the learner will discover a new context of communication: an email. In each unit of *Connexions*, learners follow the exchanges between Flora, a French girl living in Nice and Marco, an Italian student in the city of Angers. The friends discuss diverse subjects in an informal and simple language.

Their emails provide a platform for a systematic approach to written comprehension followed by an analysis of further linguistic and discursive elements.

Phonetics / Oral activities: The *4th Double page* may also contain a section on phonetics or oral activities. Here, through a host of activities, the learner will be sensitised to liaisons, elisions, rhythmic groups, accents, among others and also learn about the relationship between sounds and writing in French.

Inter-cultural dialogue (2 pages)

This *Double page* covers socio-cultural aspects of France and francophone countries. Questions concerning reading habits of the French people, the status of France in Europe, the francophone world, festivals in France and the pastime activities of the French are discussed in this part of the unit. Through these documents, learners can practice linguistic, discursive and referential elements already learnt in earlier units since they provide topics for oral discussions as well as written activities. Simultaneously, each topic pertaining to culture is an invitation to a learner to explore social norms prevalent in contemporary France and the French-speaking world through detailed discussions along themes, situations and an intercultural dialogue.

ACTIVITIES & SELF-EVALUATION

The programme follows a learner-centred approach, whereby a learner is actively encouraged to follow a scientific and step-by-step method to learn the language.

At the end of each course, a learner will evaluate his/her performance through a series of activities on written or oral comprehension and expression given in the textbook as well as the supplementary material.

The level of course material is equivalent to level A1/A2, as prescribed by the *Cadre européen commun de référence*, i.e. the Common European Framework of Reference.

CFL-001	<i>Parler de soi / Talking About Onself</i>	7
UNIT 1	<i>Bonjour / Greetings</i>	11
UNIT 2	<i>Rencontres / Meetings</i>	34
UNIT 3	<i>100% Questions / Identities</i>	70
CFL-002	<i>Échanger / Interactions</i>	111
UNIT 4	<i>Enquête / Enquiry / Interrogation</i>	113
UNIT 5	<i>Invitations / Invitations</i>	137
UNIT 6	<i>A Table / Food - Gastronomy</i>	162
CFL-003	<i>Agir dans l'espace / Space</i>	189
UNIT 7	<i>Rallye / Games and Sports</i>	191
UNIT 8	<i>Chez moi / At Home</i>	211
UNIT 9	<i>Les Vacances / Vacations</i>	235
CFL-004	<i>Se situer dans le temps / Time</i>	259
UNIT 10	<i>Au jour le jour / Routine Activities</i>	261
UNIT 11	<i>Roman / Novel / Narration</i>	282
UNIT 12	<i>Je te retrouverai / Resolutions</i>	305

CFL-001

COURSE-1

**Parler de soi /
Talking About Oneself**

UNIT 1 <i>Bonjour / Greetings</i>	11
UNIT 2 <i>Rencontres / Meetings</i>	34
UNIT 3 <i>100% Questions / Identities</i>	70

COURSE INTRODUCTION

The first course entitled "Talking about oneself" (*Parler de soi*) is an introductory block. Here the learner will re/discover a few linguistic elements and gestures / body language which will enable him/her to communicate in some oral situations of communication in French language. The learner will also be equipped with requisite tools essential for written comprehension and expression.

In this preparatory course, the learner will be made aware that a language cannot be taught in isolation. Hence s/he cannot ignore the cultural elements and the context embedded in it. Since, the French language is widely spoken in several countries of the world, the learner will also discover some cultural facts about France and Francophone countries.

The course is divided into three units. The first unit, entitled, *Greetings (Bonjour)* will focus on some speech acts essential in establishing contact with some one. For example: How to greet some one, how to excuse one self, how to spell his/her name in French, etc. The learner will be able to distinguish between *tu* and *vous* form depending upon the context of the situation of communication, learn counting till 10, and understand a short email message. S/he will be made aware of the difference between declarative and interrogative sentences through intonation. S/he will also discover a few important aspects about some cities /regions of France.

The second unit, entitled, *Meetings (Rencontres)* will enable the learner to introduce himself/herself and someone else or ask some one to introduce himself/herself. S/he will be equipped with tools essential in understanding / completing some official forms. S/He will be made aware that to understand a text, one need not decipher the meaning of each word, rather one should infer the global meaning of the text depending upon the clues present in a text. To enable the learner to communicate effectively, the following grammatical notions and vocabulary will be dealt : adjectives of nationalities, numbers: 11 to 69, pronouns : *je, tu etc.*, verbs in the present form: *être, avoir, habiter, s'appeler, travailler, apprendre*, definite articles like *le, la, les* and the use of interrogative adjective (*Quel, quelle*) In the section on phonetics, the learners will work on the rythme/ syllabic division of French words/sentences and learn to distinguish between sounds : [i] and [y]. They will also re/discover the location / geography of France in relation to other countries of Europe.

The third unit, entitled *100% questions (Identities)* will enable the learners to understand a person who is talking about himself / herself in oral situations of communication. They will be able to express possession and their likes and dislikes orally. They will be equipped with linguistic and discursive tools to understand a message on an answering machine. This unit will also enable them to write short messages or a postcard to a friend. To develop the communicative competence of the learner, the following notions (grammar and vocabulary) will be learnt : partitive articles, vocabulary pertaining to sports and professions, possessive adjectives, numbers: 69 onwards, usage of *on*, verbs ending in -er and the difference between the usage of *C'est...* and *il est...* In phonetics, the learners will work on *élision* and learn to distinguish between sounds such as [y] and [u]. In the end they will discover some famous French TV programmes and channels.

COURSE ONE

The first Course entitled "Talking about oneself" *Parler de soi* is divided into three units:

- a. Unit 1: *Bonjour* (Greetings)
- b. Unit 2: *Rencontres* (Meetings)
- c. Unit 3: *100% Questions* (Identities)

The learner is advised to devote approximately 30 hours per unit.

Unit 1: *Bonjour* (Greetings)

Week 1

1. Greeting someone (hello, good morning etc).
2. The Alphabet
3. Excusing oneself
4. Numbers: 1 to 10

Week 2

1. Body language in conversation
2. Emails
3. Phonetics
4. Geography of France

Unit 2: *Rencontres* (Meetings)

Week 1

1. Introducing yourself, someone else or asking a person to introduce himself/herself.
2. Adjectives for nationalities
3. Numbers: 11 to 69
4. Pronouns: *je, tu etc.*
5. Verbs: *être, avoir, habiter, s'appeler, travailler, apprendre.*
6. The interrogative form and its intonation.

Week 2

1. Introducing a celebrity
2. Understanding and filling up official forms
3. Understanding an email / chatting
4. Definite articles: *le, la, les*
5. *Quel, quelle* (age, address, phone number)
6. Internet jargon
7. Sounds [i] and [y]
8. France in Europe

Unit 3: 100% Questions (Identities)

Week 1

1. Understanding a person who is talking about himself/ herself (oral)
2. Partitive articles: *faire du/ de la*
3. Vocabulary: sports, professions
4. Expressing possession (oral)
5. Possessive adjectives: *mon, ton, son* etc.
6. Numbers: 69 onwards
7. *C'est / il est*
8. Understanding a message on an answering machine
9. Expressing likes and dislikes

Week 2

1. Elision
2. Sounds [y] and [u]
3. Understanding an email / chatting
4. On = nous
5. Conjugating verbs ending in -er
6. Writing a postcard to a friend
7. Riddles and puzzles
8. French TV

UNIT 1 *BONJOUR/GREETINGS*

Unit 1 corresponds to *Unité 1* in the textbook *Connexions* and corresponds to pages 8 to 17 of the textbook.

The learner is advised to devote at least 30 hours per unit.

Look at the pictures on page 8. You may have guessed the subject of each photo: an exchange of greetings between people in a formal or informal situation.

OUI? NON? C'EST ÇA?

Now, listen to the CD and then follow the instructions given in the textbook (p. 9):

- Listen to the dialogues and correlate each conversation to an image.
- Now, listen to the dialogues and correlate them to the texts given on page 8.

Activity 1

Refer to the CD

1. *Tu or Vous? Listen to the dialogues. Write down tu or vous in the given table. (p. 9)*

You should know:

Tu and *Vous* mean *you*.

Tu is used in an informal situation. For example: A conversation between friends, persons of the same age or people with whom one shares a friendly or an informal relationship (including elders, such as parents, grandparents etc.).

Tu me téléphones ? = You'll call me?

Here, *tu* is informal.

In dialogue no. 5 (p. 8) Jeanne and Béatrice (two friends), both girls use the *tu* form to say "you".

Vous also means "You", but in a formal context. This could possibly be translated as *aap* in Hindi.

Example: In a conversation, where one speaks to someone with respect (a teacher, a parent, one's superior in the office or a stranger...):

Vous me téléphonez ? = You'll call me?

Here, *vous* is formal.

In dialogue no. 3, Mr. Leroy and Mr. Fonteneau are formal with each other since they are in a business environment. Hence, they use the *vous* form to say "you".

Cross out the words that do not fit in the list (p. 9).

Example:

M. Dupuis : [*Bonjour / Salut*] Monsieur Courtin. [~~*Tu vas bien*~~ / *Vous allez bien*] ?

You should know:

The French language lays emphasis on politeness (*la politesse*).

Hence, a language code is respected while talking to someone. This is especially noticeable when we greet someone or take leave.

Thus, depending on the context, *Bonjour* means:

- i. Good morning
- ii. Hello
- iii. Good day

Bonjour is commonly used in any situation of communication, be it formal or informal.

One says *bonjour*, when one meets friends, parents, teachers...

For example, when one enters a shop, one says *bonjour* to the salesgirl / salesman.

Bonjour madame = hello madam

Bonjour monsieur = hello sir

Bonjour mademoiselle = hello miss

Madame will be used for a married woman, or any elderly lady.

Mademoiselle is generally used for an unmarried woman.

Monsieur means *sir*.

How to greet someone?

There are different ways to greet each other. The dialogues on page 8 give the usual format of greetings.

Dialogue 1 (formal situation) is between M. Leroy and M. Fonteneau's secretary.

Dialogue 2 (informal situation) is between two friends, Antoine and Coralie.

Salut means "hi" and it is used in informal situations only.

(The learner must remember the difference between *bonjour* and *salut* !)

- *Bonjour Antoine, ça va ?* / Hello Antoine, how are you?
- *Ça va, et toi ?* / I'm fine, and you?
- *Hum, ça va !* / Hum, I'm Ok!

Dialogue 3 (formal situation) is between M. Leroy & M. Fonteneau.

- *Bonjour, Monsieur Leroy, vous allez bien ?* / Hello, Mr. Leroy, how are you?
- *Bien, merci. Et vous ?* / Fine, thank you. And you?

- *Bien merci. Asseyez-vous !* / Very well. Thank you. Have a seat!

Vous is used in a formal situation.

“*ça va?*” and “*vous allez bien?*” have the same meaning. However, the first one is used in an informal situation and the second one in a formal one.

Note:

Merci = thank you

Dialogue 4 (informal situation), is between Jeanne, Béatrice & Saïd. Here, Jeanne introduces Saïd to Béatrice.

Dialogue 5 (informal situation) is between Jeanne and Béatrice, who are parting.

Note: “*salut*” = “bye”.

Dialogue 6 (informal situation), is between Antoine and Coralie. Once again this is a parting scene.

Words / expressions to be used when one is parting

- *Salut*
- *A bientôt*
- *A demain*
- *Au revoir / Tchao*
- *Bonne journée*

Activity 3

Classify the words in the table (p. 9):

Note: These words have already been used in the previous dialogues on page 8.

The table contains three columns:

- *Tu* (informal)
- *Vous* (formal)
- *Tu / vous* (both formal & informal)

Try to see which word will correspond to which type of situation.

Note: Some of these words will fit in both formal & informal situations.

You need to understand WHY these words are categorized in different columns.

Tu	Vous	Tu / vous
Salut	Monsieur	Merci
Toi	Madame Dupuis	Bien
...
...

OUTILS / TOOLS

This part of the chapter (pp.10-13) divided into 6 themes, will provide you with the necessary tools (*outils*) to communicate in French. You will learn the following:

1. *Saluer* (to greet)
2. *L'alphabet* (the alphabet)
3. *S'excuser* (to excuse oneself)
4. *Les nombres : de 0 à 10.* (numbers from 0 to 10)
5. *Les premiers gestes.* (Opening lines of a conversation)

Activity 4

Saluer (p.10)

What are these persons saying?

This exercise will be conducted during the contact class and shall also involve role-playing, i.e. an enactment or a theatrical representation of a meeting between two people.

However, please note that this activity is divided into two parts:

- Oral
- Written

(Remember to check the spelling of the words from the textbook, *Connexions*, since it is very important to write correctly from the beginning.)

L'alphabet (the alphabet), p. 10.

Activity 5

The activities 5, 6, 7 & 8 are based on the French alphabet.

At the end of this sub-part, you should be able to spell in French your first name (*prénom*).

Note:

The French alphabet has the same 26 letters as in English, but the pronunciation is different.

What makes the French alphabet different from the one in English is the presence of "accents", which modify the pronunciation of the alphabet.

There are 5 major accents :

1. *L'accent aigu* (acute accent), applied only on the letter *e*, *é* (eg : *téléphone*, *Béatrice*, *journée*)
2. *L'accent grave* (grave accent) : *è*, *à*, *ù* (eg : *père*, *à*)
3. *L'accent circonflexe* (circumflex) : *ê*, *â*, *ô*, *û*, *î* (*tête*, *âne*, *hôtel*)

4. *Le tréma* (dieresis) : ë, ü, ï (*Saïd*)
5. *La cédille* (cedilla) : only used with the letter *c* (*français*)
6. *L'apostrophe* (the apostrophe is not really an accent but plays an important part in written French). This is used to show an elision from the merging of the vowel *e* with the other vowels i.e. *a, e, i, o, u, y* (eg. *l'université, l'alphabet*)

Activity 5 (a)

Listen to the CD and repeat the alphabet (p. 10)

You are advised to repeat this activity as often as you feel necessary. The difference in the pronunciation needs to be noted and remembered.

Since accents are an integral part of written French, it is necessary for the learner to know the difference between them. For example, *Accent aigu* is different from *accent grave*.

The accents

Accent aigu

Accent aigu is used with only one letter, **e**, and it is pronounced /e/, like in "say", "stay".

One use of the *accent aigu* is to form the past participle of regular *-er* verbs.

Example: *aimer* → *aimé*, *parler* → *parlé*, *adorer* → *adoré*.

Accent grave

In the case of *à* and *ù*, the *accent grave* is used to graphically distinguish one word from the other.

a / à : *a*, 3rd person, singular of verb *avoir*, (to have); *à*, preposition, (to, at, etc).

la / là : *la*, definite article for feminine nouns; *là*, adverb (there).

Ou / où : *ou*, conjunction, (or); *où*, (where.)

The accent grave on the letter *e*, *è* : here the accent is used for pronunciation.

The *è* is pronounced as in *English words: met/set.*

The cedilla

It is only concerned with the letter *c*. It modifies the pronunciation of this letter.

Note:

Ca is pronounced **ka**, but *ça* is pronounced **sa**

Co is pronounced **ko**, but *ço* is pronounced **so**

Cu is pronounced **ku**, but *çu* is pronounced **su**

In the case of *C+E, C+I, C+Y*, *c* never takes a cedilla, as it is always pronounced as **s**.

Supplementary Activity 1

Spell the following words orally and ensure that the accents are integrated in the spelling (contact class):

Ex.: *cinéma* : C - I - N - E accent aigu - M - A.

Hôpital : H - O accent circonflexe - P - I - T - A - L.

1. *père*
2. *hôtel*
3. *aïe*
4. *bientôt*
5. *éléphant*
6. *l'université*
7. *d'accord*
8. *ça*

Activity 5 (b)

Listen to the dialogues and complete the first name and the surname of the person.

Ex. *Je m'appelle J..... W.....*

(My name is J..... W....)

(Make sure you spell the name in French!)

Supplementary question:

1. *Qui parle ?*
2. *Que dit-il ? / Qu'est-ce qu'il dit ?*
3. *Quel est le nom de Joanna ?* (Note that the surname is called *nom* in French).

Activity 6

Listen to the dialogues and play out the scene (Contact Class).

The expression *ça s'écrit comment*, which we saw in 5(b) will be heard in the dialogue.

The learner will come across two new expressions:

- *Tu t'appelles comment ?*
- *Vous vous appelez comment ?*

Please note that both expressions mean: "What is your name?"

Once again, the first expression is used in an *informal situation*, while the second expression in a *formal one*.

Activity 7

This activity is a continuation of activity 6 (p. 11) and will reinforce the two expressions already seen in Activity 6.

Ans : Je m'appelle

Epelez votre nom et votre prénom (spell out your surname and your first name.)

- a) Choose a French word and ask another student:

Ça s'écrit comment ? (How is it written ?)

Example: "Bonjour", *ça s'écrit comment ?*

Supplementary Activity 2

You can try the same activity with the following words during your contact class:

1. *Allô*
2. *Bonsoir*
3. *Monsieur*
4. *Comment*
5. *S'appeler*

Activity 8

- a) **Study the pictures (p 11) and read the acronyms. See if you recognize them.**
- b) **Listen and associate each name (cf. list given below) to a picture.**
- c) We can add a few more acronyms to this list:
 - S.V.P. = *s'il vous plaît* (please)
 - T.F.1 = *Télévision française 1* (a TV channel in France)
 - E.D.F. = *Electricité de France* (the electricity board)
 - B.U. = *Bibliothèque Universitaire*
 - R.U. = *Restaurant Universitaire*
 - R.I.B = *Relevé d'identité bancaire* (Bank identification number)

Note:

Like in India, acronyms are very important in the daily lives of the French. In India, acronyms like B.S.E.S and M.T.N.L form a part of our daily lives. So do acronyms like TGV in France.

Very Important:

Before moving to the next part, make sure you know:

- The difference between *TU* and *VOUS*
- When to use: *bonjour, salut, au revoir, tchao, à bientôt, bonne journée,*
- Expressions such as : *Ça va. Tu vas bien ? Vous allez bien ? Et toi ? Et vous ? Bien. D'accord. Tu me téléphones. Vous me téléphonez ? Asseyez-vous. Ça s'écrit comment ? Tu t'appelles comment ? Vous vous appelez comment ? Je m'appelle...*

Supplementary Activity 3

Soulignez la bonne réponse (underline the right answer)

- a) Two persons meet. How will they greet each other?
Bonjour / Au revoir / D'accord.
- b) Your friend gives you a birthday gift. You will say:
Salut / Merci / A demain.
- c) You bid good bye to your best friend. You'll say:
Tchao / Merci / s'il vous plait.
- d) A "yes", would be:
Non / oui / peut-être.
- e) How to say "please" to your teacher?
S'il vous plaît, monsieur / s'il te plaît, monsieur.
- f) How to ask a person of your age his / her name?
Comment tu t'appelles ? / Comment vous vous appelez ?
- g) How to ask an elder person his / her name?
Comment tu t'appelles ? / Comment vous vous appelez ?
- h) You ask a person to "sit down", you'll say:
Asseyez-vous / et toi ?

S'excuser.... to excuse oneself (p. 12)

The learner will be introduced to new expressions in this section.

Excusez-moi
Excuse-moi
Pardon
Désolé / Désolée
Je suis désolé / désolée

Excuse-moi & *excusez-moi* mean "excuse me." The first is informal; the second, formal.

Désolé means "sorry". A girl would say *Désolée*. (extra "e")

Je suis désolé / Je suis désolée means "I am sorry." The first is masculine; the second, feminine.

Supplementary Activity 4

What will you say in French?

- When you collide against someone, or push someone by mistake.
- Ask for information. (*Excusez-moi*)
- If you spill your tea etc. on someone.
- If you disturb someone.

Activity 9

To be undertaken in the contact class.

Look at the 2 documents (p. 12):

1. The note in the diary
2. The image

Diary

T Chardon, CDG 1

Vol AF 010

9 h 10 porte 2

Note: The acronyms "CDG" means *Charles de Gaulle*, which is the biggest airport of Paris, and AF stands for *Air France*.

Listen to the dialogue and enact the scene (Contact class).

Activity 10

Listen and then read the dialogue aloud (p. 12).

Here we have a new sentence structure:

Je suis la directrice de la société Repro-Copie

Je suis directeur

Vous êtes Tristan Chardon ? Cf. Activity 9

Je suis = I am ; vous êtes = you are

Je suis + Prénom + Nom

Ex. *Je suis Ravi Kumar.*

Je suis Anita Kapoor.

Note :

Enchanté = nice to meet you.

Vous avez fait bon voyage ? Did you have a nice trip? [In French, like in English, one wishes *Bon voyage* to a friend who is going on a (long) journey.]

Activity 11

You are in an airport in your country. You welcome a person from France. Imagine the scene and enact it.

This activity will be performed during the contact class.

Les Nombres de 0 à 10

It is very important to know the numbers in French, since we need them everywhere, in spoken French. We use them in different situations of communication, for example to tell your date of birth, page number, etc.

Learning numbers is very simple:

1. *Un*
2. *Deux*
3. *Trois*
4. *Quatre*
5. *Cinq*
6. *Six*
7. *Sept*
8. *Huit*
9. *Neuf*
10. *Dix*

Activity 12

Listen to the CD and then repeat (p. 12)

Activity 13

Complete the exercise.

Example: *Un + un = deux* (to be read : *un plus un égal deux*).

Quatre – deux = deux (to be read : *quatre moins deux égal deux*)

Supplementary Activity 5

Complétez :

- *Un + deux =*
- *Deux + trois =*
- *Quatre + cinq =*
- *Sept + un =*
- *Quatre + deux =*
- *Huit + deux =*
- *Trois + six =*
- *Deux + deux =*
- *Zéro + huit =*
- *Cinq + deux =*

Complétez :

- *Neuf – huit =*
- *Cinq – trois =*
- *Sept – zéro =*
- *Deux – un =*

- *Quatre – deux =*
- *Neuf – trois =*
- *Six – trois =*
- *Sept – cinq =*
- *Dix – quatre =*
- *Huit – quatre =*

Entourez les nombres (encircle the numbers)

Un, deux, trois, six, sept, dix, quatre, dix, cinq, huit.

A	U	T	R	D	I	N	O	N
Z	K	O	H	E	U	S	T	I
U	N	I	U	U	C	I	N	Q
I	S	S	I	X	H	L	K	U
D	I	X	T	P	S	N	J	A
E	O	L	S	B	S	E	P	T
U	R	E	I	C	D	U	N	R
D	T	U	T	U	E	F	E	E

Les premiers gestes (opening gestures)

Body gestures (body language) are a very important aspect of communication, so much so, that at times, gestures are even considered to be more expressive than words.

In the same way, gestures in the French language (which in fact should be considered a combination of body language, written and oral expressions) form an integral part of communication.

Examples of body language:

- Counting with the fingers.
- Saying « ok », by showing the thumbs-up sign.
- Shaking hands to greet somebody.
- Kissing to greet friends, family members.
- Nodding to say "yes"
- Shaking the head, to say no.

Activity 14

Count with your fingers (p. 13).

Look at the pictures. Each picture corresponds to a number: 1 to 10.

Do we usually count in the same manner?

Activity 15

Find out which dialogue will match which picture.(p.13)

Note:

In the course of this chapter (in the dialogues and the pictures), these gestures have been expressed in words.

Ensure that you understand the usage of the four expressions which have been already discussed.

1. *Tu me téléphones ?*
2. *Asseyez-vous !*
3. *D'accord.*
4. *Bonjour.*

Activity 16

This exercise will be performed during the contact class.

Learn these gestures. (p.13)

Oui : Yes

Non : No

Moi?: Me ?

Oh là là! : Oh what a mess!

Try to integrate them in your conversations with your classmates.

Are these gestures very different from those that we use in the Indian subcontinent?

Vous avez 1 nouveau message (p. 14)

“You have 1 new message!” is the heading of a section which will appear in every unit.

It is about an email exchange which takes place between Flora and Marco, who meet in a chatroom, on the internet.

They will get to know each other in the coming units and will share / exchange their impressions on several subjects.

Vous avez 1 nouveau message is usually a message that appears on the computer screen when you receive an e-mail.

You will notice that you already know the expressions used by Flora and Marco.

Try to read and understand the chat.

Activity 17

Read the dialogue then put a cross [X] at the right place in the table (P. 14).

Homme = man

Femme = woman

France = France

Italie = Italy

Comprehension

Flora est un homme ou une femme ?

Marco est un homme ou une femme ?

Flora est de = France ou de l'Italie ?

Marco est de = France ou de l'Italie ?

QUI (?)

Qui? = Who? (The identity of a person)

Qui est là? = Who is here?

Qui est Marco? = Who is Marco?

You will come across a list of first names (*prénoms*), to be used later on in the book.

Activity 18

This activity aims at introducing and familiarising a learner with first names in French.

Les prénoms à la mode pour les enfants de 2004. (The first names in fashion for children.)

Classify the first names in the table.

The table is divided into two parts:

Un garçon → = a boy

Une fille → = a girl

Color code: Observe the table. Two colors are present: blue and pink.

One usually associates blue with a baby boy, and pink with a baby girl.

Can you distinguish between the names for girls and boys?

Supplementary Activity 6

Epelez les noms de la liste (Spell it out)

Eg. : *Théo* = T-H-E accent aigu-0.

Activity 19

Find out 12 first names. Encircle them.

E	C	A	M	I	L	L	E	O	D	E	H	I	T	E	A
C	H	L	O	N	U	T	T	H	O	N	A	S	H	O	M
I	L	E	A	E	C	H	A	R	L	O	T	T	E	S	U
T	O	U	N	L	A	L	E	T	H	C	H	L	O	M	A
M	E	S	T	A	S	I	R	H	U	G	O	D	I	E	T
L	E	T	O	M	A	L	E	E	X	O	M	A	X	M	O
M	A	X	I	L	C	D	H	U	G	M	A	X	I	M	E
A	N	I	N	U	R	L	O	T	T	U	S	A	R	A	N
S	A	L	E	X	A	N	D	R	E	M	M	S	U	T	I

Activity 20

Observe the pictures. Associate a symbol (sms/internet smiley) to each picture (p. 15).

Note: At the end of the conversation between Marco & Flora, Flora has inserted a smiley.

A smiley is called *un couillard*, *une binette* or *une frimousse* in French. These are frequently used in emails.

Phonétique

Note: Phonetics is probably the most important aspect of learning a language. Special emphasis is accorded to this section during contact classes. Meanwhile, learners may refer to the pronunciation guide on page 150 (*Connexions I*) as well as the Guide to French pronunciation at the end of this booklet.

L'intonation (the intonation)

A) Listen to the CD and repeat.

The intonation enables a person to distinguish between a question and an answer.

For example:

Ça va? (The voice rises towards the end).

Ça va. (The voice falls towards the end).

It is quite easy to modulate the intonation.

The rule in spoken French is to stress on the last syllable, not on the first.

Ex: Julien Leroy.

Julien Leroy?

We'll put stress on *roy*.

B) Listen to the CD (p. 15). Choose one answer from the two given below.

Ça s'écrit comment?

C) Listen and then repeat.

Here, the learner will recognize 3 sounds and identify the letters that correspond to these sounds:

- [a]: Cora, madame, ça va, à
- [wa]: Moi, toi, trois
- [u]: Vous, bonjour, journée

D) i) Listen and complete the words

This activity will enable the learner to see the link between the written letters and phonemes, i.e. the sound.

The learner will be able to complete the missing vowels in the words listed below, without much problem.

ii) Read and spell the words now.

La géographie de la France (The Geography of France, p. 16).

Activity 21

Observe the map of France given on page 17.

Look at the countries neighbouring France.

Note:

The spelling of the names of the countries changes in French.

Make sure you recognize them in English.

L'Allemagne : Germany

La Belgique: Belgium

L'Espagne: Spain

La Grande-Bretagne = Great Britain

L'Italie = Italy

Le Luxembourg = Luxembourg

Les Pays-Bas = Netherlands

La Suisse = Switzerland.

Activity 22

This exercise will be done during the contact class.

With the help of your counsellor, place the cities and sites on the map of France.

You should know:

La Tour Eiffel (pronounced 'F-L'): It was constructed between 1887-1889, under the supervision of an engineer, Gustave Eiffel (1832-1923), for the 1889 Universal Exhibition, held to celebrate the centenary of the French Revolution. Entirely constructed in metal, it measures 320 meters. Lifts help visitors to reach its summit.

The Tour Eiffel is often considered as an icon of national pride.

Le château de Chambord: Its construction, between 1519 -1537, was ordered by king François 1. It is the largest castle among the Châteaux of the Loire.

Le Mont-Saint Michel: The commune is constructed on a small island, in the Bay of Mont Saint-Michel. It is surrounded by XIII century ramparts. The Benedictine abbey (XII-XIII century) is found on its summit.

Le Mont-Blanc: It is the highest peak in Europe (4180 m), part of the French Alps.

Le pont d'Avignon: This name is commonly given to the Saint-Bénézet, Bridge in Avignon, which was constructed between 1177- 1185. A section of the bridge fell apart in the XIII century. A song about the bridge goes:

Sur le pont d'Avignon

On y danse, on y danse

Sur le pont d'Avignon,

On y danse, tout en rond.

Activity 1

Dialogue 1	Dialogue 2	Dialogue 3	Dialogue 4	Dialogue 5	Dialogue 6
Tu	Vous	Tu	Vous	Tu	Tu

Activity 2

Cross out the words that do not fit in the list (p. 9).

M. Dupuis : M. Dupuis, Bonjour ! Monsieur Courtin. Vous allez bien ?

M. Courtin : Bien, merci. Et vous ?

Carole : Salut Thomas, ça va ?

Thomas : Salut Carole, ça va. Et toi ?

Activity 3

Classify the words in the table (p. 9):

Tu	Vous	Tu / vous
Salut	Monsieur	Merci
Toi	Madame Dupuis	Bien
Tchao	Madame	A bientôt
	S'il vous plaît	Au revoir
	Vous	Bonjour
		Coralie
		D'accord

Activity 4

Photo 1	Photo 2	Photo 3
L'homme : Ah, bonjour Jeanne.	La Directrice : Ah, bonjour Monsieur Fonteneau.	L'un : Salut.
La femme : Salut Antoine, ça va ?	L'Homme : Bonjour Madame Leroy. Comment allez-vous ?	L'autre : Salut.
L'homme : Bien, merci, et toi ?	La Directrice : Bien, merci, et vous ?	L'un : Ça va ?
La femme : Bien.	L'homme : Ça va.	L'autre : Oui, ça va.
	La Directrice : Asseyez-vous.	L'un : Bon, bah, salut.
	L'homme : Merci.	L'autre : Salut.

Activity 5 (a)

This is an oral activity and shall be undertaken during the contact class.

Supplementary Activity 1

Spell the following words orally and ensure that the accents are integrated in the spelling (contact class):

Ex.: *cinéma* : C - I - N - E accent aigu - M - A.

Hôpital : H - O accent circonflexe - P - I - T - A - L.

1. *Père* : P - E - accent aigu - R - E.
2. *Hôtel* : H - O - accent aigu - T - E - L.
3. *Aïe* : A - I - tréma - E.
4. *Bientôt* : B - I - E - N - T - O - accent circonflexe - T.
5. *Eléphant* : E - accent aigu - L - E - accent aigu - P - H - A - N - T.
6. *l'université* : L - apostrophe - U - N - I - V - E - R - S - I - T - E - accent aigu.
7. *d'accord* : D - apostrophe - A - Double C - O - R - D.
8. *ça* : C - cédille - A.

Activity 5 (b)

(a) *La secrétaire* : Oui, et vous-êtes ?

Joana : Je m'appelle Joana WAWRZYN.

La secrétaire : Oui. Ça s'écrit comment ?

Joana : Joana ; J.O.A.N.A. ; WAWRZYN : W.A.W.R.Z.Y.N.

La secrétaire : Merci.

Answer : JOANA WAWRZYN.

Activity 6

This activity shall be undertaken in the contact class. The text of the 2 dialogues is given below:

Dialogue 1	Dialogue 2
- Tu t'appelles comment ?	- Vous vous appelez comment ?
- Sangmin.	- Xavier KAUZA.
- Ça s'écrit comment ?	- Ça s'écrit comment ?
- S - A - N - G - M - I - N.	- K - A - U - Z - A.

Activity 7

This activity shall be undertaken in the contact class.

Supplementary Activity 2

1. *Allô* : A – deux L – O – accent circonflexe.
2. *Bonsoir* : B – O – N – S – O – I – R.
3. *Monsieur* : M – O – N – S – I – E – U – R
4. *Comment* : C – O – M – M – E – N – T
5. *S'appeler* : S – apostrophe – A – deux P – E – L – E – R

Activity 8 (a)

This activity shall be undertaken in the contact class.

Activity 8 (b)

- (i) A.N.P.C. : Agence nationale pour l'emploi
- (ii) B.N.P. : Banque nationale de Paris
- (iii) CHU : Centre hospitalier universitaire
- (iv) H.L.M. : Habitation à loyer modéré
- (v) R.E.R. : Réseau express régional
- (vi) S.N.C.F. : Société nationale des chemins de fer français
- (vii) T.G.V. : Train à grande vitesse

Supplementary Activity 3

Soulignez la bonne réponse (underline the right answer)

- a) Two persons meet. How will they greet each other?
Bonjour / Au revoir / D'accord.
- b) Your friend gives you a birthday gift. You will say:
Salut / Merci / A demain.
- c) You bid good-bye to your best friend. You'll say:
Tchao / Merci / s'il vous plait.
- d) A "yes", would be:
Non / oui / peut-être.
- e) How to say "please" to your teacher?
S'il vous plaît monsieur / s'il te plaît monsieur.
- f) How to ask a person of your age his / her name?
Comment tu t'appelles ? / Comment vous vous appelez ?

- g) How to ask an elder person his / her name?
Comment tu t'appelles ? / Comment vous vous appelez ?
- h) You ask a person to "sit down", you'll say:
Asseyez-vous / et toi ?

Supplementary Activity 4

What will you say in French?

- When you collide against someone, or push someone by mistake. (*Oh ! Pardon !*)
- Ask for information. (*Excusez-moi*)
- If you spill your tea etc. on someone. (*Oh ! Pardon !*)
- If you disturb someone. (*Excusez-moi*)

Activity 9

To be undertaken in the contact class.

Activity 10

To be undertaken in the contact class.

Activity 11

To be undertaken in the contact class.

One possible solution could be as follows:

Anurag : Charlotte ! Charlotte !

Charlotte : Ah, Anurag, Bonjour. Ça va ?

Anurag : Ça va, et toi ?

Charlotte : Ça va, merci.

Anurag : Charlotte, voici une amie, Anuradha.

Charlotte : Enchantée, Anuradha !

Anuradha : Enchantée. Vous êtes très belle, Charlotte !

Charlotte : Ah, merci.

Activity 12

Oral activity, to be undertaken in class or at home.

Activity 13

Answers: six, sept, quatre, huit, six.

Supplementary Activity 5

<p>Complétez :</p> <ul style="list-style-type: none"> • Un + deux = trois • Deux + trois = cinq • Quatre + cinq = neuf • Sept + un = huit • Quatre + deux = six • Huit + deux = dix • Trois + six = neuf • Deux + deux = quatre • Zéro + huit = huit • Cinq + deux = sept 	<p>Complétez :</p> <ul style="list-style-type: none"> • Neuf - huit = un • Cinq - trois = deux • Sept - zéro = sept • Deux - un = un • Quatre - deux = deux • Neuf - trois = six • Six - trois = trois • Sept - cinq = deux • Dix - quatre = six • Huit - quatre = quatre
---	---

Entourez les nombres (encircle the numbers)

Un, deux, trois, six, sept, dix, quatre, cinq, huit.

A	U	T	R	D	I	N	O	N
Z	K	O	H	E	U	S	T	I
U	N	I	U	U	C	I	N	Q
I	S	S	I	X	H	L	K	U
D	I	X	T	P	S	N	J	A
E	O	L	S	B	S	E	P	T
U	R	E	I	C	D	U	N	R
D	T	U	T	U	E	F	E	E

Activity 14

To be undertaken in the contact class.

Activity 15

- 1) Tu me téléphones ? Photo 3.
- 2) Asseyez-vous ! Photo 2
- 3) D'accord. Photo 1
- 4) Bonjour. Photo 4

Activity 16

This exercise will be performed during the contact class.

Learn these gestures.

Oui : Yes

Non : No

Moi? : Me ?

Oh là là! : Oh what a mess!

Try to integrate them in your conversations with your classmates.

These gestures are not very different from those that we use in the Indian subcontinent. Only *Oh là là!* is unique to the French-speaking world.

Activity 17

Read the dialogue then put a cross [X] at the right place in the table (p. 14).

	Homme	Femme	France	Italie
Marco	X			X
Flora		X	X	

Activity 18

Un garçon

Théo
Thomas
Antoine
Camille
Hugo
Lucas
Maxime
Alexandre
Clément
Nicolas

Une fille

Emma
Camille
Chloé
Léa
Charlotte
Juliette
Lucie
Manon
Marie
Mathilde

Supplementary Activity 6

Epelez les noms de la liste (Spell it out)

Eg. : *Théo* = T-H-E accent aigu-0.

Un garçon

Théo : T - H - E - accent aigu - 0.
Thomas : T - H - O - M - A - S
Antoine : A - N - T - O - I - N - E
Camille : C - A - M - I - deux L - E
Hugo : H - U - G - O
Lucas : L - U - C - A - S
Maxime : M - A - X - I - M - E
Alexandre : A - L - E - X - A - N - D - R - E
Clément : C - L - E - M - E - N - T
Nicolas : N - I - C - O - L - A - S

Une fille

Emma : E - deux M - A
Camille : C - A - M - I - deux - L - E
Chloé : C - H - L - O - E - accent aigu
Léa : L - E accent aigu - A
Charlotte : C - H - A - R - L - O - deux T - E
Juliette : J - U - L - I - E - deux - T - E
Lucie : L - U - C - I - E
Manon : M - A - N - O - N
Marie : M - A - R - I - E
Mathilde : M - A - T - H - I - L - D - E

Activity 19

Find out 12 first names. Encircle them.

E	C	A	M	I	L	L	E	O	D	E	H	I	T	E	A
C	H	L	O	N	U	T	T	H	O	N	A	S	H	O	M
I	L	E	A	E	C	H	A	R	L	O	T	T	E	S	U
T	O	U	N	L	A	L	E	T	H	C	H	L	O	M	A
M	E	S	T	A	S	I	R	H	U	G	O	D	I	E	T
L	E	T	O	M	A	L	E	E	X	O	M	A	X	M	O
M	A	X	I	L	C	D	H	U	G	M	A	X	I	M	E
A	N	I	N	U	R	L	O	T	T	U	S	A	R	A	N
S	A	L	E	X	A	N	D	R	E	M	M	S	U	T	I

Activity 20

:-)	:(	:-(	8-)	:-D	:-O
(Smiling)	(Sad)	(Crying)	(Wears glasses)	(Laughing)	shocked & surprised
N° 5	N° 3	N° 1	N° 2	N° 4	N° 6

Phonétique

Activity B	Activity C	Activity D
1. Ça va ?	/a/ Cora ; madame ; ça va	a. Coucou
2. Coralie ?	/wa/ moi ; toi ; trois	b. Nana
3. Neuf ?	/u/ vous ; bonjour	c. Poil
4. D'accord.		d. Boule
5. Vous ?		e. Boîte
6. Aujourd'hui.		f. Bouche
		g. Mouchoir
		h. Couloir
		i. Moustache
		j. Canada
		k. Abracadabra
		l. Ouagadougou

Activity 21

This activity shall be undertaken during the Contact Class.

Activity 22

This activity shall be undertaken during the Contact Class.

UNIT 2 *RENCONTRES / MEETINGS*

Introduction:

This unit entitled *Rencontres*, i.e. *Meetings* corresponds to pp.18-27 of *Connexions*.

The learner is advised to devote approximately 30 hours per unit.

Note: Unit two corresponds to “Unité 2” in the textbook *Connexions*.

In this unit, you will learn the following:

Week 1

1. Introducing yourself, someone else or asking a person to introduce himself/herself.
2. Adjectives for nationalities.
3. Numbers: 11 to 69.
4. Pronouns : *je, tu etc.*
5. Verbs: *être, avoir, habiter, s'appeler, travailler, apprendre.*
6. The interrogative form and its intonation.

Week 2

1. Introducing a celebrity.
2. Understanding and filling up official forms.
3. Understanding an email / chatting.
4. Definite articles: *le, la, les.*
5. *Quel, quelle* (age, address, phone number).
6. Internet jargon.
7. Sounds [i] and [y].
8. France in Europe.

Unit 2 aims to provide the learner with the necessary tools, so that s/he can introduce herself/himself and introduce someone else.

Look at the picture on page 18 and try to identify the situation of communication.

The situation of communication is not unknown to you.

We are in a classroom, the first day of a French language class, in a School of languages in France.

Can you identify the different elements suggesting that we are in a classroom situation?

Ex: students (*étudiant*), teacher (*professeur*), chair (*chaise*).

Each student (*étudiant*) is from a different nationality (*nationalité*), thus giving an international touch to the group. But the teacher (*professeur*) is French.

There are 4 dialogues, each corresponding to one picture. The students are introducing themselves to each other, by giving details on their:

- i) Name (*nom et prénom*)
- ii) Nationality (*nationalité*)
- iii) Address (*adresse*)
- iv) Age (*âge*)

Listen to the CD and try to relate each dialogue with the picture.

Note:

In the beginning, you may not understand the text. We advise you to listen to the dialogues several times, without reading the text, so as to get used to the intonation.

- i) First listening: Have you been able to recognize the questions? The situation? What is the main theme of each dialogue?
- ii) A second listening: Listen again without reading the text. What are the questions asked about? Can you make out the name of the students?

Oui ? Non ? C'est ça ? (p. 19)

Refer to CD

Listen to the dialogues and complete the table with the suitable name.

(p. 19)

This is a *comprehension activity*, based on listening only. It will be performed during the contact class.

A new verb is introduced in this unit: *apprendre* (to learn). This is an irregular verb conjugated in the following way:

J'apprends
Tu apprends
Il/Elle apprend
Nous apprenons
Vous apprenez
Ils/Elles apprennent.

Please note that several verbs will have a similar conjugation like the above mentioned one. They are *comprendre* (to understand), *prendre* (to take), *surprendre* (to surprise), *suspendre* (to suspend), among others.

For example:

Je comprends le français. (I understand French)

Paul prend un livre. (Paul takes a book)

Activity 1

Refer to CD

Look at the texts on page 18. Listen to the dialogues and find out their correct order. (p. 19)

How to go through this activity? Quickly go through the 4 dialogues.

Have you found out the *prénom* (first name) of the person/s?

Have you found out how many persons are talking in the dialogues?

Find out the correct order of each dialogue.

Activity 2

Listen once again to the 4 dialogues. You are required to complete the table. (p. 19)

The given table is a list of students of the language class of the "École de Langues Odéon", found in Paris.

Let us study carefully the document.

This list of 12 students is divided into 3 columns:

- i) *Nom, Prénom* (Name, first name)
- ii) *Nationalité* (Nationality)
- iii) *Date de naissance*. (Date of birth)

You need to listen to the CD carefully and fill in the blanks. As you can see the missing details can be the *nationalité*, the *nom*, a *chiffre* (number) in the date of birth.

How to go through activity 2.

A few suggestions

- The first name on the recording was Heike Fischer. Can you find it on the list? (line 3)
- Write down the *nationalité* of this person.
- Next question : *Saïd est américain ?*
- In order to answer this question, you can have a look at the column of *nationalité*, since the question is based on it.
- Otherwise, even the column *date de naissance* can be helpful, since you know that Saïd is 28 years old. Some calculations will help you find the answer.
- The learner can thus proceed in the same manner for the rest of the activity. The learner only needs to listen carefully to the CD and go carefully through the list.

Note:

Norma says: "*J'ai trente ans aujourd'hui.*" (Today I am 30 years old.)
(p. 18, text a)

You should know how one wishes happy birthday to someone in French.

"Bon anniversaire / Joyeux anniversaire!"

Let us sing happy birthday for Norma:

Joyeux anniversaire, Joyeux anniversaire

Joyeux anniversaire, Norma, Joyeux anniversaire.

Make sure, you do not confuse *anniversaire* with anniversary:

Anniversaire = birthday.

Anniversaire de mariage = anniversary.

- To wish happy birthday to a friend, sister... in an informal way:

Bon anniversaire or *Joyeux anniversaire*, followed by the name of that person.

Example:

Bon anniversaire / Joyeux anniversaire Norma ! (Happy birthday Norma !)

Je te souhaite un bon anniversaire / Joyeux anniversaire.

- To wish happy birthday to a teacher, parents in a formal way :

Bon anniversaire / Joyeux anniversaire maman !

Bon anniversaire / Joyeux anniversaire papa !

*Bon anniversaire / Joyeux anniversaire madame/monsieur/
mademoiselle !*

*Je vous souhaite un bon anniversaire / Joyeux anniversaire madame/
monsieur/mademoiselle !*

During the contact class, your counselor will make you listen to the audio recording of a very popular song: « Bon anniversaire, nos vœux les plus sincères. » (Happy birthday, our best wishes), usually sung in birthday parties. (Refer to CD)

Activity 3

The learner is advised to complete the table without re-reading the dialogues.

In this activity, the learner will learn how to formulate questions, to ask someone to introduce himself/herself.

Hence, three types of skills are required from the learner: comprehension of the activity, written comprehension and oral comprehension of the questions.

How to go through the activity?

A few suggestions

- This activity will be performed during the contact class.
- Listen carefully to each mini-dialogue, and in case of lack of clarity do not hesitate to press on the pause button, or rewind button. Hence, it is strongly recommended that you listen several times to each mini-dialogue.
- Each column of the table given below corresponds to a question that you already know.

- Try to work, without looking at the text. Then, after writing the answer, correct with the help of the text.

Have you understood the questions?

Il/Elle s'appelle comment ? = what is his/her name?

Il/Elle a quel âge ? = what is his/her age?

Quelle est sa nationalité ? = what is her nationality ?

Il/Elle habite où ? = where does he/she live?

Please note that there are several ways of asking the same question.

For example:

<i>Il s'appelle comment ? = Quel est son nom ?</i>
<i>Elle a quel âge ? = Quel est son âge ?</i>
<i>Elle habite où ? = Où habite-t-elle ? = Quelle est son adresse ?</i>

Grammar

Pronoms personnels (sujet) (Pronouns) are used as subject of a verb.

There are *pronoms personnels* in singular and in plural also.

It is very important that the learner memorises these *pronoms personnels*, which are used in all situations of communications.

The learner has already been sensitised to: **Tu & Vous**

The table below is a list of *pronoms personnels(sujet)*:

SINGULIER	PLURIEL
Je = <i>I</i>	Nous = <i>We</i>
Tu = <i>You</i>	Vous = <i>You</i>
Il = <i>He</i>	Ils = <i>They</i>
Elle = <i>She</i>	Elles = <i>They</i>

II) The verbs *être* (to be) and *avoir* (to have) are the auxiliary (important) verbs, frequently used in French.

Avoir	Être
J'ai = I Have	Je suis = I am
Tu as = You have	Tu es = You are
Il/Elle a = He/ She has	Il/Elle est = He/She is
Nous avons = We have	Nous sommes = We are
Vous avez = You have	Vous êtes = You are
Ils/Elles ont = They have	Ils/elles sont = They are

Traditionally speaking, French verbs have been divided into three groups:

- Premier groupe* (first group): verbs ending with **-er**
- Deuxième groupe* (second group): verbs ending with **-ir**

iii. *Troisième groupe* (third group): verbs ending by – re, - oir, and all the other remaining verbs.

90% of the verbs in French belong to the first group. If you remember and understand the conjugation of **one** first group verb, then you will be able to conjugate all the others quite easily.

III) Let us take the verb: **PARLER** (to talk)

Check the ending of the verb: -er.

Conjugation in **present tense** (*présent*) of the verb *parler*. The infinitive ending – ER will be replaced by the below given ending.

Je parle	-e	I talk
Tu parles	-es	You talk
Il/elle parle	-e	He/She talks
Nous parlons	-ons	We talk
Vous parlez	-ez	You talk
Ils/elles parlent	-ent	They talk

Many verbs will be conjugated according to this model: *aimer* (to like), *habiter* (to live), *écouter* (to listen), *jouer* (to play), *travailler* (to work), *étudier* (to study).

Supplementary Activity I

Complete the conjugation of the following verbs.

	Marcher	Regarder	Entrer	Danser	Chanter	Rêver	Observer
Je	Marche	.....	.....	.....	Chante	.....	.....
Tu	.....	Regardes	.....	.....	.....	.....	.....
Il/elle	.....	.....	.....	Danse	.....	.....	.....
Nous	Marchons	.....	.....	.....	.....	Rêvons	.....
Vous	.....	.....	Entrez	.....	.....	.....	Observez
Ils/elles	.....	Regardent	.....	.....	.....	.....	.....

Supplementary Activity II

Conjugate in present tense, like in the above example (*parler*), the following verbs: *penser*, *adorer*, *aimer*.

Supplementary Activity III

Complete with *je* (*j'*), *tu*, *il* or *elle*, *nous*, *vous*. (more than one answer is possible)

1. ai trente ans.

2. as quel âge ?
3. es Marie-?
4. habite à Delhi.
5. jouons au cricket.
6. écoute la musique.
7. travaillez à Mumbai.
8. étudions le français.
9. parle français.
10. m'appelle Raj.

Supplementary Activity IV

Complete with *je, j', tu, il ou elle*.

1. habites où.
- À Paris, et toi ?
2. Saïd est algérien ?
- Non, est marocain.
- Et Malika ?
- Elle, est algérienne.
3. ai 36 ans. Et toi, as quel âge ?
- 32 ans.
4. apprend le français, Paola ?
- Oui, et aime la France !
5. - est de Berlin, Marek ?
- Non, travaille à Berlin, mais est polonais.

OUTILS

Les nationalités

Activity 4

(Refer to p 20.)

Complete the sentences with the suitable word, from the given list. You are invited to re-read the dialogues on page 18.

Activities no. 4, 5 & 6 deal with the adjectives of *nationalité*.

Please note that this activity is related to the texts, which opened the unit "Rencontres" on page 18. Until now, you must have learnt the nationality of the students who introduced themselves. This activity should not be very complicated for you.

- First of all, study the corpus of 14 adjectives of nationality given below.
- Find out the masculine and the feminine form of each adjective. Can you recognize them?

For example:

allemand ? allemande

mexicain ? mexicaine

Unlike the English language, French is very much influenced by gender. The nouns or pronouns bear the mark of gender (*genre*) (either masculine or feminine) and they influence the adjective. Hence, the adjective changes in gender and in number (en genre et en nombre) accordingly.

For example, we shall say:

Roger est **français**. ('Roger' is masculine)

Elizabeth est **française**. ('Elizabeth' is feminine)

Il est **américain**.

Elle est **américaine**.

Activity 5

Refer to the CD & to p. 20

Listen to the CD and complete the sentences.

This activity has 2 main objectives:

- You will learn how to distinguish between *masculin* & *féminin* (oral).
- You will learn how to change an adjective from *masculin* to *féminin* (written).

Let us look at the 6 sentences, placed in 2 columns. The first column is the masculine (the picture of a boy) and the second one is feminine (picture of a girl).

First of all, we shall study the rule of conversion from *masculine* to *feminine*. The table given on the right margin of page 21 will be helpful.

Les nationalités		
masculin		féminin
allemand	+ e	allemande
portugais		portugaise
marocain		marocaine
italien	+ ne	italienne
australien		australienne
belge	=	belge
grec	que	grecque

Note:

1. Adjectives ending with the consonant [d], take an -e in feminine form.
For example: *allemand* ? *allemande*, *grand* (big) ? *grande*.
2. Adjectives ending with -e in masculine, will not vary in form in feminine.

For example: *belge, russe, croate*.

3. Adjectives ending with **-ain, -ein** change to **-aine, -eine**.
Example: américain ? américaine, marocain ? marocaine.
4. Those ending by **-ien**, change into **-ienne**.
indien ? indienne, italien ? italienne.

As far as the oral part is concerned, the learner should remember the following points:

1. The final "s" of *français & portugais* are not pronounced. It is mute. The addition of **-e** in feminine, changes the pronunciation of these two words.
2. If the **-e** is mute, then how can we distinguish between the masculine adjective and the feminine one? For example, *espagnol ? espagnole*, have the same pronunciation. In a case like this, the learner must look for indicators in the sentence which may suggest the gender, for instance, *il/elle, monsieur/ madame*, etc.
3. The word *américain* (m) → *américaine* (f) presents an interesting case of **nasalization**.

i) The Nasal vowels (Les Voyelles nasales)

There are 4 nasal vowels in French: *ê, ê, ê, â*

The phrase "*un bon vin blanc*" contains all four nasal sounds. A vowel is nasalized when it is followed by **one m** or **one n** in the following cases:

- Vowel + n or m + pronounced consonant : *Ambulance, lampe, tempête, épingle, lundi, monde, ronde,*
- Vowel + n or m + silent final consonant : *temps, étudiant, sang, rond, pont, Dupont*
- Vowel + final n + m : *roman, fin, balcon, bon, parfum, quelqu'un.*

ii) Note :

- When a vowel is nasalized, neither the **n** nor the **m** is pronounced.
- A **double n** or a **double m** does *not* nasalize the previous vowel.
Compare:

<i>Nasal</i>	<i>Non-nasal</i>	<i>nasal</i>	<i>Non-nasal</i>
bon	bonne	européen	Européenne
pan	panne	moyen	moyenne
don	donne	doyen	doyenne
Jean	Jeanne	indien	indienne
sont	sommes	sicilien	sicilienne

- If **n** or **m** are followed by a vowel, there is no nasalization. Both **n** and **m** are pronounced. This is the case of *américain* → *américaine*.

<i>Nasal</i>	<i>Non-nasal</i>	<i>Nasal</i>	<i>Non-nasal</i>
magasin	magazine	Martin	Martine
cousin	cousine	aucun	aucune
chacun	chacune	commun	commune
an	âne	examen	examiner

Supplementary Activity V

These oral activities will be done during the contact class.

Repeat these sentences and pay special attention to the pronunciation.

- Celsio est portugais.
- Alcina est portugaise.
- Jimmy est australien.
- Jessie est australienne.
- Il est marocain.
- Elle est marocaine.
- Thilo est allemande.
- Monika est allemande.
- Pablo est espagnol.
- Mercedes est espagnole.
- Edmund est polonais.
- Renata est polonaise.

Supplementary Activity VI

In this list of words, cross the mute -e. For example, quatre, the -e is silent, not pronounced.

Écolier	Regardes	Allemande	Personnage
M'appelle	Jouons	Fiche	Habiter
Parlez	Lire	Plage	Quelle
Donne	Faire	Nombre	Elle
Parlent	espagnole	Phrase	Dialoguer.

Activity 6

This activity is divided into 2 parts. (p. 21)

- a) *The learner is invited to look at each photo and to choose the suitable adjective of nationality. Here are well-known persons known internationally.*

Make a simple sentence.

For example: Audrey Tautou est française.

Do you know the other personalities?

From the given list, you are required to find the correct nationality of these persons. Be careful, to use the appropriate gender, either *masculin* or *feminine*.

Also note that, some of these adjectives will not be used in this activity. They are only placed here to distract you.

b) *Introduce two or three well-known personalities, whom you know.*

They can be movie stars, politicians, singers, sportsmen, etc.

Example:

Audrey Tautou est française. Elle a 32 ans et elle est actrice. Elle habite à Paris.

Note :

Here is a list of countries with corresponding nationalities:

Madagascar	<i>Madagascar</i>	<i>Malgache</i>
England	<i>Angleterre</i>	<i>Anglais/anglaise</i>
China	<i>Chine</i>	<i>Chinois/chinoise</i>
Japan	<i>Japon</i>	<i>Japonais/japonaise</i>
Mexico	<i>Mexique</i>	<i>Mexicain/mexicaine</i>
Tunisia	<i>Tunisie</i>	<i>Tunisien/tunisienne</i>
Pakistan	<i>Pakistan</i>	<i>Pakistanaï/pakistanaïse</i>
Spain	<i>Espagne</i>	<i>Espagnol/espagnole</i>
Reunion island	<i>Réunion</i>	<i>Réunionnais/réunionnaïse</i>
Mauritius	<i>Ile Maurice</i>	<i>Mauricien/mauricienne</i>

Supplementary Activity VII

Re-read activities 4, 5 & 6 (pp. 20-21) and complete the following exercise. This activity comes in two parts: i) You need to say if the masculine and feminine forms of these adjectives are pronounced in a similar way ii) you need to say if the masculine and feminine forms of these adjectives will be written in the same way. (NON= non; OUI= yes)

	Féminin = masculin à l'oral	Féminin = masculin à l'écrit
Portugais	non	non
Espagnol	oui	non
Marocain		
Belge		
Chinois		
Allemand		
Mexicain		
Australien		
Croate		
Suisse		

Supplementary Activity VIII

In the list given below, choose the correct adjective. Put it in the masculine or in the feminine, and complete the sentences. (written)

Pakistanais – anglais – français- mexicain – brésilien- indien – tibétain – sud-africain.

- Shoab Akhtar est un excellent cricketeur
- Philippe adore le footballeur..... David Bekham.
- Le steak-frites, c'est
- Le Dalai Lama est
- Nelson Mandela est un politicien
- Sharmila Tagore est une actrice

Supplementary Activity IX

Complete the following sentences with the corresponding name of the country

- Bénazir Butto est pakistanaise. Elle est née au.....
- Nadine Gordimer est sud-africaine. Elle est née en.....
- Hiromo Kasai est japonaise. Elle est née au.....
- Laura Zanelli est italienne. Elle est née en
- Saïd Sadawi est marocain. Il est né au
- Tracy Michelli est australienne. Elle est née en
- Elisa Barros est espagnole. Elle est née en
- Jorge Ferreira est portugais. Il est né au

Supplementary Activity X

Here is a list of countries. Try to find out their corresponding name in English and complete with the suitable nationality in French. (Written)

Pays	Nationalité	Country
Australie		
Malaisie		
Brésil		
Argentine		
Angola		
Ethiopie		
Thaïlande		
Iran		
Russie		

Supplementary Activity XI

Find out the name of nine countries. Encircle them.

Rewrite them in a list. Give their corresponding name in English.

Can you also try to give the nationality?

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

les nombres de 11 à 69

In the previous unit we learnt 1 to 10.

Here, we shall learn from 11 to 69.

Be very careful with the pronunciation of the numbers.

Activity 7

Refer to the CD (p. 20)

a) Listen carefully to the recording and repeat.

Knowing the correct pronunciation of numbers from UN to VINGT is very important because they are repeated in the other numbers. We can almost say that if the learner wants to count, these first 20 numbers are compulsory.

- The first time, listen to the recording without looking at the written words.
- Then listen to each number, pausing after each one of them, and repeating them every time.
- Last step, look at the written version of the numbers and listen again to the CD.

UN		ONZE	
DEUX		DOUZE	
TROIS		TREIZE	
QUATRE		QUATORZE	
CINQ		QUINZE	
SIX		SEIZE	
SEPT		DIX-SEPT	
HUIT		DIX-HUIT	
NEUF		DIX-NEUF	
DIX		VINGT	

b) *Listen to the recording.*

- *Write down the number that you hear in each sentence.*

Note :

It is very important that the learner is able to recognize the numbers when he/she listens to the recording, since it is usually the most crucial part in an oral message.

- Do not worry if you do not understand all the words in the sentences.
- In this activity, you only need to recognize the number (s) mentioned and write them in letters.
- Listen to the recording once.
- Then listen to it, pausing at every sentence. Do not hesitate to listen to it as often as needed, since you need to have an oral recognition of numbers.

Activity 8

Counting in French is very simple, since a particular pattern can be followed, making the activity quite repetitive. (Refer to p. 21)

By now, the learner knows how to count from 1 to 20. Now s/he'll learn to count from 20 to 69.

You need to know the following;

30 = Trente
40 = quarante
50 = cinquante
60 = soixante.

20 : Vingt

21 : Vingt et un

22 : Vingt-deux

23 : Vingt-trois..... this continues till 29 : vingt-neuf.

The same pattern will apply for *trente*, *quarante*, *cinquante* & *soixante*. Look at the right hand side margin of your textbook and see the given example.

Please pay attention to the irregularity which numbers like: 21, 31, 41, 51, 61 pose to the counting. We say, 21 vingt et un, 31 trente et un, 41 quarante et un...

The *conjonction* « et » (and) is included.

Supplementary Activity XII

Écrivez en lettres/ Write in letters

- 17:
- 27:
- 35:
- 44:
- 56:
- 19:
- 28:
- 42:
- 66:
- 63:

Supplementary Activity XIII

Écrivez en chiffres/ Write in numbers

- Douze :
- Vingt-cinq :
- Quarante-sept :
- Trente-deux :
- Dix-neuf :
- Soixante-neuf :
- Cinquante-quatre :
- Vingt-trois :
- Quarante et un :
- Soixante-six :

Supplementary Activity XIV

Complétez. (oral)/Complete the following activity by writing down the correct number.

- Vingt + vingt =
- Treize + seize =
- Vingt-deux + dix =
- Trente-quatre + quatre =

- Six + quarante =
- Cinq + dix-sept =
- Cinquante et un + neuf =
- Un + vingt-neuf =
- Quarante-quatre + onze =
- Soixante + sept =

Supplementary Activity XV

Complétez (oral)/Complete the activity

- Quarante – vingt =
- Treize – deux =
- Cinquante-quatre – vingt-six =
- Trente-deux – seize =
- Quarante-quatre – dix-neuf =
- Cinquante-sept – trente-six =
- Vingt-deux – quinze =
- Soixante-neuf – vingt =
- Soixante-quatre – trente-cinq =
- Quarante-deux – treize =

Se présenter/présenter quelqu'un

Refer to pp. 22-23.

A new document introduces this section, where the learner will learn how to:

- introduce himself (*se présenter*)
- introduce somebody else (*quelqu'un*)

This competence is very important since one always faces situations where one has to talk about oneself. It can be during an interview, in a group of persons or in an introductory letter.

Activity 9

Listen, read and find out how Laura is introduced. (Refer to p. 22)

The text on page 22 is one of selective comprehension. We already know Laura Zanelli whom we met earlier and who introduced herself in class. (Refer to p. 18)

Three texts of introduction are given here. Out of them *two* are *incorrect* and *one* is *correct*.

Instructions:

- Laura will introduce herself in the three texts. You will have to trace out the wrong information from two of the three texts in order to find out the text which corresponds to the recording.

These texts are interesting because they present three different ways of presenting oneself or someone else. (*C'est Laura*, for example)

- The texts take up notions already introduced on page 18.
- When the learner listens to the recording, we encourage him/her to take notes.
- Let us analyze the two texts:

« *Salut ! Moi, c'est Laura Zanelli. J'ai 23 ans ; je suis née en Italie et j'apprends le français à Paris. J'aime beaucoup Paris.* »

« *Elle s'appelle Laura Zanelli. Elle est italienne mais elle habite en France à Paris. Elle a 23 ans et elle apprend le français à Paris.* »

The first one is where Laura Zanelli is talking:

- “*Salut!* (Greeting everybody)
- *Moi, c'est Laura Zanelli.* (Me, I am Laura Zanelli.) Here, she is giving her name. She could have said it in other ways also, like we saw earlier: « *Je m'appelle Laura Zanelli / Mon nom est Laura Zanelli.* »
- « *Je suis née en Italie.* » (I was born in Italy.) Another way of saying this could have been: “*Je suis italienne.* »
- « *J'apprends le français à Paris.* » (I am learning French in Paris.)
- « *J'aime beaucoup la France.* » (I like France a lot)

Activity 10

This activity will be performed during the contact class. (Refer to p. 22)

In group of two, change the underlined words, then perform the dialogues.

We would like to draw your attention on several points in this activity:

- the verb *s'appeler* (to name oneself)

je m'appelle
tu t'appelles
il/elle s'appelle
nous nous appelons
vous vous appelez
ils/elles s'appellent

- The verb *s'appeler* is different from the verb *habiter*, *parler* or *écouter* for instance, because it is **un verbe pronominal**, a reflexive verb. It is always accompanied by un **pronom réfléchi** (reflexive pronoun).
- Compare:

<i>Je m'appelle</i>	<i>J'habite .</i>
<i>tu t'appelles</i>	<i>Tu habites</i>
<i>il/elle s'appelle</i>	<i>Il/elle habite</i>
<i>nous nous appelons</i>	<i>Nous habitons</i>
<i>vous vous appelez</i>	<i>Vous habitez</i>
<i>ils/elles s'appellent</i>	<i>Ils/elles habitent</i>

- The *pronoms réfléchis* (reflexive pronouns) are in bold letters. They are **me**, **te**, **se**, **nous**, **vous**, **se**. They are placed before the verb.
- The structure of the *verbe pronominal* is *sujet + pronom réfléchi + verbe*, for example: JE + ME + APPELLE = *Je m'appelle*.
- The presence of the *pronom réfléchi* before the verb is very important.
- The example no. 1 is a conversation between two persons, where information is being exchanged regarding the address and the nationality.

<i>Salut! Tu t'appelles comment ?</i>	Hi! What is your name ?
<i>Louis. je m'appelle Louis Dalle.</i>	Louis. My name is Louis Dalle.
<i>Tu es français ?</i>	Are you French ?
<i>Non, je suis suisse.</i>	No, I am Suisse.
<i>Vous avez quel âge ?</i>	What is your age ?
<i>J'ai 30 ans. Et vous ?</i>	I am 30. And you ?
<i>Moi, j'ai 28 ans et je travaille à Nice.</i>	Me, I am 28 and I work in Nice.
<i>Ah ! Moi, j'habite à Nice mais j'apprends le français à Cannes.</i>	Oh! Me, I stay in Nice but I am learning French in Cannes.

- How to formulate questions and the answers?
- **For nationality: use the verb être**
- *Je suis français.*
- *Tu es indienne ?*
- *Il est belge.*
- *Quelle est ta/votre nationalité ?*
- **For age: use the verb avoir**
- *J'ai 18 ans.*
- *Tu as 25 ans ?*
- *Vous avez quel âge ?*
- *Tu as quel âge ?*
- **For address: use the verb habiter**
- *J'habite à Marseilles.*
- *J'habite à Ludhiana.*
- *Il/Elle habite à Delhi ?*

- Où habites-tu ?
- **For name: use the verb *s'appeler* or *être*.**
- Je m'appelle Louis.
- Tu t'appelles Sheela ?
- Vous vous appelez comment ?
- Elle s'appelle Catherine.
- Je suis Pankaj.

Can you introduce yourself now?

Activity 11

This activity will be done during the contact class. The learner will re-use the different ways of introducing himself/herself. (Refer to p. 23)

These techniques have been explained earlier.

There are 2 steps in this activity, since we need to check the **oral & written competence** of the learner.

Activity 12

Refer to p. 23.

Your French friend invites you to Paris. Help her to complete the form (fiche).

[An *attestation d'accueil* or *original sponsorship certificate* is required if you ask for a French visa. The proof of accommodation specifies the complete duration of stay in France. The *attestation d'accueil* is requested by the visited person from his/her Town Hall (*mairie*).]

ATTESTATION D'ACCUEIL

Je, soussigné (e)
nom :
prénom :
né(e) le/à :
nationalité :
adresse complète :
Atteste pouvoir accueillir :
nom :
prénom(s) :
né(e) le / à :
nationalité :
passport no. :
adresse :
avec son conjoint :
avec ses enfants :
— jours, entre le.... et le.... mai 200...

<i>attestation d'accueil :</i>	original sponsorship certificate
<i>soussigné :</i>	undersigned
<i>attester :</i>	to certify, to attest
<i>conjoint :</i>	spouse
<i>enfant :</i>	child
<i>avec :</i>	with

Supplementary Activity XVI

Répondez : (written/oral)/Answer the following questions.

- i. Vous vous appelez comment ?
.....
- ii. Vous avez quel âge ?
.....
- iii. Quelle est votre nationalité ?
.....
- iv. Vous habitez où ?
.....

Supplementary Activity XVII

Complétez le texte/Complete the text

Suisse – adore – m'appelle – habite.

Bonjour ! Je Paul. Je suis J'..... à Paris
mais je travaille à Delhi. J'..... l'Inde.

Supplementary Activity XVIII

Présentez ces personnages :(written/oral)



Supplementary Activity XIX

Complétez la grille.

	Etre	Avoir	S'appeler	Travailler
Je	.....	Ai	.....	.....
Tu	.....	.....	.....	Travailles
Il/elle	Est	.....	.....	.....
Vous	.....	.....	Vous vous appelez	.....

Supplementary Activity XX

Complétez le dialogue :

- Bonjour ! Je m'appelle Mitsy. Et toi, tu comment ?
- Axel. 22 ans, et toi ?
- Moi, 24 ans.
- Tu anglaise, Mitsy ?
- Non, non. Je canadienne. à Ottawa mais..... le français à Paris. Toi, tu français ?
- Oui, oui. Je de Paris.

Supplementary Activity XXI

Écrivez un petit texte de présentation sur ces cinq personnes.

- Pierre Dupont / Lyon / 38 ans / français.
- Katja Ritz / allemande / Stuttgart / 21 ans.
- Divya Kumar / indienne / Pune / 16 ans.
- Chin Ming / chinoise / Pékin / 40 ans.
- Yosaki Bawa / japonaise / Londres / 25 ans

Articles définis

Refer to p. 23.

There are three main types of articles in French:

- i) *Articles définis*
- ii) *Articles indéfinis*
- iii) *Articles partitifs.*

Articles définis (definite articles):

There are three articles définis:

- *Le* (masculine singular)
- *La* (feminine singular)
- *Les* (plural)

	masculin	féminin
singulier	le, l'	la, l'
	Le tableau	
	L'âge	La fiche
		La nationalité
		L'adresse
pluriel	Les	
	Les tableaux,	Les fiches,
	Les âges	Les adresses

Note:

- An article is always placed in front of a noun (un nom).
- The articles will take the gender of the noun it is accompanying. For example, if the noun is masculine, for example *garçon*:
- *Le garçon* (the boy)
- *Les garçons* (the boys)
- If you do not know the gender of a noun, the form of the article will help you.
- If the noun starts by a vowel or a mute h, then instead of saying *le étudiant*, we shall say *l'étudiant*. Similarly a feminine noun starting by a vowel, will have elision example: *la armoire* is incorrect, and one should say *l'armoire*.

Supplementary Activity XXII

Give the gender (masculine or feminine) of the following words. If the gender is masculine, write M, if it is feminine, F

- i) papier
- ii) livre
- iii) mairie
- iv) fiche
- v) métier
- vi) police
- vii) téléphone
- viii) table
- ix) chaise
- x) temple

Supplementary Activity XXIII

Classify these words in the table given below.

Dialogue – mots – appartement – tableau – personne – situation – adresse-
groupe – alphabet – prénom – salutations – directrice – armoire – mode – France
– horloge – fiche – ville – carte – nationalité – message – appétit

le	la	l'	les
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Supplementary Activity XXIV

Complete the sentences with the suitable articles

- i) dialogue entre monsieur et la dame.
- ii) directeur de la banque.
- iii) homme et femme.
- iv) France est belle.
- v) messages électroniques.
- vi) prénom de fille est Jeanne.
- vii) Inde est un pays de Asie.
- viii) Il donne réponse.
- ix) Il commence avec salutations.
- x) Quel est numéro téléphone de Marie-Noëlle ?

Vous avez un nouveau message

Demander à quelqu'un de se présenter

Activity 13

Complete the message with the suitable elements. (Refer to p. 24)

Like in the previous unit, we have an electronic correspondence between Flora & Marco.

In this message, Marco answers to the questions that Flora has asked him earlier.

The interesting part of this exercise is that the learner has to formulate questions for the given answers.

The text of the email is incomplete because you are required to read the answers, understand them and formulate the question.

Let us study the format of an email.

De: Marco Mangelli = From Marco Mangelli
 A: floty@laposte.net = from floty@laposte.net
adresse électronique = Email address
 «@»
 «.» = point
 objet = object, subject

floty@laposte.net = *floty - arobase - la - poste - point - net.*

Example : marcoblanc@yahoo.com = marco - blanc - arobase - yahoo - point - com

- Do you have an email address?
- What is your email address? Follow the same model and write it down?
-
- Now, read it.
- Think of the email addresses of your friends and write them down.

.....

The list of five questions contains

- Interrogative adverbs like *où* (where?) and *comment* (how?)
- interrogative adjectives : *quel, quelle, quels, quelles*.(what ?)

Adjectifs interrogatifs

In front of a noun Masculine singular	In front of a noun Masculine plural	In front of a noun Feminine	In front of a noun Feminine plural
Quel...?	Quels...?	Quelle?	Quelles ...?

* *The form of the interrogative adjectives changes as per the gender or the number of the noun they accompany.*

Activity 14

Listen to the interview. Find out and recopy three questions that the journalist addresses to the woman. (Refer to p. 24)

Instructions:

- The learner needs to understand that there is one single way of asking a question. This activity offers an interesting opportunity to the learner to learn different types of questions.
- First listening: Try to identify who is talking to whom? (*Qui parle à qui?*)
- If you cannot identify the speaker, do not hesitate to go for a second listening.
- Now, read the questions that have been given in the list and try to see which were used by the journalist.
- Listen again to confirm your answers.
- In the second part of this activity, the learner needs to tick the correct answer.

The table given on page 25 is very important and the learner needs to read, understand and know the questions by heart.

Your counsellor will help you in the pronunciation and the intonation. In any case, all these questions are present on the CD, in the texts we have worked on.

Supplementary Activity XXV

Complétez avec soit *Quel, Quelle*

- i) Tu as téléphone ?
- ii) Vous habitez dans rue ?
- iii) est la nationalité de Lisa ?
- v) Paul est dans classe ?
- v) est ton nom ?
- vi) Ils sont dans banque ?
- vii) Elles sont dans Université ?

Supplementary Activity XXVI

1. Retrouvez les questions:

i)

- Richard Malherbes.

ii)

- A Bordeaux.

iii)

- 40 ans, et toi?

iv)

- richardmal@voila.fr

v)

- C'est le 05 56 20 30 45

Le rythme (*the rhythm*)

Your counselor will help you perform this activity during the contact class. (Refer to p. 25)

A) *Listen to the CD then repeat these words. Pay attention to the rhythm*

- French is a musical language, meaning that there are no stress marks on words.
- Listen to the the sentences as often as needed, since you have to capture the music of the words and groups of words.
- All syllables are pronounced at the same intensity.
- Instead of stressed and unstressed syllables, French sentences are divided into rhythmic groups (*groupes rythmiques*).
- A rhythmic group is a string of syntactically-related words in a sentence.
- There are three types of rhythmic groups:
 - i) *Nominal (nouns) groups*
 - ii) *Verbal groups*
 - iii) *Prepositional groups*
- The *last syllable* of each rhythmic group is accentuated.

B) *Train yourself to*

- *read these words and groups of words.*
- *then read the words with the help of the recording.*

C) *Read these words and sentences. Then check the pronunciation with the recording.*

D) *In this activity, you will listen to eight words in which you will hear either the sound [i] like in italien, or [y] like in rue.*

- *Depending on what you hear, tick in the correct case.*

La France en Europe

Activity 15

Refer to pages 26-27

In this section, the learner will learn how to situate France in Europe, and at the same time, he will discover the other European countries, as well as their capital cities.

Suggestions:

- *Look carefully at the map of Europe.*
- *Listen to the recording and put a cross in the case if the named country is in Europe.*

Activity 16

- a) **Look at the map of Europe and link an element of each column in order to construct sentences. (p. 26)**

Write and then read your sentences.

Suggestions:

- Pay attention to the gender of the persons and give the nationality accordingly.
- Use simple sentence structures like : *Il habite à...../ Il/Elle est.....*
- In this activity, various combinations are possible. A *prénom* can suit several nationalities.

For example: *Maria habite à Sofia. Elle est bulgare.*

Maria habite à Athènes. Elle est grecque.

- b) Construct sentences based on the same model.

Example: *Kristine habite à Oslo. Elle est norvégienne.*

Unit 2: Answers to Activities

Oui ? Non ? C'est ça?

Fischer	Rabat	Mexicaine	30 ans	Milan	36 ans
Heike	Saïd	Norma	Norma	Paola	Marek

Activity 1: (p. 19)

D	A	C	B
---	---	---	---

Activity 2: (p. 19)

Line 3: FISCHER Heike/ allemande/ 15-01-1975.

Line 9: SADAWI Saïd/ marocaine/ 10-04-1976.

Line 7: MORELOS Norma/ mexicaine / 21-05-1974.

Line 10: SALINI Paola / italienne/ 13-11-1987

Line 11: WOCZYK Marek/polonaise/03-05-1968.

Activity 3

Il/ elle s'appelle comment ?	Il/elle a quel âge ?	Quelle est sa nationalité ?	Il/Elle habite où ?
Elle s'appelle Heike.	Elle a 29 ans.	Elle est allemande.	Elle habite à Heidelberg.
Il s'appelle Saïd.	Il a 28 ans.	Il est marocain.	Il habite à Rabat.
Elle s'appelle Norma.	Elle a 30 ans.	Elle est mexicaine..	Elle habite à Toluca.
Elle s'appelle Paola.	Elle a 17 ans.	Elle est italienne.	Elle habite à Milan.
Il s'appelle Marek.	Il a 36 ans.	Il est polonais.	Il habite à Berlin.

Supplementary Activity I

	Marcher	Regarder	Entrer	Danser	Chanter	Rêver	Observer
Je	Marche	Regarde	Entre	Danse	Chante	Rêve	Observe
Tu	Marches	Regardes	Entres	Dances	Chantes	Rêves	Observes
Il/elle	Marche	Regarde	Entre	Danse	Chante	Rêve	Observe
Nous	Marchons	Regardons	Entrons	Dansons	Chantons	Rêvons	Observons
Vous	Marchez	Regardez	Entrez	Dancez	Chantez	Rêvez	Observez
Ils/elles	Marchent	Regardent	Entrent	Dansent	Chantent	Rêvent	Observent

Supplementary Activity II

All these verbs need to be conjugated like the verbs above.

Supplementary Activity III

- | | |
|----------------|----------------|
| i) J' | ii) Tu |
| iii) tu | iv) J'/il/Elle |
| v) Nous | vi) J'/il/Elle |
| vii) Vous | viii) Nous |
| ix) Je/il/elle | x) Je |

Supplementary Activity IV

- | | |
|-----------|----------|
| i) Tu | ii) Il |
| iii) Elle | iv) J' |
| v) Tu | vi) Elle |
| vii) Elle | viii) Il |
| ix) Il | x) Il |

Activity 4

- | | |
|----------------|-----------------|
| i. allemande | ii. marocain |
| iii. espagnole | iv. américain |
| v. polonais | vi. italienne |
| vii. mexicaine | viii. japonaise |

Activity 5

- i. Celsio est portugais. Alcina est portugaise.
- ii. Jimmy est australien. Jessie est australienne.
- iii. Il est marocain. Elle est marocaine.
- iv. Thilo est allemand. Monika est allemande.
- v. Pablo est espagnol. Mercedes est espagnole.
- vi. Edmund est polonais. Renata est polonaise.

Activity 6

- a) Audrey Tautou: young French actress, born in 1976. The audience discovered her in Tonie Marshall's movie *Vénus Beauté* and in 2001 she received the highest accolade for the movie *Le fabuleux destin d'Amélie Poulain* of Jean-Pierre Jeunet.
- b) Hergé: was born in 1907 in Brussels. Rémi Georges (RG= Hergé) gave birth to his hero Tintin in 1929. This comic book has been translated in to 40 languages.
- c) Marion Jones: was born in 1975, Los Angeles. She won 5 medals during the Olympics Games of Sydney.
- d) Carla Bruni: is an ex model and singer. This beautiful Italian is the first lady of France. She is married to French President, Nicolas Sarkozy.

- e) Pedro Almodovar : is a spanish actor, film director, script-writer. His most recent movies, are *Talons aiguille* (1991), *Koka* (1993), *En chair et en os* (1997).
- f) Youssou N'Dour : A very famous Senegalese singer. In his texts, he denounces the African socio-political situation. He sold 2 million copies of his album *Seven Second* and as an ambassador of UNICEF, he participates in numerous concerts with Amnesty International.
- g) Gong Li : was born in China in 1965, She got married to the famous film director Yang Zimou. He helped her build her career as an actress. She has acted in many of his movies, among which, *Le Sorgho rouge* (1988), *Épouses et concubines* (1991), *Vivre* (1994) are very famous.

Answer:

2. Hergé est belge.
3. Marion Jones est américaine.
4. Carla Bruni est italienne.
5. Pedro Almodovar est espagnol.
6. Youssou N'Dour est sénégalais.
7. Gong Li est chinoise.

Supplementary Activity VII

	Féminin = masculin à l'oral	Féminin = masculin à l'écrit
Portugais	Non	N
Espagnol	Oui	N
Marocain	N	N
Belge	O	O
Chinois	N	N
Allemand	N	N
Mexicain	N	N
Australien	N	N
Croate	O	O
Suisse	O	O

Supplementary Activity VIII

- | | |
|------------------|---------------|
| i. pakistanais. | ii. anglais. |
| iii. français. | iv. tibétain. |
| v. Sud africain. | vi. Indienne. |

Supplementary Activity IX

- | | |
|---------------|---------------------|
| i. Pakistan. | ii. Afrique du Sud. |
| iii. Japon. | iv. Italie. |
| v. Maroc. | vi. Australie. |
| vii. Espagne. | viii. Portugal. |

Supplementary Activity X

Pays	Nationalité	Country
Australie	australien	Australia
Malaisie	malaisien	Malaysia
Brésil	brésilien	Brazil
Argentine	argentin	Argentina
Angola	angolais	Angola
Éthiopie	éthiopien	Ethiopia
Thaïlande	thaïlandais	Thailand
Iran	iranien	Iran
Russie	russe	Russia

Supplementary Activity XI

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

Activity 7

Audio transcript:

I) 11,12,13,14,15,16,17,18,19,20

II)

1. Tu as 18 ans ?
2. 15 euros, s'il vous plait !
3. Air: 19 degrés; eau: 16 degrés.
4. Et oui, j'ai 13 ans aujourd'hui.
5. Le train est au quai numéro 11.

6. Tu travailles 18 avenue des Champs-Élysées ?
 7. Voilà 12 roses pour vous.
 8. Oh...10 kg s'il vous plaît.

- | | |
|---------------------|--------------|
| i. dix-huit. | ii. Quinze |
| iii. dix-neuf/seize | iv. treize |
| v. onze | vi. dix-huit |
| vii. douze | viii. dix |

Activité 8

- | | |
|---------------------|---------------------|
| 24 : vingt-quatre | 27 : vingt-sept |
| 32 : trente-deux | 39 : trente-neuf |
| 41 : quarante et un | 50 : cinquante |
| 55 : cinquante-cinq | 60 : soixante |
| 61 : soixante et un | 63 : soixante-trois |
| 68 : soixante-huit | |

Supplementary Activity XII

- | | |
|------------------|---------------------|
| i. dix-sept | ii. vingt-sept |
| iii. trente-cinq | iv. quarante-quatre |
| v. cinquante-six | vi. dix-neuf |
| vii. vingt-huit | viii. quarante-deux |
| ix. soixante-six | x. soixante-trois |

Supplementary Activity XIII

- | | |
|---------|----------|
| i. 12 | ii. 25 |
| iii. 47 | iv. 32 |
| v. 19 | vi. 69 |
| vii. 54 | viii. 23 |
| vi. 41 | vii. 66 |

Supplementary Activity XIV

- | | |
|-------------------------|-----------------------|
| i. quarante (40) | ii. vingt-neuf (29) |
| iii. trente-deux (32) | iv. trente-huit (38) |
| v. quarante-six (46) | vi. vingt-deux (22) |
| vii. soixante (60) | viii. trente (30) |
| iv. cinquante-cinq (55) | v. soixante-sept (67) |

Supplementary Activity XV

- | | |
|----------------------|------------------------------------|
| i. vingt (20) | ii. onze (11) |
| iii. vingt-huit (28) | iv. seize (16) |
| v. vingt-cinq (25) | vi. vingt et un (21) |
| vii. sept (7) | viii. quarante-neuf (49) |
| ix. vingt-neuf (29) | x. vingt-neuf (29) vingt-neuf (29) |

Activity 9

Text a

Activity 10

Possible answer can be:

- Bonjour ! Vous vous appelez comment ? – Tu a s quel âge ?
– Thomas. Je m'appelle Thomas Fonteneau. – J'ai 18 ans. Et toi ?
– Vous êtes français ? – Moi, j'ai 24 ans et j'habite à Nice.
– Non, je suis belge
– Ah ! Moi, j'habite à Nice mais je travaille à Cannes.

Supplementary Activity XVI

Possible answer :

- i. Je m'appelle Aisha.
- ii. J'ai 20 ans.
- iii. Je suis indienne.
- iv. J'habite à Ajmer.

Supplementary Activity XVII

Bonjour ! Je m'appelle Paul. Je suis suisse. J'habite à Paris mais je travaille à Delhi. J'adore l'Inde.

Supplementary Activity XVIII

- i. Elle s'appelle Sania Mirza. Elle est indienne. Elle a 23 ans. Elle est joueuse de tennis et elle habite à Hyderabad.
- ii. Il s'appelle Harbhajan Singh. Il est indien. Il a 28 ans. Il est cricketeur et il habite au Punjab.
- iii. Il s'appelle Irfan Pathan. Il est indien. Il a 24 ans. Il est cricketeur et il habite au Gujarat.

- iv. Elle s'appelle Rani Mukherjee. Elle est indienne. Elle a 30 ans. Elle est actrice et elle habite à Mumbai.
- v. Elle s'appelle Aishwariya Rai. Elle est indienne. Elle a 32 ans. Elle est actrice et elle habite à Mumbai.
- vi. Elle s'appelle Angelina Joli. Elle est américaine. Elle a 33 ans. Elle est actrice et elle habite aux Etats-Unis.
- vii. Il s'appelle Brad Pitt. Il est américain. Il a 45 ans. il est acteur et il habite aux Etats-Unis.
- viii. Il s'appelle Nicolas Sarkozy. Il est français. Il a 53 ans. Il est le Président de la France.

Supplementary Activity XIX

	Être	Avoir	S'appeler	Travailler
Je	suis	Ai	m'appelle	Travaille
Tu	es	as	T'appelles	Travailles
Il/elle	Est	a	S'appelle	Travaille
Vous	êtes	avez	Vous vous appelez	Travaillez

Supplementary Activity XX

- Bonjour ! Je m'appelle Mitsy. Et toi, tu t'appelles comment ?
- Axel. J'ai 22 ans, et toi ?
- Moi, 24 ans.
- Tu es anglaise, Mitsy ?
- Non, non. Je suis canadienne. J'habite à Ottawa mais j'apprends le français à Paris. Toi, tu es français ?
- Oui, oui. Je suis de Paris.

Supplementary Activity XXI

- Pierre Dupont habite à Lyon. Il a 38 ans et il est français.
- Katja Ritz est allemande. Elle habite à Stuttgart et elle a 21 ans.
- Divya Kumar est indienne. Elle habite à Pune et elle a 16 ans.
- Chin Ming est chinoise. Elle habite à Pékin et elle a 40 ans.
- Yosaki Bawa est japonaise. Elle travaille à Londres et elle a 25 ans.

Supplementary Activity XXII

le papier → M

le livre → M

la mairie → F

la fiche → F

le métier → M

la police → F

le téléphone → M

la table → F

la chaise → F

le temple → M

Supplementary Activity XXIII

le	la	l'	les
Dialogue	Personne	Appartement	Mots
Tableau	Situation	Adresse	Salutations
Groupe	Directrice	Alphabet	
Prénom	Mode	Horloge	
Armoire	France	Appétit	
message	Fiche		
	Ville		
	Carte		
	Nationalité		

Supplementary Activity XXIV

i.	le / le	ii.	le
iii.	l' / la	iv.	la
v.	les	vi.	le / la
vii.	l' / l'	viii.	la
ix.	les	x.	le

Activity 13

The possible answers to this text are:

- Salut!
- **Tu t'appelles comment?**
- Marco.
- **Et quelle est ta nationalité ?**
- Je suis italien.
- **Tu as quel âge ?**

- 26 ans.
- Et, tu habites où ?
- J'habite à Rome mais j'apprends le français à Angers.
- Quel est ton numéro de téléphone ?
- Euh...c'est le 02 41 30 02.
- Tu as aussi une adresse électronique à l'université ?
- Oui, c'est mangelli@etud.uco.fr

Activity 14

- a) *Vous vous appelez comment ? Vous avez quel âge ? vous habitez où ?*
- b) *Guilaine Letourneur ; 69 ans ; à Neuilly.*

Supplementary Activity XXV

- | | |
|-------------|------------|
| i. quel | ii. quelle |
| iii. quelle | iv. quelle |
| v. quel | vi. quelle |
| vii. quelle | |

Supplementary Activity XXVI

Quel est ton nom ?

Tu habites où ?

Tu as quel âge ?

Quelle est ton adresse électronique ?

Quel est ton numéro de téléphone ?

UNIT 3 100% QUESTIONS/IDENTITIES

Introduction:

This unit entitled *100% questions* corresponds to pp. 28-37 of *Connexions*.

The learner is advised to devote approximately 30 hours per unit.

Note: Unit three corresponds to “Unité 3” in the textbook *Connexions*

Aims:

In this unit, you will learn the following:

Week 1

1. Understanding a person who is talking about himself / herself (oral)
2. Partitive articles: faire du / de la
3. Vocabulary: sports, professions
4. Expressing possession (oral)
5. Possessive adjectives: mon, ton, son etc.
6. Numbers : 69 onwards
7. C'est / il est
8. Understanding a message on an answering machine
9. Expressing likes and dislikes

Week 2

1. Elision
2. Sounds [y] and [u]
3. Understanding an email / chatting
4. On = nous
5. Conjugating verbs ending in -er
6. Writing a postcard to a friend
7. Riddles and puzzles
8. French TV

The opening document of this unit presents a TV game show with an anchor (*présentateur*) and four participants. (p. 28)

This TV game show is based on a similar show on French television (channel *France 3*): *Questions pour un champion* (Questions for a winner), with a famous TV anchor, Julien Le Pers. The concept of the game is as follows: only one candidate is declared the winner of each *partie* (round) and s/he is offered a good amount of money. If s/he decides to stay on and come back the next day to earn more money, s/he also takes the risk of losing everything, if s/he does not answer the questions. It is somewhat similar to *Quiz Time* (English) and *Tol Mol ke Bol* (Hindi).

START UP

In this game, each candidate is invited to introduce himself/herself at the beginning of each episode.

Let us see if you have understood the text.

Answer the following simple questions:

i) Quel est le nom de l'émission télévisée (name of the TV programme) ?

.....

ii) Il y a combien de participants dans l'émission (How many participants) ?

.....

iii) Comment s'appellent les participants ?

.....

iv) Il y a combien de femmes dans l'émission (How many women) ?

.....

OUI? NON? C'EST ÇA?

Refer to the CD (p. 29)

Listen to the dialogue and tick the correct answer.

Suggestions:

Since the main focus of this unit is on likes and dislikes, there is a basic vocabulary that needs to be known:

aimer	=	to like
adorer	=	to love
detester	=	to hate
Marié(e)	=	married
célibataire	=	single

Négation: Negative sentences in French are usually marked by the two negative particles:

NE + PAS

The structure of a negative sentence is as follows:

SUJET + NE + VERBE + PAS + OBJET.

Example :

- Je suis professeur.
- Je *ne* suis *pas* professeur.
- Vous aimez le jazz.
- Vous *n'* aimez *pas* le jazz.*
- J'aime la pluie.
- Je *n'* aime *pas* la pluie.*
- Paul regarde la télévision.
- Paul *ne* regarde *pas* la télévision.
- Emma aime la télévision.
- Emma *n'* aime *pas* la télévision.

***Élision:**

If the final vowel is e, it is elided, as in the case of *je, me, te, le, se, ce, de, ne, que*.

Ex : Je aime = J'aime.

In case of *la, a* is elided if the word placed immediately after it starts by a vowel.

Ex. *la amie* = *l'amie*.

Comprehension (p. 29):

- Have you understood the five statements?
- Are they True (*Vrai*) ou False (*Faux*)?

Listen to the CD. Then, find out the profession of each person. (p. 29)

The transparency of language and the photos will easily help you solve this question.

How are we going to introduce these persons?

- i) *C'est* un musicien.* = He is a musician.
 - ii) *C'est un informaticien* = He is an IT engineer.
 - iii) *C'est un professeur* = He is a professor.
 - iv) *C'est un journaliste* = He is a journalist.
- **C'est* (a case of elision) = *Ce est*

Activity 2

a) Can you relate the picture with the corresponding activity? (p. 29)

Ex : Il fait de la natation (Picture N°. 4)

Suggestion :

Refer to the previous unit on *articles définis* for this question

il fait du / il fait de la

Example: *Il fait de la natation.*

Il fait du tennis.

Paul fait du volley-ball.

Note: *du = de + le*

As mentioned earlier, in most of the cases you can easily identify the gender of a noun, by looking at the article placed before it.

b) Complete the following sentences.

Suggestion:

The names of internationally well-known players/sports-persons are given here. Can you identify them?

You have to give the name of the sport they practice. If you are confused, get help from the internet or encyclopedias.

The verb *Faire* (to do)

Note the conjugation of the verb *Faire*:

Je fais

Tu fais

Il / elle / on fait

Nous faisons

Vous faites

Ils / elles font

The structure *Faire+ de la /du / de l'* can also be used for other activities:
(Contact class)

For example, one will say:

Faire du théâtre

Faire de la danse

Faire du dessin

Faire de la guitare

Faire du piano

Faire du kathakali

Faire du sitar

Faire de la gym

Faire de la cuisine

Faire du collage

Faire de la poterie

Faire de l'informatique

Activity 3

Listen to the CD and complete the table. (p. 29)

This activity shall be performed during the contact class.

Suggestions:

Since the learner has a global understanding of the introductory document (page 28), we shall study some parts of the text more closely.

- Ex: Emma = *Elle a 36 ans. Elle habite à Strasbourg. Elle est mariée.*

Supplementary Activity I

Remettez les phrases dans l'ordre :

- i) n' / non, / Angers / je / habite / pas / à.
- ii) bien / le / aime / j' / français / si / !
- iii) pas / Anke / non, / ne / travaille / Berlin / à/.
- iv) Luigi / ans / 28 / a / a / pas / n' / ans, / il / 26.
- v) enfants / j' / suis / et / je / marié / deux / ai.
- vi) vacances / aime / Vincent / n' / pluie / pas / la / mais / il / adore / les / !

Supplementary Activity II

Répondez à ces questions à la première personne.

Suggestion: To understand the use of *mais*, study the following examples:

Ex. : Je suis italien mais j'habite à Paris.

Je suis mauricienne mais j'habite en Inde.

Ex : Vous aimez le travail ?

Oui, j'aime beaucoup le travail mais j'adore les vacances !

i) Vous aimez le cricket ?

.....

ii) Vous aimez le théâtre ?

.....

iii) Le cinéma, vous aimez bien ?

.....

iv) Et le sport, vous aimez ?

.....

v) Et les voyages ?

.....

vi) Vous aimez le français ?

.....

Supplementary Activity III

Complétez les phrases comme dans l'exemple.

Ex : Tu es chinoise (japonaise) ? Non, je ne suis pas chinoise, je suis japonaise.

i) Vous êtes violoniste ? (pianiste)

ii) Tu t'appelles Jim ? (Bob)

iii) Ta famille habite à Rabat ? (Casablanca)

iv) Tu as 30 ans ? (29 ans)

v) Vous aimez le rugby ? (football)

vi) Tu es marié(e) ? (célibataire)

Supplementary Activity IV

Écrivez une phrase pour chaque dessin.

la danse – la cuisine – le ski – le ski nautique – le yoga – le cricket



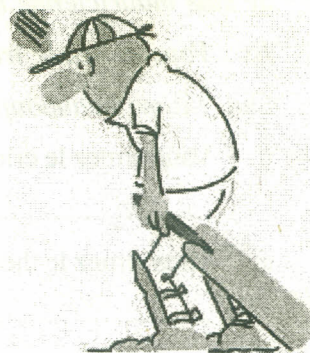
ex : Il fait du yoga



(a)



(b)



(c)



(d)



(e)

Supplementary Activity V

Remettez ce dialogue en ordre.

- i) Je suis né au Canada mais j'habite en France depuis 20 ans.
- ii) Je m'appelle Roland et toi ?
- iii) Bonjour ! Tu es nouveau ?
- iv) Tu t'appelles comment ?
- v) Patrick. Enchanté !
- vi) 22 ans et toi ?
- vii) Non, Belge. Et toi ?
- viii) Bonjour ! Euh...oui ...
- ix) De même ! Tu es français ?
- x) Oh ! Tu as quel âge ?
- xi) Moi aussi ! Quelle étrange coïncidence !

Exprimer la possession

(Refer to pp. 30-31)

Let us study the table:

	<i>Masculin</i>	<i>Féminin</i>	<i>Pluriel</i>
Je	Mon chien	Ma famille	Mes enfants
Tu	Ton nom	Ta nationalié	Tes prénoms
Il/elle	Son ami	Sa photo	Ses CD
Nous	Notre verre	Notre voiture	Nos livres
Vous	Votre bureau	Votre maison	Vos stylos
Ils/elles	Leur ordinateur	Leur chaise	Leurs sacs

Note:

In front of feminine nouns starting with *a, e, i, o, u* and certain *h*: **ma, ta, sa** is replaced by **mon, ton, son**.

Ex:

Mon amie, **ton** adresse, **son** histoire

J'aime ma soeur.

Tu aimes ton frère

Il/elle aime son père.

The possessive adjectives in French agree in number and gender with the thing possessed, and not with the possessor. Like in Hindi, *Meri bahen, mera bhai*.

Activity 4

Complete the sentences given below (p. 30):

Read again the introduction of each candidate given on page 28. This will help you to find the answer.

Ex: J'aime mon chien, ma famille et mes amis.

Activity 5

Refer to the CD (p. 30)

Listen to the sentences and underline the correct word.

Hint!

Ex: Oui Madame, votre nom et votre adresse s'il vous plaît.

Activity 6

(Refer to p. 31.)

This exercise is based on your general knowledge. You have to find the titles of these movies. But basically, the main objective is to know which *adjectif possessif* should be placed before the noun.

Suggestion:

First, look at the 7 words given. Since an article precedes them, it will be easy to identify the gender.

Now you can search the titles on the internet, by entering the name of the actors given between brackets.

Ex: *Hiroshima mon amour*.....

Supplementary Activity VI

Écrivez l'adjectif possessif approprié : mon, ma, mes, ton, ta, tes, son, sa, ses, notre, nos, votre, vos, leur, ou leurs

1. C'est le cahier de Devi. C'est cahier.
2. J'ai un stylo. C'est stylo.
3. Pascal a une belle chemise. C'est chemise.
4. Vous avez acheté un vélo. C'est vélo?
5. J'habite dans un appartement. C'est appartement.
6. Nous avons décidé. C'est décision.
7. C'est la copine de Marc. C'est copine.
8. Ce sont les devoirs de Magalie et de Rahul. Ce sont devoirs.
9. Michel a des amis. Ce sont amis.

Supplementary Activity VII

Soulignez le nom qui convient et réécrivez la phrase avec l'élément choisi ?

Exemple : Quelle est ta (nationalité/adresse) ? Quelle est ta nationalité.

1. Comment s'appelle ton (ami/amis) ?
2. Moi, j'adore ma (famille, pays) !
3. Ses (fille/filles) sont à Bangalore ?
4. Sa (mère/voisin) n'est pas très gentille.
5. Ta (sœur/frère) est indienne ?
6. Le professeur vient dans sa (voiture / bus).

Complétez avec le possessif qui convient.

1. Tu as visa pour la France ?
- Euh..... visa? Pas encore!
2. Et vous, quelles sont passions ?
- J'adore voyager avec famille.
3. nom ? Je m'appelle Simram. Et toi?
- Je suis Dimple. Quel est âge?

Qui est-ce ?

(Refer to p. 30)

- This question is usually asked to know the identity of a person.
- The answer to this question will be *C'est* + the name of the person

Ex. *Qui est-ce?*

Ex 1 : C'est Paul. Il est français.

C'est un garçon très sympa. Il est étudiant.

Ex 2 : C'est Rita. Elle est indienne.

C'est une fille très sympa. Elle est étudiante.

- Note: *ce + est ? c'est*
- In plural form: *ce + sont*

Supplementary Activity IX

Ex : *Ce sont mes amis*

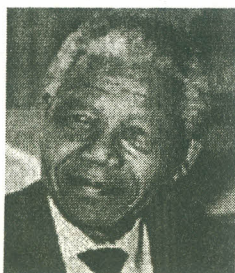
Complétez avec *c'est / il est / elle est* (Contact class : The counselor will explain the difference between *il est/ C'est*)

1. ma sœur. indienne et étudiante de français.
2. mon ami Nicolas. pilote ettrès sympathique.
3. Abhishek Bacchan.est acteur, il habite à Bombay.
4. ta maison? très grande etelle très belle.

Supplementary Activity X

Présentez ces personnes. Utilisez le format suivant :

C'est David Beckham. Il est anglais et il est footballeur.





LES NOMBRES

Activity 7

Tick true (vrai) or false (faux) and correct the incorrect sentences. (p. 30)

This question is related to the introductory text. As you can see, all these statements contain numbers. (19h 50, 46, 61, deux, 340)

Can you read these numbers?

Activity 8

The learner will discover the numbers from 70 to 100, then 100 to 100 000.
(p. 30)

In the previous unit we stopped at 60 (*soixante*).

From 60 (*soixante*) to 70 (*soixante-dix*), let us see how it works:

- 60 : soixante
- 61 : soixante et un
- 62 : soixante-deux.....69: soixante-neuf
- 70 : soixante-dix (basically sixty and ten)
- 71 : soixante et onze. (basically sixty and eleven)
- 72 : soixante-douze
- 73 : soixante-treize
- 74 : soixante-quatorze
- 75 : soixante-quinze
- 76 : soixante-seize
- 77 : soixante-dix-sept
- 78 : soixante-dix-huit
- 79 : soixante-dix-neuf
- 80 : quatre-vingts

Look at the left margin of the book for 80, 90 & 100.

Now, how to read numbers such as 315, 400006, 2365...

The mechanism is very easy; one has to break the number (like we do in English, digit wise)

For example:

423 is four hundred and twenty three, read in French *quatre cent vingt trois*. This rule, however, does not apply to Hindi.

2008: (two thousand and eight) read in French: *deux mille huit*.

Remember:

Concerning *vingt* (twenty): *quatre-vingts* (80), *vingt* takes an "s", but whenever a number is placed after *vingt*, like 83 *quatre-vingt-trois*, *vingt* does not take the "s."

Cent: same rule as for *vingt*. If a number is placed after *cent*, the latter does not take an "s".

- 300 = *trois cents*
- 700 = *sept cents*
- 350 = *trois cent cinquante*
- 923 = *neuf cent vingt-trois*

Mille never takes an s.

- 2 500 = *deux mille cinq cents*
- 1869 = *Mille huit cent soixante-neuf*.

Remember: we shall never say un mille for one thousand.

- 11 236 = *onze mille deux cent trente-six*
- 2.600.202 or 2 700 102 = *deux millions six cent mille deux cent deux*

- a) **Read the following and rearrange the numbers in ascending order (*ordre croissant*)**
- b) **Write these numbers in letters. [numbers used in part a)**
- c) **Complete the following in figures:**

Ex. 73: *Soixante-treize*.

Supplementary Activity XI

Transcrivez ces dates en chiffres / Write these dates in numbers

- a) Mille neuf cent soixante quinze: 1975 (example)
- b) Mille neuf cent quarante deux
- c) Mille neuf cent trente-six
- d) Mille douze
- e) Mille sept cent vingt

Supplementary Activity XII

Transcrivez ces dates en lettres / Write these dates in letters

- a) 1947 : mille neuf cent quarante-sept. (example)
- b) 2007 :
- c) 1971 :
- d) 1980 :
- e) 2011 :

Supplementary Activity XIII

Transcrivez les heures données en lettres / Write the time in letters

1. 20h15 : vingt heures quinze
2. 09h05 :
3. 11h26 :
4. 07h02
5. 21h35
6. 00h40

Activity 9

Listen to the message on the CD and correct the mistakes in the given text. (p. 31)

Hint:

- Here you need to correlate the audio recording with the text.
- You need to pick out the numbers on the track. Do not hesitate to listen several times to the same track since it is very important for you to understand the given information.

Activity 10

How to fill a cheque?

Study the document (cheque) given on page 31.

There are several spaces which need to be filled in.

1. Start by writing down the amount (in the space provided in the first 2 lines).
2. Write the amount (in figures) in the box on the right
3. Then write the name of the beneficiary (addressed to a Cinéma called "Majestic" just above the line *Payable en France*, i.e. "Payable in France")
4. *fait à* : Cheque signed at Lille (name of the city).
5. *le*: Here, one must mention the date. (e.g. *le 21 mars 2008*).

Exprimer ses goûts / Expressing one's likes & dislikes

We have already come across ways of expressing likes and dislikes at the beginning of this unit. Here, we shall use the same expressions to talk about our own likes and dislikes.

Activity XI

So, observe the photo given on page 32. Now listen to the CD and fill up the table with one of the following:

☺ = aime

☹ = n'aime pas

	la télévision	les voyages
Emma		
Pierre		

Now, express the same idea in a sentence:

Emma *aime* / *n'aime pas* la télévision.

Pierre *aime* / *n'aime pas* les voyages.

Activity 12

Listen to the CD and classify the expressions from the most negative (-) to the most positive (+).

J'aime beaucoup – *je déteste* – *j'aime bien* – *j'ai horreur de* – *j'adore* – *je n'aime pas du tout*.

Eg. *J'ai horreur de...*

Supplementary Activity XIV

Now, express your own likes and dislikes by matching the two columns given below:

<i>J'ai horreur de...</i>	<i>la glace</i>
<i>Je déteste...</i>	<i>l'école</i>
<i>Je n'aime pas du tout...</i>	<i>le cricket</i>
<i>J'aime bien...</i>	<i>Les films de Hritik Roshan</i>
<i>J'aime beaucoup...</i>	<i>ma voiture</i>
<i>J'adore...</i>	<i>Saas bhi kabhi bahoo thee(K)</i>

Supplementary Activity XV

Devinette (A guessing game)


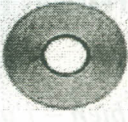


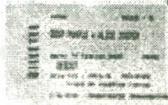
Contact Class:

Each learner shall ask his / her colleague about his/her likes and dislikes. Then s/he will write them on a piece of paper. Now all the students shall exchange the papers at random among themselves. Then, each student shall study the contents of the paper and announce in French the likes or dislikes of the writer. The rest shall try to guess the identity of the writer. The student who gets all the right answers shall win!

Activity 13

Quentin, Léa, Axelle, Fanny and Léo are celebrating their respective birthdays. Read the information given below and choose a gift for each one of them. (p. 32)

- Fanny loves sunny vacations. She hates sports. Léa hates this kind of music but Fanny loves it.
- Léa loves sports and she is a fan of Pete Sampras and Gustave Kuerten. She hates rap.
- Quentin loves music. He listens to the CDs of the Rolling Stones and Jimmy Hendrix. He plays tennis.
- Axelle dances and acts. She likes rock but hates the rain!
- Leo is a Computer Programmer. He doesn't like to work. He likes dance and loves cinema.

			RAP 		
(Fanny)					
(Léa)					
(Quentin)					
(Axelle)					
(Léo)					

Activity 14

Contact Class:

Speak to your neighbour and complete the table given below. Then, write a short text on the basis of the information provided in the table. (p. 33)

	----	---	-	+	++	+++
Example Mario	Le rock	La pluie		Le cinéma		La natation
Vortevoisin /voisine						

Mario adore (+++) la natation et il aime [bien] (+) le cinéma. Il déteste (—) la pluie et il a horreur (—) du rock !

Similarly,

Ranjeeta (votre voisine) ...

Rahul, (votre voisin), adore / aime bien / aime / n'aime pas / n'aime pas du tout / déteste...

PHONÉTIQUE

Le → l', me → m', ...

This section will essentially deal with elision. We have already introduced this concept in the beginning of this unit. (p. 33)

Elision refers to the suppression of a final unstressed vowel (usually ϕ) immediately before another word beginning with a vowel. The term elision also refers to the orthographic convention by which the deletion of a vowel is reflected in writing, and indicated with an.

Particular conditions where elision is compulsory:

- When the *article définis le & la* are placed in front of a noun starting with a vowel.

For example, one says: *le bus / la voiture*

BUT: *l'appartement ? le + appartement*

L'église ? la église.

- The pronoms objets *me, te, se, le & la*

Example: Marco se lave, te parle, me téléphone, le voit, la paye.

BUT : Marco s'appelle

- In case of **QUE** :

Example : Qu'est-ce que tu fais ?

- In case of **SI**

- Example : S'il te plaît/s'il vous plaît.

Activity A

Observe these sentences and complete the table. (p. 33)

There is one thing common in these sentences: **elision**.

Let us study each sentence and see the reason behind elision/ non elision

1. Je m'appelle Laurie. [There is an elision due to the clash of vowels between me + appelle]
2. J'habite à Pau. [Why is there elision?]
3. Mais, il s'appelle comment?

4. J'aime le soleil.
5. Il n'aime pas le jazz.
6. C'est toi?
7. Elle a une adresse électronique.
8. Yves ? Il est à l'université.
9. Quel est l'âge de Pierre ?
10. La rue d'Anvers, s'il vous plaît ?
11. Quelle adresse ?
12. Tu t'appelles bien Andrea?

Supplementary Activity XV

Complete the following sentences with the correct word. (Elision).

- a)(le, le, l') appartement de Paul est très grand.
- b)(le, l') Inde est une démocratie.
- c)(le, l', la) livre (de, d') Angélique est neuf.
- d)(le, l') étudiant travaille sur(le, l') ordinateur de son ami.
- e)(le, l', les) enfants sont contents du professeur.
- f)(le, la, l') homme regarde(le, l', les) avion dans le ciel.
- g) Donne moi(une, une, u') épée(si, s') il te plaît.
- h) (le, la, l') éléphant marche dans (le, la) rue.

Now, let us fill in the table and set out the rules that need to be respected in elision. [l', j', s'...]

In front of a vowel (a, e, i, o, u, y) or, in certain cases, h:

Me →	ne →	le →
je →	ce →	de →
se →	la →	te →

Ex: je m'appelle ; il n'est pas chinois.

Remember:

Mais, *elle* and *une* do not take an elision. Ex. : Elle habite à Paris. (No elision).

Activity B

Re-write these sentences. Modify the words if necessary. (p. 33)

For this exercise, you will have to be careful regarding elision. Keep in mind the rules.

Example: je /ai /horreur /de /le / art / moderne! J'ai horreur de l'art moderne.

Look at the other sentences, and say where the rules of elision will be applicable.

Activity C

This activity is divided into 2 parts:

a) Listen to track 40 on the CD and say if the sentences are in the negative or affirmative form. Tick the correct box.

Remember:

- i) The elision with *ne*, a negative particle. Ex. Je n'aime pas le théâtre.
- ii) The liaison with **n + vowel**. Ex. *On a horreur de ça*. (Remember this is not a negative sentence.)

The sentences that you will hear on the track are those given in Activity B

b) Read, listen and then complete these sentences with *ne*, *n'* or *o*

Let us analyse these sentences:

1. On aime pas du tout le ski. [Since we have the negative particle "pas", it means that this sentence is negative. The particle *ne* is needed, but there will be elision because *aime* begins with a vowel, a. Therefore: *n'*]
2. On a horreur de ça! [No negative particle here. It means that this is an affirmative sentence. Here, we have a phenomenon of *liaison*, between **ON** & **A**. Please note that *liaison* is present only in French and in no other language.
3. On..... travaille pas, on lit. [What happens here ?]
4. On..... est pas chinois mais japonais!
5. On..... apprend l'anglais à l'université.
6. On.... habite à Cannes, pas à Nice ! [Here we do have the negative particle *pas*, and we will be tempted to place *n'* in front of *habite*. But nothing will be placed in front of *habite*, because the negative is applied only to *Nice*. (We live in Cannes, not in Nice).]

Activity D

Listen to the CD and put a cross (X) in the suitable box.

We shall focus on phonetics (discrimination auditive) in this activity.

You will hear 8 words, in which you will hear the sound [y] like in *rue*, or the sound [u] like on *bonjour*. You will tick the boxes accordingly.

Listen to the track. If you are still confused, do not hesitate to repeat the exercise.

Did you hear the following words?

1. beaucoup (many)
2. littérature
3. joueur (player)
4. musique
5. pour (for)
6. une
7. écoutez (listen)
8. université.

Vous avez 1 nouveau message

You may have guessed the subject of this page: one person has sent an email to another. Let us try to analyse the content of this message by identifying and underlining the key-words in the text given below:

Bonjour Flora,

Merci pour ton message. Ça va bien à Nice ? À Angers, ça va. Je travaille beaucoup et j'ai des amis français. On va au cinéma, on mange des plats italiens ou français tous ensemble ; c'est sympa. J'adore Angers, le château, les cafés... J'aime beaucoup ma vie ici, mais... je déteste la pluie et le froid (15° aujourd'hui...) !

Écris-moi et raconte-moi comment tu vas !

Bises,

Ton ami Marco.

So, it is now evident that Marco has written to Flora about his stay in Angers where he works (*travaille*). He has many French friends (*amis français*) with whom he goes to the cinema and also eats out (*mange... italien ou français*). Besides, he mentions in his mail his likes and dislikes (*aimer, aimer beaucoup, détester*). Now let us try to answer a few questions from the book:

Activity 15

Read the message again and tick the right answer: (p. 34)

- | | | |
|--------------------------------|---|------------------------------------|
| 1. Qui habite à Nice ? | 2. Marco aime aller : | 3. Marco aime |
| <input type="checkbox"/> Flora | <input type="checkbox"/> au théâtre | <input type="checkbox"/> le froid |
| <input type="checkbox"/> Marco | <input type="checkbox"/> au cinéma | <input type="checkbox"/> la pluie |
| | <input type="checkbox"/> à l'université | <input type="checkbox"/> les cafés |

Supplementary Activity XVI

Rahul and Simran are friends and love to spend time together (*aller au cinéma, jouer au basketball, manger des glaces, faire des voyages...*). But there are

some things Simran can't stand about Rahul (*jamais sérieux, parle trop, flirte avec toutes les filles...*). So she writes to him. Help Simran write the letter:

Cher Rahul,

Comment tu vas ? Il y a des choses que j'aime chez toi, et d'autres que je n'aime pas du tout.

J'aime

.....

.....

.....

.....

.....

.....

.....

.....

.....

Activity 16

Read Marco's message and tick the right answer: (p. 34)

On = mes amis je + mes amis je

Remember

1. *On* = *je + tu, je + vous, vous + nous* (In short, *on* is conjugated in the singular, like *il / elle* but has the value of a plural, i.e. *nous*)
2. In this section, we have come across many verbs ending in *-er*, such as *travailler, manger, adorer, aimer, détester...* These are called 1st group verbs and are conjugated as follows:

<u>Aimer</u>	<u>Détester</u>	<u>Adorer</u>
j'aime	je déteste	j'adore
tu aimes	tu détestes	tu adores
il / elle / on aime	il / elle / on déteste	il / elle / on adore
nous aimons	nous détestons	nous adorons
vous aimez	vous détestez	vous adorez
ils / elles aiment	ils / elles détestent	ils / elles adorent

Hence, the golden rule for conjugation, as mentioned earlier, is:

Je —e

Tu —es

Il / elle / on —e

Nous —ons

Vous —ez

Ils / elles —ent

A few conjugations

<i>regarder</i>	<i>écouter</i>	<i>parler</i>	<i>expliquer</i>
j regarde	j'écoute	je parle	j'explique
tu	tu	tu	tu
il/elle/on	il/elle/on	il/elle/on	il/elle/on
nous	nous	nous	nous
vous	vous	vous	vous
ils/elles	ils/elles	ils/elles	ils/elles

Supplementary Activity XVII

The class shall go through the entire unit and identify all Group 1 verbs, i.e. all verbs ending in —er. (Contact class)

Supplementary Activity XVIII

Complete the sentences using il, elle, on or nous:

- Rahul aime beaucoup Simran ! Cet été, ___ va en Suisse avec elle.
- Nous n'allons nulle part pour les vacances. ___ a des concours à préparer en juin.
- Pierre et moi, ___ va au cinéma ce soir.
- On habite à Palma à l'Île Maurice. ___ avons une jolie maison là-bas.
- Marco mange une glace. ___ adore toutes les glaces !

Activity 17

The pronoun on and verbs ending in —er (Refer to p. 34)

Complete the sentences given below using je, tu, il, elle, on or vous:

- Moi, ___ déteste le froid et la pluie ! (Hint: the word « moi » ref. myself!)

2. Philippe ? ___ a 32 ans, je crois. (*Hint: we have already learnt in a previous unit to tell one's age. Remember the conjugation of the verb « avoir », discussed in unit 2.*)
3. ___ habite où, Norma? (*Hint: Norma is a girl.*)
4. Robert et moi, ___ adorons le cinéma espagnol. (*Hint: « Robert et moi », i.e. both of us!*)
5. ___ aimes ça? (*Hint: « aimes » is spelt with an « s »*).
6. Bon, les amis, ___ fait quoi? (*Hint: You may remember the verb « faire » from an earlier unit. See the way « fait » is spelt.*)

Activity 18

This activity (p. 35) will enable us to revise the notions discussed in this unit so far.

So, complete the following sentences with a verb from the list given below:

ai – aime – habites – mange – ai – déteste – aime – aimez – as – travaille – aimes.

1. Tu _____ à Annecy? (*Hint: Annecy is a city.*)
 - Oui, et j' _____ beaucoup Annecy. Tu connais ?
2. On _____ ensemble aujourd'hui ? (*Hint: see the answer to this question given below.*)
 - D'accord ! C'est une bonne idée. Une pizza ?
3. Vous _____ votre travail ? (*Hint: cf. next line. Do people enjoy waking up early to go to work?*)
 - Bof... J' _____ bien mon travail mais je _____ me lever le matin !
 - Moi, j' _____ horreur de mon travail !
4. Tu _____ quel âge, Clémence ? (*Hint : cf. unit 1. How do you tell your age in French?*)
 - J' _____ 18 ans. Et toi ?
5. Tu _____ bien le français, Marco ? (*Hint: Why would Marco, an Italian, study French?*)
 - Oui, et je _____ beaucoup.

Supplementary Activity XIX

Match the pronoun in the left column with the sentence in the right one:

1. J'	1. est mon ami de Lille.
2. Tu	2. est très sympa, ton copain Julien.
3. Léa	3. n'aime pas du tout le sport dans ma famille.
4. Je	4. n'aimes pas ton travail ?
5. Il	5. déteste la television.
6. On	6. habite à Metz, c'est en France.

Activity 19

Complete the sentences given below with the appropriate form of the verb: (p. 35)

(Hint: Most of these are 1st Group verbs, i.e. they end in —er. Besides, you already know the conjugation of « être » and « avoir ».)

1. On (détester) _____ la télévision.
2. Moi, j' (aimer) _____ bien le thé.
3. Et toi, tu (aimer) _____ aussi le thé ?
4. Vous (travailler) _____ où, Monsieur Messier ?
5. Quelle (être) _____ ton adresse, s'il te plaît ?
6. Tu (être) _____ français, Martin ?
7. Maria (avoir) _____ 25 ans et elle (avoir) _____ trois enfants.

Activity 20

Let us study the photo of the town-square of the city of Lille given on page 35 and the postcard given alongside. We can anticipate the subject of this activity by underlining keywords in the text given below:

Flora est en vacances et elle envoie une carte postale à son ami Marco. Comme Marco, elle dit ce qu'elle aime et ce qu'elle n'aime pas.

Can you help Flora write a postcard to Marco?

We could begin by making a list of her likes and dislikes:

La ville de Lille

Ce qu'elle aime (+)	Ce qu'elle n'aime pas (-)
La ville	Le froid
Les monuments (Mairie, Opéra, la Bourse)	La pluie
Les restaurants, les bars et les discothèques	Le paysage plat (pas de montagne)
<i>Le Furet du Nord</i> (une grande librairie)	

Now, let us try to write the post card:

Cher Marco,

Comment tu vas ? Je suis à Lille pour mes vacances. J'aime beaucoup la ville. J'aime aussi

.....

Mais je n'aime pas du tout le climat. Ici, il fait froid et il pleut

.....

Bises,

Ton amie Flora.

LA TÉLÉVISION

Since, the focus of the unit is on a TV show (100% Questions), therefore, we are going to observe various socio-cultural aspects of France as depicted on various TV channels. This section will also enable us to compare Indian Television (*la télévision indienne*) with French television (*la télévision française*).

French Television comprises of:

- 4 public channels: France 2, France3, Arte (a Franco German channel) & France 5 (educational channel, available in India)
- 3 private national channels: TF1, M6 and Canal +
- More than 20 channels available on cable.
- A very interesting collection of channels received by satellite (TPS, Canal Satellite, etc.)
- TV5 (www.tv5.org) and Canal Satellite are two international francophone channels.]

Activity 21

Refer to CD (p. 36)

Listen to the persons and complete the table. This activity will be done in the contact class.

Note:

- Pay attention to the logo of the different channels.
- Keywords: *téléfilm (m)*=film made for television; *reportage (m)* = reportage, documentary; *émission de variétés*=program of light music

Activity 22

Refer to p. 36-37.

This activity will be conducted in the contact class.

Correlate each text to a photograph.

Choose the title and the type of program.

Hint:

The table given on p. 36 contains 4 texts. You have to correlate each one of them to the photographs given on p. 37.

Self-assessment

Let us re-evaluate our comprehension of this Course by answering a few questions. We shall give ourselves 1 point for each correct answer.

Self-assessment Activity 1

How shall we address someone?

(Hint: This activity tests our comprehension of the use of « tu » or « vous »?)

Fill in the blanks:

1. Un café, _____ !
- Un café, voilà Monsieur !
2. Salut, Jean, ça va?
- Ça va bien, _____ ?
3. Bonjour, Monsieur Dumas, _____ ?
- Oui, très bien, merci.
4. Vous êtes Madame Alonso?
- Ah! Non, _____.
- Oh! _____, Madame.

Should we score

- 5 points or above, we may congratulate ourselves and immediately move on to the next Course.
- Less than 5 points, we must return to pages 8, 9, 10, 11 and 12 of our book, i.e. Connexions.

Self-assessment Activity 2

To introduce myself or someone I know

Identify 4 sentences used to introduce yourself or someone you know:

1. Oh! Excusez-moi.
2. Il s'appelle Paul et il est allemand.
3. Quelle est ta nationalité ?
4. J'ai 32 ans.
5. Elle est étudiante.
6. Je suis française et j'habite à Lyon.
7. Asseyez-vous, Monsieur Trivol.
8. Elle habite où ?

Should we score

- 4 points or above, we may proceed further. Else, we must return to pages 18, 19, 20, 21, 22 and 23 of Connexions.

Self-assessment Activity 3

Asking someone to introduce himself / herself.

Find the question corresponding to the answer given below:

1.
- Marie Bansade, et toi ? (Hint: the full answer to the question should have been: « Je m'appelle Marie Bansade. »)
2.
- C'est mabansade@yahoo.fr (Hint: the full answer should have been: « Mon email, c'est mabansade@yahoo.fr »)
3.
- J'ai 23 ans.
4.
- A Paris.
5.
- Je suis Suisse.
6.
- 01 44 41 41 11.

Should we score

- 6 points or above, we may proceed further. Else, we must return to pages 24, 25 of Connexions.

Self-assessment Activity 4

Expressing my likes & dislikes.

Complete the list:

J'ai horreur de < < je n'aime pas du tout
< j'aime beaucoup (Hint: we must make a list of our likes & dislikes, beginning with the things we dislike the most.)

Should we score

3 points, we may proceed further. Else, we must return to pages 28, 32, 33 of Connexions.

Self-assessment Activity 5

Of course, I can count!

Complete the following series:

Zero, cinq, dix,,

Soixante-dix,, cinquante,, trente.

Soixante-neuf,, soixante-treize, soixante-quinze.

Should we score

5 points, we may proceed further. Else, we must return to pages 12, 20, 30 & 31 of Connexions.

Self-assessment Activity 6

Expressing possession

Strike out (~~strike-out~~) the irrelevant element.

C'est (ta / ton / vos) chien ? (*Hint : Is chien masculine or feminine ?*)

J'adore (mon / ma / ta) amie Karine. (*Hint: « amie » begins with a vowel.*)

Quelle est (ta / vos / votre) adresse, s'il vous plaît ? (*Hint: the answer lies in « s'il vous plaît »!*)

Il s'appelle Claude et (ses / vos / son) enfants s'appellent Thomas et Léo. (*Hint: we're talking about a person called Claude who has two children.*)

Should we score

4 points, we may proceed further. Else, we must return to pages 30, 31 of Connexions.

Self-assessment Activity 7

a) Complete the following sentences with je (j'), tu, il or vous:

1. as 15 ans ? (*Hint : see the conjugation on « avoir ».*)

2. apprend le français à Paris. (*Hint : see the conjugation on « apprendre ».*)

3. es espagnole ? (*Hint : see the conjugation on « être ».*)

4. habitez où ? (*Hint : see the conjugation on « habiter ».*)

5. ai 22 ans. (*Hint : see the conjugation on « avoir ».*)

b. Complete the following sentences using the correct form of être, avoir, habiter, apprendre, s'appeler:

Elle Cristina et elle est panaméenne. Elle 30 ans et elle le français à Lyon. Elle mariée avec un professeur de français. Ils à Valence. (*Hint: The last 3 chapters are based on these structures and verbs.*)

Should we score

10 points, we may proceed further. Else, we must return to pages 18, 22 of Connexions.

Self-assessment Activity 8

Strike out (~~strike-out~~) the elements that seem irrelevant:

(*Hint: You must first and foremost understand if the person - Linda, Maria, M. Tubs - is a man or a woman.*)

Linda est (australien – belge – italienne).

Maria est (espagnole – grec – mexicaine).

Monsieur Tubs est (allemand – suisse – grecque).

Should we score

3 points, we may proceed further. Else, we must return to pages 20, 21 of Connexions.

FINAL SCORE: _____ / 40 points X 100 = _____ %.

Unit 3: Answers to Activities

START UP

Let us see if you have understood the text

Answer the following simple questions:

- i) Quel est le nom de l'émission télévisée (name of the TV programme) ?
Ans : L'émission s'appelle *100% Questions*.
- ii) Il y a combien de participants dans l'émission (How many participants) ?
Ans : Il y a quatre participants dans l'émission.
- iii) Comment s'appellent les participants ?
Ans : Les participants s'appellent Emma, Luigi, Pierre et Vincent.
- iv) Il y a combien de femmes dans l'émission (How many women) ?
Ans : Il y a une femme dans l'émission.

OUI? NON? C'EST ÇA?

Refer to the CD (p. 29)

Listen to the dialogue and tick the correct answer.

	Vrai	Faux	?
1. Emma n'aime pas la television			X
2. Luigi aime le tennis	X		
3. Pierre est marié.	X		
4. Pierre n'aime pas le sport.		X	
5. Vincent aime bien la pluie.		X	

Activity 1

Listen to the CD. Then, find out the profession of each person. (p. 29)

Answers: a-3; b-1; c-4; d-2.

Activity 2

a) Photo 1: athlétisme Photo 2: le tennis Photo 3: le ski Photo 4: la natation Photo 5: le cyclisme Photo 6: le basketball.	b) 1. Shaquille O'Neal <i>fait du basketball.</i> 2. Marco Cipollini <i>fait du cyclisme.</i> 3. Ian Thorpe <i>fait de la natation.</i> 4. Martina Hingis <i>fait du tennis.</i> 5. Costas Kenteris <i>fait de l'athlétisme.</i> 6. Carole Montillet <i>fait du ski.</i>
---	--

Activity 3

	Emma	Luigi	Pierre	Vincent
Il / elle a...	36 ans	26 ans	61 ans	39 ans
Il / elle habite à...	Strasbourg	Paris	Tours	Lyon
Il / elle est...	mariée	célibataire	marié	
Il / elle est...	professeur	informaticien	journaliste	musicien ou pianiste
Il / elle fait...	du théâtre	de la natation du tennis		
Il / elle aime...	lire – le cinéma sa famille		les voyages l'athlétisme le cinéma la littérature son chien	Le jazz Le soleil Les vacances
Il n'aime pas...		Le sport à la télévision		La pluie

Supplementary Activity I

Remettez les phrases dans l'ordre.

i) n' / non, / Angers / je / habite / pas / à.	<i>Ans : Non, je n'habite pas à Angers.</i>
ii) bien / le / aime / j' / français / si / !	<i>Ans : Si, j'aime bien le français !</i>
iii) pas / Anke / non, / ne / travaille / Berlin / a/.	<i>Ans : Non, Anke ne travaille pas à Berlin.</i>
iv) Luigi / ans / 28 / a / a / pas / n' / ans, / il / 26.	<i>Ans : Luigi n'a pas 28 ans, il a 26 ans.</i>
v) enfants / j' / si, / suis / et / je / marié / deux / ai.	<i>Ans : Je suis marié et j'ai deux enfants.</i>
vi) vacances / aime / Vincent / n' / pluie / pas / la / mais / il / adore / les / !	<i>Ans : Vincent n'aime pas la pluie mais il adore les vacances !</i>

Supplementary Activity II

Répondez à ces questions à la première personne.

Suggestion: To understand the use of *mais*, study the following examples:

Ex : *Je suis italien mais j'habite à Paris.*

- *Je suis mauricienne mais j'habite en Inde.*

Ex : *Vous aimez le travail ?*

- *Oui, j'aime beaucoup le travail mais j'adore les vacances !*

i) *Vous aimez le cricket ?*

- *Oui, j'aime le cricket mais j'adore le football.*

ii) *Vous aimez le théâtre ?*

- *Oui, j'aime le théâtre mais j'adore la musique.*

iii) *Le cinéma, vous aimez bien ?*

- *Oui, j'aime bien le cinéma mais j'adore la lecture.*

iv) *Et le sport, vous aimez ?*

- *J'aime beaucoup le sport mais j'adore la bonne cuisine.*

v) *Et les voyages ?*

- *J'adore les voyages mais je n'aime pas la pluie.*

vi) *Vous aimez le français ?*

- *J'aime beaucoup le français mais j'adore l'allemand.*

Supplementary Activity III

Complétez les phrases comme dans l'exemple.

Ex : *Tu es chinoise (japonaise) ? Non, je ne suis pas chinoise, je suis japonaise.*

i) *Vous êtes violoniste (pianiste) ? Non, je ne suis pas violoniste, je suis pianiste.*

ii) *Tu t'appelles Jim (Bob) ? Non, je ne m'appelle pas Jim, je m'appelle Bob.*

iii) *Ta famille habite à Rabat (Casablanca) ? Non, ma famille n'habite pas Rabat, elle habite Casablanca.*

iv) *Tu as 30 ans (29 ans) ? Non, je n'ai pas 30 ans, j'ai 29 ans.*

v) *Vous aimez le rugby (football) ? Non, je n'aime pas le rugby, j'aime le football.*

vi) *Tu es marié(e) (célibataire) ? Non, je ne suis pas marié(e), je suis célibataire.*

Supplementary Activity IV

Écrivez une phrase pour chaque dessin.

la danse – la cuisine – le cricket – le ski – le ski nautique – le yoga



A



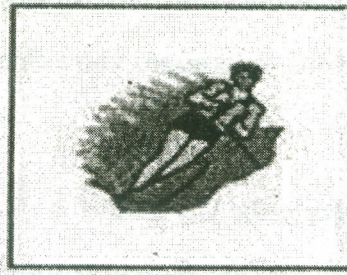
B



C



D



E

Answers :

- a) Il fait du yoga.
- b) Elle fait de la danse.
- c) Il fait de la cuisine.
- d) Il fait du ski.
- e) Elle fait du ski nautique.

Supplementary Activity V

<i>Remettez ce dialogue en ordre.</i>	<i>Answers</i>
i) Je suis né au Canada mais j'habite en France depuis 20 ans	i) Bonjour ! Tu es nouveau ?
ii) Je m'appelle Roland et toi ?	ii) Bonjour ! Euh...oui ...
iii) Bonjour ! Tu es nouveau ?	iii) Tu t'appelles comment ?
iv) Tu t'appelles comment ?	iv) Je m'appelle Roland et toi ?
v) Patrick. Enchanté !	v) Patrick. Enchanté !
vi) 22 ans et toi ?	vi) De même ! Tu es français ?
vii) Non, Belge. Et toi ?	vii) Non, Belge. Et toi ?
viii) Bonjour ! Euh...oui ...	viii) Je suis né au Canada mais j'habite en France depuis 20 ans.
ix) De même ! Tu es français ?	ix) Oh ! Tu as quel âge ?
x) Oh ! Tu as quel âge ?	x) 22 ans et toi ?
xi) Moi aussi ! Quelle étrange coïncidence !	xi) Moi aussi ! Quelle étrange coïncidence !

Activity 4

Complete the sentences given below (p. 30):

Answers:

J'aime **mon** chien, **ma** famille et **mes** amis.

Tu aimes **ton** chien, **ta** famille et **tes** amis ?

Il / elle aime **son** chien, **sa** famille et **ses** amis.

Et vous, vous aimez **votre** chien, **votre** famille et **vos** amis ?

Activity 5

Refer to the CD (p. 30)

Listen to the sentences and underline the correct word.

1. Oui Madame, **votre** nom et **votre** adresse s'il vous plaît.
2. C'est un cadeau pour **mes** enfants.
3. **Mon** âge ? J'ai 25 ans !
4. C'est **ton** amie ?
- Oui, c'est **mon** amie Marie. Je l'aime beaucoup.
5. Paul, quelle est **ta** nationalité ?
6. Il s'appelle comment, **votre** chien ?

Activity 6

Answers :

1. *Mon nom est personne*
2. *Mon voisin Totoro*
3. *Tout sur ma mère*
4. *Hiroshima, mon amour*
5. *Rien que pour vos yeux*
6. *Mes nuits sont plus belles que vos jours*

Supplementary Activity VI

Ecrivez l'adjectif possessif approprié : mon, ma, mes, ton, ta, tes, son, sa, ses, notre, nos, votre, vos, leur, ou leurs

1. C'est le cahier de Devi. C'est **son** cahier.
2. J'ai un stylo. C'est **mon** stylo.
3. Pascal a une belle chemise. C'est **sa** chemise.
4. Vous avez acheté un vélo. C'est **votre** vélo?
5. J'habite dans un appartement. C'est **mon** appartement.
6. Nous avons décidé. C'est **notre** décision.
7. C'est la copine de Marc. C'est **sa** copine.
8. Ce sont les devoirs de Magalie et de Rahul. Ce sont **leurs** devoirs.

9. Michel a des amis. Ce sont ses amis.
10. C'est la maison de Raj. C'est sa maison.

Supplementary Activity VII

Soulignez le nom qui convient et réécrivez la phrase avec l'élément choisi.

Ex.: Quelle est ta (nationalité/adresse) ? Quelle est ta nationalité ?

1. Comment s'appelle ton ami ?
2. Moi, j'adore ma famille !
3. Ses filles sont à Bangalore ?
4. Sa mère n'est pas très gentille.
5. Ta sœur est indienne ?
6. Le professeur vient dans sa voiture.

Supplementary Activity VIII

Complétez avec le possessif qui convient.

1. Tu as **ton** visa pour la France ?
- Euh... **mon** visa ? Pas encore !
2. Et vous, quelles sont **vos** passions ?
- J'adore voyager avec **ma** famille.
3. **Mon** nom ? Je m'appelle Simram. Et toi ?
- Je suis Dimple. Quel est **mon** âge ?

Supplementary Activity IX

Complétez avec c'est / il est / elle est (Contact class : The counsellor will explain the difference between il est / C'est)

1. C'est ma sœur. **Elle est** indienne et **elle est** étudiante de français.
2. C'est mon ami Nicolas. **Il est** pilote et **il est** très sympathique.
3. C'est Abhishek Bacchan. **Il est** acteur, il habite à Bombay.
4. C'est ta maison ? **Elle est** très grande et **elle est** très belle.

Supplementary Activity X

Présentez ces personnes. Utilisez le format suivant :

C'est David Beckham. Il est anglais et il est footballeur.



C'est Nelson Mandela. Il est sud-africain et il est politicien

C'est Salman Rushdie. Il est indien et il est écrivain.

C'est Pratibha Patil. Elle est indienne et elle est Présidente de la République.

Activity 7

Tick true (vrai) or false (faux) and correct the incorrect sentences. (p. 30)

Question 1 : **Faux.** (Questions en pagaille est à 19 h40 sur France 3)

Question 2 : **Faux.** (Emma a 36 ans).

Question 3 : **Vrai.**

Question 4 : **Faux.** Vincent a trois enfants.

Question 5 : **Faux.** Il a 350 CD de jazz.

Activity 8

a) Read the following and rearrange the numbers in ascending order (ordre croissant)

1. Soixante-dix < soixante et onze < soixante-dix-huit < quatre-vingts < quatre-vingt-un < quatre-vingt-cinq < quatre-vingt-dix < quatre-vingt-quatorze < quatre-vingt-dix-neuf.
2. Cent < cent un < cent onze < cent quarante-deux < deux cents < deux cent trente-six < mille < dix mille < cent mille.

b) Write these numbers in letters. [numbers used in part a)

- 1) 70, 71, 78, 80, 81, 85, 90, 94, 99.
- 2) 100, 101, 111, 142, 200, 236, 1000, 10 000, 100 000.

c) Complete the following in figures:

73 : Soixante-treize.	97 : quatre-vingt-dix-sept.	671 : six cent soixante et onze
76 : Soixante-seize.	108 : cent huit	792 : sept cent quatre-vingt-douze
88 : quatre-vingt-huit.	182 : cent quatre-vingt-deux	1001 : mille un
91 : quatre-vingt-onze.	311 : trois cent onze	

Supplementary Activity X

Transcrivez ces dates en chiffres / Write these dates in numbers

- a) Mille neuf cent soixante quinze : 1975
- b) Mille neuf cent quarante deux : 1942
- c) Mille neuf cent trente-six : 1936
- d) Mille douze : 1012
- e) Mille sept cent vingt : 1720

Supplementary Activity XI

Transcrivez ces dates en lettres / Write these dates in letters

- a) 1947 : mille neuf cent quarante-sept.
- b) 2007 : deux mille sept.
- c) 1971 : mille neuf cent soixante-et-onze.
- d) 1980 : mille neuf cent quatre-vingts.
- e) 2011 : deux mille onze.

Supplementary Activity XII

Transcrivez les heures données en lettres / Write the time in letters

1. 20h15 : vingt heures quinze
2. 09h05 : neuf heures cinq
3. 11h26 : onze heures vingt-six
4. 07h02 : sept heures deux
5. 21h35 : vingt-et-une heure trente-cinq
6. 00h40 : minuit quarante

Activity 9

Ecoutez le message et corrigez les erreurs dans ces notes / Listen to the message on the CD and correct the mistakes in the given text (p. 31).

Heures d'ouverture des bureaux : 9 h à 13h et 14h à 18h.

Bureau 321

Timbre fiscal à 60 euros

Activity 10

This activity shall be undertaken during the contact class.

Activity 11

	la télévision	les voyages
Emma	☹	☹
Pierre	☺	☺

Activity 12

J'ai horreur de < je déteste < je n'aime pas du tout < j'aime bien < j'aime beaucoup < j'adore


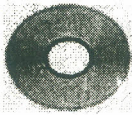
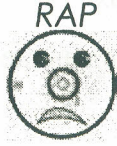

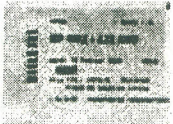
Supplementary Activity XIII

Express your own likes and dislikes by matching the two columns given below:

J'ai horreur de...	la glace
Je déteste...	l'école
Je n'aime pas du tout...	le cricket
J'aime bien...	les films de Hritik Roshan
J'aime beaucoup...	ma voiture
J'adore...	Saas bhi kabhi bahoo thee(K)

Note: This is a subjective response. The learner alone can tell his / her likes or dislikes.

Activity 13

					
(Fanny)			X		
(Léa)	X				
(Quentin)					X
(Axelle)				X	
(Léo)		X			

Activity A

Devant une voyelle (a, e, i, o, u, y) ou certains h :

me → m'	ne → n'	le → l'
je → j'	ce → c'	de → d'
se → s'	la → l'	te → t'

But *elle ? elle*

Une ? une

Quelle ? quelle

Supplementary Activity XV

Complete the following sentences with the correct word. (Elision).

- L'appartement de Paul est très grand.
- L'Inde est une démocratie.
- Le livre d'Angélique est neuf.
- L'étudiant travaille sur l'ordinateur de son ami.
- Les enfants sont contents du professeur.
- L'homme regarde les avions dans le ciel.
- Donne moi ~~une~~ épée s'il te plaît.
- L'éléphant marche dans la rue.

Activity B

Re-write these sentences. Modify the words if necessary. (p. 33)

- Elle aime les chiens ?
 - Non, il ne s'appelle pas Hector !
 - Vous avez quel âge, Marie-Jeanne ?
 - C'est l'ami d'Ana.
 - Il va à l'université ?
 - Moi, je n'aime pas du tout ça !
 - Tu habites à quelle adresse ?
 - Elle n'a pas d'enfant.
- a) Listen to track 40 on the CD and say if the sentences are in the negative or affirmative form. Tick in the correct box.

	1	2	3	4	5	6
affirmative		X			X	
négative	X		X	X		X

b) Read, listen and then complete these sentences with *ne*, *n'* or *o*

1. On **n'** aime pas du tout le ski.
2. On a horreur de ça!
3. On **ne** travaille pas, on lit.
4. On **n'** est pas chinois mais japonais !
5. On apprend l'anglais à l'université.
6. On habite à Cannes, pas à Nice !

Listen to the CD and put a cross (X) in the suitable box.

	1	2	3	4	5	6	7	8
[y] (rue)		x		x		x		x
[u] (bonjour)	x		x		x		x	

Activity 15

Answers (p. 34):

1. Flora habite à Nice.
2. Marco aime aller au cinéma.
3. Marco aime les cafés.

Supplementary Activity XV

To be corrected during the contact class.

Activity 16

Answer (p.34): *On = je + mes amis.*

<u>regarder</u>	<u>écouter</u>	<u>parler</u>	<u>expliquer</u>
je regarde	j'écoute	je parle	j'explique
tu regardes	tu écoutes	tu parles	tu expliques
il/elle/on regarde	il/elle/on écoute	il/elle/on parle	il/elle/on explique
nous regardons	nous écoutons	nous parlons	nous expliquons
vous regardez	vous écoutez	vous parlez	vous expliquez
ils/elles regardent	ils/elles écoutent	ils/elles parlent	ils/elles expliquent

Supplementary Activity XVI

This activity shall be undertaken during the contact class.

Supplementary Activity XVII

This activity shall be undertaken during the contact class.

Supplementary Activity XVIII

Complete the sentences using il, elle, on or nous:

1. Rahul aime beaucoup Simran ! Cet été, **il** va en Suisse avec elle.
2. Nous n'allons nulle part pour les vacances. **On** a des concours à préparer en juin.
3. Pierre et moi, **on** va au cinéma ce soir.
4. On habite à Palma à l'Île Maurice. **Nous** avons une jolie maison là-bas.
5. Marco mange une glace. **On** adore toutes les glaces !

Activity 17

Complete the sentences given below using je, tu, il, elle, on or vous (Refer to p. 34):

1. Moi, **je** déteste le froid et la pluie !
2. Philippe ? **Il** a 32 ans, je crois.
3. **Elle** habite où, Norma ?
4. Robert et moi, **nous** adorons le cinéma espagnol.
5. **Tu** aimes ça ?
6. Bon, les amis, **on** fait quoi ?

Activity 18

*So, complete the following sentences with a verb from the list given below:
ai – aime – habites – mange – ai – déteste – aime – aimez – as – travaille – aimes.*

1. Tu **habites** à Annecy ?
- Oui, et j'**aime** beaucoup Annecy. Tu connais ?
2. On **mange** ensemble aujourd'hui ?
- D'accord ! C'est une bonne idée. Une pizza ?
3. Vous **aimez** votre travail ?
- Bof... J'**aime** bien mon travail mais je **déteste** me lever le matin !
- Moi, j'**ai** horreur de mon travail !
4. Tu **as** quel âge, Clémence ?
- J'**ai** 18 ans. Et toi ?
5. Tu **aimes** bien le français, Marco ?
6. Oui, et je **travaille** beaucoup.

Supplementary Activity XIX

Match the pronoun in the left column with the sentence in the right one:

1. J'	→	1. est mon ami de Lille.
2. Tu	→	2. est très sympa, ton copain Julien.
3. Léa	→	3. n'aime pas du tout le sport dans ma famille.
4. Je	→	4. n'aimes pas ton travail ?
5. Il	→	5. déteste la télévision.
6. On	→	6. habite à Metz, c'est en France.

Activity 19

Complete the sentences given below with the appropriate form of the verb: (p. 35)

- On **déteste** la télévision.
- Moi, j' **aime** bien le thé.
- Et toi, tu **aimes** aussi le thé ?
- Vous **travaillez** où, Monsieur Messier ?
- Quelle **est** ton adresse, s'il te plaît ?
- Tu **es** français, Martin ?
- Maria **a** 25 ans et elle **a** trois enfants.

Activity 20

This activity shall be undertaken during the contact class

Activity 21

Refer to CD. Listen to the persons and complete the table (p. 36). Contact class.

	1	2	3	4
Heure	19h40	20h50	22h05	22h25
Chaîne	France 3	M6	France 2	Canal +
Type d'émission	Jeu	Magazine	Variétés	Film (d'épouvante)
Aime / aime pas...	Elle adore.	Il n'aime pas du tout	Elle aime bien	Elle a horreur

Activity 22

This activity shall be undertaken during the contact class.