

**COURSE 3****Agir dans l'espace / Space**

<b>UNIT 7</b> <i>Rallye / Games and Sports</i>	<b>191</b>
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## INTRODUCTION

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The third course entitled *Space* (*agir dans l'espace*) is divided into three units. The main purpose of this course is to develop the communicative competence of the learners so that they can communicate in specific oral and written situations of communication. For example, in the first unit, entitled *Games and Sports (Rallye)*, the learners will learn how to give and understand directions regarding the location of a place. They will also be able to give an itinerary and ask for directions. This unit will equip the learners with requisite tools so that they can read or draw a map and understand an article on some popular games played by the French. To enable the learners to accomplish certain tasks, the following grammatical notions / vocabulary will be studied: prepositions indicating a place, vocabulary related to a city, contracted articles: *au, du ...*, *imperatif*, verbs such as *plaire, faire plaisir, offrir...*, ordinal numbers, In the section on phonetics, the learners will study how to transcribe sounds such as: [e] and [ɛ] in writing. They will also learn to distinguish between sounds such as: [b], [v].

The second unit entitled *At Home (Chez moi)* will enable the learners to: give an order/ advice, express obligation, forbid someone from doing some thing, express possession and identify some one from a given description. They will be able to understand written instructions as well give advice to their friends/colleagues through small messages/ letters. To develop the communicative competence of the learner, the following notions / vocabulary will be taught: *Quelque chose/ rien; quelqu'un/ personne, passé composé*, possessive adjectives, vocabulary related to colours and different parts/rooms of a house, expressions of obligation: *il faut/ devoir*, pronouns ( indirect objects ): *me, te, lui, leur ...* and relative pronouns such as *qui, que, où...* In the section on phonetics, learners will observe and study different pronunciations of the letter "e". To promote intercultural dialogue, the learners will discover and discuss different modes of recycling waste material in France and India / in their region in the last section of this unit.

The third unit entitled *vacation (les vacances)* will enable the learners to describe a place and its location and understand an opinion about a place. They will be able to understand a touristic brochure, a French song and exchange views with friends on the theme of vacation. They will be equipped with specific tools to understand and solve a few puzzles and riddles, describe a place and write a short story from the given words. To enable the learners to accomplish requisite tasks, the following notions/ vocabulary will be taught: expressions of intensity: *très, peu, assez, tellement...*, demonstrative adjectives: *ce, cet, cette...*, use of *de/d'* before an adjective, vocabulary dealing with cities, countries, continents and the names of the family members, use of *Y* as pronoun, place of pronouns with two verbs (ex: *je veux la voir*). In the section on phonetics, the learners will discover and study different accents ( *accent aigu, grave, circonflexe* ) used in written French and the corresponding sounds.

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## UNIT 7 *RALLYE* / GAMES AND SPORTS

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This Unit entitled “Rallye” corresponds to *Unité 7* (p.p. 76-85) of *Connexions*.

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

### Week 1

1. Giving your location
2. Asking for/ giving directions.
3. Understanding directions (oral)
4. Making an itinerary (oral)
5. Some prepositions indicating a place
6. Vocabulary: city
7. Contracted articles: *au*, *du* ...
8. Imperative

### Week 2

1. Asking for / giving directions ( reinforcement)
2. Understanding an e mail
3. Reading a map
4. Drawing a map from verbal indications
5. Verbs: *plaire*, *faire plaisir*..
6. Ordinal numbers ( in letters )
7. Representing sounds such as [ e], [ ε ] in writing
8. Phonétique : [b], [v]
9. Culture : Games played by the French

The opening document represents a dialogue about a treasure hunt or a “rally”, a game in which a group of people attempt to solve a riddle or answer questions that arise at various points along the route. The group that finds the right answers and covers the entire circuit first, wins. This game is extremely popular in France, among adults and children alike.

So, before we go any further, let us read the dialogue on page 76 (*Connexions*). In this dialogue, we find a group of friends, Aurélie, Nicolas, Naïma and Damien, on one such treasure hunt in the city of Angers. They are on Point no. 5 of the hunt and must reach Point no. 6 by solving a riddle regarding the future course of the journey. From the introduction to the dialogue, it seems that Naïma and Damien do not know the city.

Also, please observe the photo below the dialogue. The registration number of the car (no. 75) indicates that the students are from Paris. Furthermore, two

students seem to study a map on the bonnet of the car. This, too, is a common feature in Europe, as most people carry a roadmap while travelling.

Finally, study the paper on the left of the dialogue indicating the clues for continuing the race. Are you familiar with the given vocabulary:

*malade* (n.m or n.f.)

*pouvoir* (v.)

*découvrir* (v.)

*chant* (n.m)

*merveilleux* (adj.)

*offrir* (v.)

If not, try to infer the meaning from the context or refer to the glossary.

Now, try to answer the questions in the activity below (*Connexions*, p. 77):

**Oui ? Non ? C'est ça ?**

*Hint:* Listen to the CD a few times and carefully read the dialogue on page 76.

- |   |   |
|---|---|
| <p>1. Les quatre amis sont :</p> <p><input type="checkbox"/> Rue Plantagenêt</p> <p><input type="checkbox"/> Dans un ancien hôpital</p> <p><input type="checkbox"/> Dans une église</p> <p><input type="checkbox"/> Sur le pont de Verdun</p> | <p>3 Ils sont :</p> <p><input type="checkbox"/> En bus</p> <p><input type="checkbox"/> En voiture</p> <p><input type="checkbox"/> A pieds</p> <p><input type="checkbox"/> A vélo</p>  |
| <p>2. Ils vont :</p> <p><input type="checkbox"/> Au Pont de Verdun</p> <p><input type="checkbox"/> Dans un ancien hopital</p> <p><input type="checkbox"/> Dans une église</p> <p><input type="checkbox"/> A Paris.</p>                        | <p>4 Dans le musée, il y a :</p> <p><input type="checkbox"/> Une tapisserie</p> <p><input type="checkbox"/> Un chanteur</p> <p><input type="checkbox"/> Des malades</p> <p><input type="checkbox"/> Une bouteille de champagne.</p> |

**Activity 1**

**Read the dialogue given on page 76 and answer the questions on page 77 (Connexions).**

*Hint:* This activity attempts to help a learner improve his / her vocabulary. The answer to each of the questions figures in the dialogue. The learner must go over the conversation a few times to pick up the right answers. Should the activity be conducted in the contact class, four learners may read out the dialogue for the other participants. The meaning would be clearer.

*Example :* Le Pont Verdun est réservé aux bus. Que signifie « réservé aux bus »?

*Answer :* Seulement les bus ont le droit d'emprunter le pont de Verdun. On ne peut pas prendre le pont de Verdun si on est en voiture.

**Activity 2**

This activity will help a learner improve his / her listening comprehension and will enable a revision of vocabulary already learnt in the dialogue on page 76.

a) *Listen to the dialogue on the CD and observe the map on page 77 (Connexions). On this map, trace the route suggested by:*

- *Nicolas (in green)*
- *Aurélie (in red)*

*Note:* This activity may be undertaken in the contact class. Learners may work in groups of two.

b) *Match the words with the images given at the bottom of page 77 (Connexions).*

*Hint:* The learner may study carefully the dialogue on page 76 and the roadmap on page 77 in order to perform this activity.

### Supplementary Activity I

*Your friend would like to visit you. Give him / her directions to reach your house.*

*Hint:* Use phrases studied up to this point in the unit, such as *tourner à gauche*, *aller tout droit*, *passer par le Carrefour* (crossing), *aller jusqu'à* etc.

This activity shall be undertaken in the contact class.

### *La ville / the city*

This part of the unit familiarizes a learner with the vocabulary related to the city: *rue*, *magasin* etc. The activity given below is a systematic revision of words we have already come across in the text on the city on page 76 (*Connexions*).

### Activity 3

*Match the words on the left with the phrases on the right (p. 78):*

<i>Qu'est-ce qu'on fait dans...</i>	
un cinéma ?	On mange.
un restaurant ?	On joue au football.
une gare ?	On dort.
un café ?	On boit un jus d'orange.
un hôtel ?	On apprend le français.
un stade ?	On regarde un film.
un hôpital ?	On demande de l'argent.
une école ?	On prend un train.
une banque ?	On rencontre un médecin.

### Activity 4

The current activity (p. 79) represents yet another facet of life in city, i.e. the purchase of articles of daily use.

*The learner must match the photos with the sentences representing a particular activity.*

Example: *Qu'est-ce qu'on achète dans une boulangerie ?* Ans. : *Du pain.*  
(photo no. 2).

**Se situer, s'orienter / Your exact location in the city**

This part of the unit studies the contraction of prepositions, *à* and *de* with the articles *le* and *la* to indicate a place from where one is coming (*de la / du*) or where one is going (*à la / au*) or where one is, at a particular moment. Example: *je suis à la pharmacie* (at the pharmacy).

**Activity 5**

In this activity, the learner is invited to observe a few sentences in the French language and then deduce the rules of contraction.

**Observe the sentences on page 78 (Connexions) and fill in the blanks in the corresponding table.**

Example:

*Maria, je suis à la banque. Maria, j'arrive de la banque.*

*On se retrouve au cinéma. Tu sors du cinéma et tu m'attends.*

Note:

*à la* is used where the following noun is feminine (*à la banque* since *banque* is feminine)

*au* is used where the following noun is masculine (*au cinéma* since *cinéma* is masculine).

Similarly,

*de la banque* since *banque* is feminine and *du cinéma* since *cinéma* is masculine).

**Activity 6**

This is an application of the rule of contraction that we discovered in Activity No. 5.

**Fill in the blanks with *à la, à l', au, aux, de la, de l', du, des* :**

Example :

*Je dois aller (à) \_\_\_\_\_ banque (f). → Je dois aller à la banque.*

*Oh, regarde la fille qui sort (de) \_\_\_\_\_ → Oh, regarde la fille qui sort du café (m).*

**À côté, en face... / next to, in front of...**

Here, we will discover a few more expressions required to indicate one's location or to find one's way to a particular place.

**Activity 7 (a)**

**Look at the roadmap on page 79 (Connexions) and read the sentences given in this activity. Match the sentences with the roadmap.**

Observe whether a place is *next to, in front of, on the left of...* another. You will see that the expressions in bold characters correspond to those in the list in the right margin of page 79.

Fill in the blanks:

1. Le bus est **devant** le théâtre. (example)
2. La banque est \_\_\_\_\_ de la rue du Lac. (Hint: at the end of the road)
3. La boulangerie est \_\_\_\_\_ cinéma. (Hint: facing the cinema-hall).
4. La poste est \_\_\_\_\_ l'épicerie et l'école. (Hint: between).
5. L'école est \_\_\_\_\_ la rue Volney et de la rue du Mail. (Hint: at the corner of)
6. Le cinéma est \_\_\_\_\_ la banque. (Hint : on the right)
7. Le café est \_\_\_\_\_ la boulangerie. (Hint : next to).

L'Impératif

Usage:

– Imperative is used in the following situations:

- To give orders
- To advise someone
- To give instructions

Form:

– In imperative form, **there is no subject pronoun.**

Examples:

Parler	Sortir	Faire	Aller
Parle!	Sors!	Fais!	Va !
Parlons !	Sortons !	Faisons !	Allons!
Parlez !	Sortez !	Faites !	Allez !

– It exists in three forms only:

- Tu
- Nous
- Vous

Imperative is almost identical to present tense, except that verbs ending in **-er** (first group), do not take an s with the 2<sup>nd</sup> person in singular. [Ex. *Tu parles à Paul!* but *Parle à Paul!*]

Some irregular verbs are:

Avoir	Être	Savoir	Vouloir
Aie!	Sois !	Sache!	Veuille!
Ayons!	Soyons !	Sachons !	Voulons!
Ayez!	Soyez !	Sachez !	Veillez!

**Note:** Verbs like *souffrir* (to suffer) and *ouvrir* (to open) behave like first group verbs.

Activity 8

a) Listen to the dialogue and underline the verbs "aller" (to go) and "prendre" (to take) in the text. What do you observe? (p. 80)

Hint:

- You have to listen to the text entitled : *Dans la voiture* (p. 80)
- We suggest that this activity be divided into two steps.
- First, listen to the dialogue with the book closed.
- Can you indicate the identity of the different protagonists in the text?
- During the second listening, you may read the dialogue at the same time.
- Underline the different occurrences of the verbs *aller* and *prendre*. Note that these two verbs will be present in their conjugated form in this text. This activity will help you see the forms of these two verbs in present tense (*présent*) and imperative (*impératif*)

b) Complete the table below.

Hint:

- The table is divided into two columns: Present tense (*présent*) and Imperative (*impératif*)
- Six verbs are given in the left column: *aller*, *prendre*, *regarder* (to look), *tourner* (to turn), *venir* (to come), *oublier* (to forget).
- Can you guess to which group these verbs belong? (Remember that in the beginning of the book, we had remarked that verbs in French are traditionally divided into three groups.)

Note : You have come across verbs in imperative very often, since all the instructions are given in this particular form. Ex. *Complétez le tableau, Ecoutez la suite, Transformez les phrases....*

Supplementary Activity II

Now to make sure that you have understood the imperative form, answer the following questions:

1. Dans quelles situations utilise-t-on l'impératif ?

.....

.....

.....

.....

2. Comment se forme l'impératif ?

.....

.....

.....

.....

### Activity 9

*Give a few instructions to someone on the road. Put the verb between brackets in the imperative form. (p.80)*

Example: [tourner] ..... à droite → Tournez à droite.

**Hint:**

- Since you are helping an unknown person, you are requested to use the *vous* form.
- Among the four given verbs, some are irregular.

### Activity 10

*Transform these sentences in the imperative form. (p. 80)*

Example: *Tu prends le bus n°7* → *Prends le bus n°7.*

**Hint:**

- In the previous activity, you had to transform a verb in the infinitive form into an imperative form
- In this one, there are four sentences in the present tense, which you have to transform into imperative.
- Underline the four verbs and convert them into infinitive first to see to which group they belong. Then transform them into imperative.
- Keep in mind that for imperative the subject pronoun is absent.

### Activity 11

*Observe the following examples. Then write the verbs in the negative form. (p. 80)*

Example: [tu/écrire] ..... sur la table! ? *N'écris pas sur la table !*

[tu/tourner] ..... à gauche ! ? *Ne tourne pas à gauche !*

**Hint :**

- The negative structure of an imperative sentence is as follows :  
**ne + verbe + pas + objet.**
- If the verb starts by a vowel, then there will be an elision. For example:  
*N'écris pas*
- The pronouns given with the verbs specify the form of the verb, for example:  
(vous/manger) → *Mangez...* or if in the negative form: *Ne mangez pas.*

### Activity 12

a) *Observe these sentences and answer. (p. 80)*

**Hint:**

- You already know about *pronom complément* – refer to page 69, unit six.)
- Look at the table on page 81, where you have several examples
- Refer to page 67 for the pronoun *en*.
- The first three sentences of this activity are divided into three columns. First column comprises of the simple sentences (imperative + object). The second column is also an imperative sentence, but here the verb is followed by a complément (pronoun).

In the third column, the imperative sentence is in the negative form.

Ex: *Prenez le livre!* → *Prenez le* → *Ne le prenez pas !*

- What do we observe here, regarding the positioning of the complément?

**Note :**

- Usually a first group verb (i.e. infinitive ending by **-er**), ex. *demander*, does not have an **s** for the first person in impératif. However, when it is followed by the pronoun *en*, then we usually add an **s** to that same verb. Ex: *Demande des mangues!* *Demandes-en.*
- A hyphen usually separates the imperative verb and the pronoun (en/y)
- Furthermore, in the imperative sentence, *moi* and *toi* are usually converted to *me* and *te* in the negative form.

Ex: *Rappelle-moi* demain. *Ne me rappelle* has demain.

**b) Write down the verbs in italic in the imperative form and replace the underlined words by a pronoun [le, l', la, les, en]**

Ex:

- Voilà la lettre.
- Vous mettez la lettre sur le bureau s'il vous plaît.
- Mettez-la sur le bureau s'il vous plaît. [*Mettez* is in imperative and *la* is the pronoun, complément d'objet direct replacing *la lettre*)

**Hint :**

- You may change the four other sentences in the same way.

## Demander / indiquer une direction

Activity 13 (p. 81)

*You are near Victor Hugo square (la place Victor Hugo) and a person asks you how she can go to the cable car (téléphérique). Look at the map (plan) and indicate her the way. Write a dialogue. Use imperative. (This activity will be done in the contact class)*

**Hint:**

- Study the summary table "*demander une direction*" given on page 81.
- Study the structure of the different sentences. Pay attention to the use of "*s'il vous plait*", "*Excusez-moi*".

**A few useful words:**

- *Chercher* = to look for.
  - *Connaître* = to know.
  - *Loin* = far way.
  - *Près d'ici* = nearby
  - *C'est loin?* = Is it far away?
  - *C'est près d'ici?* = Is it nearby?
- The map shows a part of the city of Grenoble. The cable car enables to go on the top of a mountain near the city where one can enjoy a beautiful view of the Alps (*les Alpes*).
  - Victor Hugo Square is found on the left, lower side of the map. This is where you will both be.
  - The cable car is found just below *Quai Perrière*.

**Activity 14**

*You want to go to a friend's place. You call that friend to ask directions to guide you to reach his place. This activity will be done in the contact class. (p. 81)*

- a) *Listen to the document and take down notes to go to this friend's place.*
- Listen to the document once carefully.
  - Take down notes during the second listening. (Note down only the instructions related to space/place.)
- b) *Draw a map to go to your friend's place.*

**Phonétique****Allez ou aller?**

*In this chapter we want to sensitize you to the difference between the sound [ e ] and [ ε ]. This is a very important component for the written part. (p. 83)*

This activity will be done in the contact class.

**Activity A**

*Listen to the sentences and indicate how the sound [e] (é) or [ε] (è) must be transcribed.*

**Hint:**

- Words ending by *-er, -ez, -et, -é* : will be pronounced [e]
- *Es* and *est* will be pronounced [ɛ]

**Activity B**

**Complete the sentences with the elements found on the right side.**

**Hint:**

- To do this activity, some grammar rules need to be very clear.
- Do not forget that a word will end with *-ez* whenever *vous* is the subject of a sentence.
- When two verbs follow each other, then the second one is always in infinitive.

Ex: *Je veux partir; Nous allons manger*

- *Est* is a form of the auxiliary *être*. It usually accompanies the 3<sup>rd</sup> person in singular. *Es* is used with *tu* only.
- *Et* is a conjunction of coordination. (*et* = and)
- *Sais* and *sait* are forms of the verb *savoir*.

**Supplementary Activity III**

**Complete the sentences with the elements given between brackets.**

- a. Les garçons ..... les filles veulent jou..... (-er/et)
- b. Est-ce que tu conn..... Pierre? (-ait/-ais)
- c. Les élèves font une dict..... (é/ée)
- d. Tu ..... indien? (es/est)
- e. Anju ..... malade. Elle ne peut pas all..... au cinéma. (est/-er/-é)

**Activity C**

**Listen to the words and tick the suitable grid.**

You will hear 8 words, in which you will hear the sound [b] like in *banque*, or the sound [v] like in *ville*. You will tick the boxes accordingly. This activity is based on auditive discrimination (*discrimination auditive*).

**Vous avez un nouveau message (p. 82)**

Here is another mail from Flora to Marco. Let us see if we have understood the gist of the unit by making a list of a few keywords in the text:

- *Ma rue*
- *Plaire beaucoup*
- *Trois nouveaux magasins :*
  - *Boulangerie à 25 mètres de chez moi.*

- *Epicerie africaine, un peu plus loin,*
- *Boutique de fringues, en bas de chez moi, dans le bâtiment d'à côté.*
- *Propriétaire du magasin.*
- *Choses merveilleuses*
- *Nice me plaît.*

Suggestions : You have already seen expressions such as : *à 25 mètres de (chez moi), au bout de la rue, un peu plus loin, (l'immeuble) d'à côté, en bas de* etc. These expressions will help you in understanding the text .

Try to understand the use of two new verbs: *plaire* and *faire plaisir* as well as ordinal numbers (*premier, deuxième, troisième...*).

The following two activities will help us to understand the usage of the above-mentioned verbs. You will see that both verbs (*plaire* and *faire plaisir*) are quite similar in nature and usage. Let us try to see how they function:

*Plaire* is largely used in conjunction with *à* and is followed by a noun. Thus, we have:

*Plaire + à / au / à la / aux + noun.*

Example : *Ce film plaît à Rahul* (Rahul likes the film).

*Rahul plaît à Simran* (i.e. Simran likes Rahul)

*Rahul lui plaît* (She likes Rahul).

*L'idée plaît aux spectateurs* (The audience likes the idea).

Similarly, *faire plaisir* is usually preceded by *ça* and accompanied by *à*.

For example: *Ça fait plaisir à Rahul* (this pleases Rahul). Here, *ça* is used for a thing or a phenomenon or an event.

Example: *Tu aimes danser ? – Oui, ça me fait plaisir !*

Now let us look at the two activities given below.

#### Activity 15

**Observe the sentences on page 82 (Connexions). Which other verb can replace the verb *plaire*?**

Example:

*J'espère que le livre va te plaire. → J'espère que tu vas aimer le livre.*

#### Activity 16

**Observe the sentences on page 82 (Connexions). Which other verb can replace *faire plaisir* ?**

Example:

*Ça ne fait pas plaisir à la boulangère. → La boulangère n'est pas contente.*

**Activity 17**

**Complete the dialogues given on page 82 (Connexions), using *plaire* or *faire plaisir*.**

Examples:

1. *Alors la France, c'est bien ?*  
*Oui, ça me plaît beaucoup.*
2. *On peut aller chez vous demain soir ?*  
*Oui, ça va nous faire plaisir de vous voir.*

**Activity 18 (a)**

**Observe the table on page 83 (Connexions).**

Once again (cf. *Vous avez 1 nouveau message*), we see how ordinal numbers are used in French. Depending on whether it is masculine or feminine, we get *premier* or *première*. Should we have a case of plural, we can also write:

1. *Les premières pluies* (since *pluie*, i.e. 'rain' is feminine).
2. *Les premiers ministres des pays asiatiques* (since we are talking about many Prime Ministers, both masculine and feminine, from many Asian countries).

*Deuxième*, however, does not change with the gender. We can thus write:

1. *le deuxième cheval* (*cheval* is masculine) or
2. *la deuxième jument* (*jument* is feminine for *cheval*).

But we see that in the case where *second* is placed before a feminine noun, it takes an extra *e* and is spelt *seconde*, as explained in the table on page 83 (Connexions).

Similarly, *dernier* (the last) becomes *dernière* when it is in the feminine or takes an *s* when plural. For example:

- *Le dernier fruit* (m)
- *La dernière heure* (f)
- or
- *Les derniers rois* (masc. pl.)
- *Les dernières nouvelles* (fem. pl.).

**Activity 18 (b)**

**Now write the numbers in letters in the activity on page 83 (Connexions):**

Example:

1. *Je voyage en 1ère classe* → *Je voyage en première classe* (since *classe* is feminine).
2. *Le film Le Pianiste a reçu la Palme d'Or au 55<sup>e</sup> festival de Cannes.* → *Le film Le Pianiste a reçu la Palme d'Or au cinquante-cinquième festival de Cannes* (55<sup>e</sup> remains unchanged whether the following noun is masculine or feminine).

Games are a common past-time activity, along with music; which is common to all countries. This section presents the main games that French adults or children usually practise. Observe the double pages (84-85) and see the given pictures. You will easily recognize some of these games, also practised in India.

### Activity 19

**Read the article, and then classify the following games in the given table. (p. 84)**

**Hint:**

- The table is divided into three columns namely: *Jeux de cartes* (cards game), *jeux de société* (parlour game) and *jeu de boules ou de balles*.

### Activity 20

**Who plays what? Find out the players of each game? Complete the given table with the help of your advisor. (p. 84)**

**Hint:**

- Two columns are given; the right one contains the different games and the left one is concerned about the age group of the players.
- Look at the photographs. They may help you find the answers.

### Activity 21

**In your country, who plays what? Complete the table below with the help of your counselor. (p. 84)**

**Hint:**

- In the given table, can you specify which game is more commonly played in your country?
- Who play these games?
- How are these games called in India? (in Hindi or in any Indian language?)

#### Vocabulary

*Cache-cache* = hide and seek

*La marelle* = hopscotch

*Bille* = marble

*Billard* = pool

**Unit 7: Answers to Activities**

**Oui? Non? C'est ça?**

- |   |   |
|---|---|
| 1. Les quatre amis sont :<br><input type="checkbox"/> Rue Plantagenêt | 3. Ils sont :<br><input type="checkbox"/> En voiture                  |
| 2. Ils vont :<br><input type="checkbox"/> Dans un ancien hôpital      | 4. Dans le musée, il y a :<br><input type="checkbox"/> Une tapisserie |

**Activity 1**

Read the dialogue given on page 76 and answer the questions on page 77 (Connexions).

- Le Pont Verdun est réservé aux bus. Que signifie réservé aux bus ? Seulement les bus ont le droit d'emprunter le pont de Verdun. On ne peut pas prendre le pont de Verdun si on est en voiture.
- Ancien : avant, le bâtiment était un hôpital. Maintenant, ce n'est pas un hôpital.
- Vieille : la tour n'a pas été construite au XXI<sup>e</sup> siècle, mais au XIII<sup>e</sup>. Elle est très vieille, vieille de sept siècles.
- Moderne : contraire de l'ancien.

**Activity 2**

c) Listen to the dialogue on the CD and observe the map on page 77 (Connexions). On this map, trace the route suggested by:

- Nicolas (in green)
- Aurélie (in red)

Note: This activity may be undertaken in the contact class. Learners may work in groups of two.

d) Match the words with the images given at the bottom of page 77 (Connexions).

autour	à gauche	à droite	tout droit	jusqu'à
image no. 4	image no. 1	image no. 3	image no. 5	Image no. 3

**Activity 3**

Match the words on the left with the phrases on the right (p. 78):

Qu'est-ce qu'on fait dans...

un cinéma ?	→	On mange.
un restaurant ?	→	On joue au football.
une gare ?	→	On dort.
un café ?	→	On boit un jus d'orange.
un hôtel ?	→	On apprend le français.
un stade ?	→	On regarde un film.
un hôpital ?	→	On demande de l'argent.
une école ?	→	On prend un train.
une banque ?	→	On rencontre un médecin.

**Activity 4**

The learner must match the photos to the sentences representing a particular activity.

- Qu'est-ce qu'on achète dans une poste ? Photo no. 3  
 Qu'est-ce qu'on achète dans une pharmacie ? Photo no. 5  
 Qu'est-ce qu'on achète dans une librairie ? Photo no. 1  
 Qu'est-ce qu'on achète dans une boulangerie ? Photo no. 2  
 Qu'est-ce qu'on achète dans une boucherie ? Photo no. 4  
 Qu'est-ce qu'on achète dans une épicerie ? Photo no. 6

**Activity 5**

le cinéma	(à + le) <input type="checkbox"/>	au cinéma	(de + le) <input type="checkbox"/>	du cinéma
l'école	(à + l') <input type="checkbox"/>	à l'école	(de + l') <input type="checkbox"/>	de l'école
les toilettes	(à + les) <input type="checkbox"/>	aux toilettes	(de + les) <input type="checkbox"/>	des toilettes

**Activity 6**

1. à la                      2. de l'                      3. au                      4. aux  
 5. à l'                      6. de l'                      7. au                      8. du

**Activity 7 (b)**

8. Le bus est devant le théâtre  
 9. La banque est au bout de la rue du Lac.  
 10. La boulangerie est en face du cinéma.  
 11. La poste est entre l'épicerie et l'école.  
 12. L'école est au coin de la rue Volney et de la rue du Mail ;  
 13. Le cinéma est à droite de la banque.  
 14. Le café est à côté de la boulangerie.

**Activity 8**

Audio transcript:

Dans la voiture (p. 80)

*Aurélie* : Bon, tu vas tout droit. Après le feu, prends la deuxième rue à droite, là, direction Le Mans-Paris.

*Naïma* : Génial ! On va à Paris !

*Aurélie* : Non, non, tu prends à gauche. Ah, regardez, voilà la tour. C'est la tour des Anglais. Tourne à gauche. Et là, va tout droit. L'hôpital est juste à droite.

*Damien* : C'est un hôpital, ça ?

*Nicolas* : Un ancien hôpital !

*Damien* : Ça ressemble plutôt à une église !

*Aurélie* : Venez, on va entrer dans le musée.

*Naima* : Et n'oublions pas le champagne !

*Nicolas* : Ne t'en fais pas, je pense qu'on va trouver ça très vite dans le musée.

*Damien* : J'espère que les toilettes aussi, on va les trouver très vite.

a) tu vas tout droit.

Prends la deuxième rue.

On va à Paris !

Tu prends à gauche.

Va tout droit.

On va entrer

On va trouver ça très vite.

On va les trouver.

Que remarquez-vous ? Il n'y a pas de pronom sujet aux lignes 4 et 6.

b)

	présent	impératif
Aller	Tu <i>vas</i>	<i>Va</i>
Prendre	Tu <i>prends</i>	<i>Prends</i>
Regarder	Vous <i>regardez</i>	<i>Regardez</i>
Tourner	Tu <i>tournes</i>	<i>Tourne</i>
Venir	Vous <i>venez</i>	<i>Venez</i>
oublier	Nous <i>oublions</i>	<i>oublions</i>

**Supplementary Activity II**

1. Dans quelles situations utilise-t-on l'impératif ?

a. Donner un ordre

b. Donner un conseil

2. Comment se forme l'impératif ?

a. L'impératif se forme comme le présent, mais les verbes du premier groupe ne prennent pas de -s à la deuxième personne du singulier.

**Activity 9**

1. continuez

2. Prenez

3. Allez

4. Faites

**Activity 10**

1. viens

2. Passe.....3. Fais

4. Attends

**Activity 11**

1. Ne prenez pas
2. Ne fume pas
3. Ne touchez pas.....
4. Ne viens pas.

**Activity 12**

- a)
  1. Il est derrière le verbe ; on ajoute un tiret entre le verbe et le pronom.
  2. Il est devant le verbe, comme lorsque le verbe est au présent.
  3. Pour la prononciation, parce que c'est difficile de dire achète en et apporte en une.
  4. A la forme négative, moi devient me.
- b)
  1. Offres-en un à ta sœur.
  2. Non, non, ne l'attends pas !
  3. Invite-le au restaurant !
  4. N'en achetez pas au supermarché !

**Activity 13**

Suggested answer :

- Excusez-moi ! Je cherche le téléphérique.
- Le téléphérique ? Ah, ce n'est pas très loin. Traversez la place Victor Hugo. Au coin, prenez la rue à droite, c'est la rue Félix-Poulat. Au bout de la rue, prenez à gauche, la rue Bressieux. En face, vous avez le jardin de Ville. Traversez le jardin, et le téléphérique est juste après le jardin.
- Je traverse, à droite, à gauche rue Bressieux, le jardin...D'accord, merci.
- Au revoir
- Au revoir.

**Activity 14**

Audio transcript :

- Bon, quand tu sors de la gare, prends la rue à droite.
- D'accord.
- Après tu tournes, à gauche, dans la rue de Bordeaux.
- Rue de Bordeaux.
- Au bout de la rue, il y a le jardin des Plantes. Traverse le jardin.
- Oui...
- Tu arrives, en face, rue du Canal.
- De l'autre côté du jardin.
- Oui, juste après le jardin. Continue tout droit. Tourne à droite dans la deuxième rue, la rue Saint Jean.
- Rue Saint Jean.
- C'est là, au numéro 9.
- D'accord. Ah, et le code de la porte ?

- C'est 354B.
- 354B. Très bien. À demain.
- As for the map, the Counsellor will draw it in class.

### Phonétique

#### Activity A

1. ais- é
2. ez- ei
3. est- ée – ei.
4. es –ais
5. ai –er –et
6. es –ê –ait –et –é
7. ais –er –è- e(c)-è
8. est-ai-ez
9. es –és –ée
10. est –e(r) –er –et.

#### Activity B

1. vous allez; je veux aller.
2. tu es; il est.
3. il est; soupe et de la salade.
4. je sais ; il sait.
5. tu sais ; ses amis.
6. l'entrée ; Entrez ! Tu peux entrer.
7. près du jardin ; Tu es prêt ?

#### Supplementary Activity III

- a. Les garçons et les filles veulent jouer
- b. Est-ce que tu connais Pierre?
- c. Les élèves font une dictée.
- d. Tu es indien?
- e. Anju est malade. Elle ne peut pas aller au cinéma.

#### Activity C

1	2	3	4	5	6	7	8
découvrir	Rivière	Bus	Voiture	Librairie	Problème	Venir	Boulangerie

	1	2	3	4	5	6	7	8
[b] (banque)			x		x	x		x
[v] (ville)	x	x		x			x	

**Activity 15**

In all three sentences, the verb *plaire* can be replaced by one of the forms of the verb *aimer*.

J'espère que le livre va te plaire.	→	J'espère que tu vas aimer le livre.
Cette ville me plaît de plus en plus.	→	J'aime cette ville de plus en plus.
Ça ne me plaît pas beaucoup.	→	Je n'aime pas beaucoup ça.

**Activity 16**

In all three sentences, the verb *plaire* can be replaced by a form of the adjective *content*.

Ça ne fait pas plaisir à la boulangère.	→	La boulangère n'est pas contente.
Tu l'invites ? Ça va faire plaisir à Luc.	→	Tu l'invites ? Luc va être content.
Ça me fait très plaisir de vous voir !	→	Je suis très content de vous voir !
Ça te fait plaisir de venir avec nous ?	→	Tu es content de venir avec nous ?

**Activity 17**

- Alors la France, c'est bien ?  
Oui, ça me plaît beaucoup.
- On peut aller chez vous demain soir ?  
Oui, ça va nous faire plaisir de vous voir.
- Tu travailles dimanche ?  
Oui. Et ça ne me plaît pas beaucoup.
- Quels sont tes cours préférés ?  
J'aime beaucoup l'histoire. Et la littérature me plaît beaucoup aussi.

**Activity 18 (b)**

Write the numbers in letters in the activity on page 83 (Connexions) :

- Première
- Cinquante-cinquième
- Troisième
- Vingtième
- Seconde

**Activity 19**

Jeux de cartes Jeux de société Jeu de boules ou de balles

Jeux de cartes	Jeux de société	Jeu de boules ou de balles
5. la belote 6. le tarot	1. le Monopoly 2. le Scrabble	3. la pétanque 4. les quilles 7. le bowling.

**Activity 20**

Les enfants de 5 à 10 ans	Les jeunes de 15 à 24 ans	Les adultes de 24 à 70 ans
La marelle	La pétanque	La pétanque
Les billes	La belote	La belote
	Le Monopoly	Le Monopoly
	Le tarot	Le tarot
	Le Scrabble	Le Scrabble
	Les jeux vidéos	

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## UNIT 8 *CHEZ MOI / AT HOME*

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### Introduction:

This unit entitled *Chez Moi*, i.e. At home, corresponds to pp. 86-95 of *Connexions*.

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

Note: Unit eight corresponds to "Unité 8" in the textbook *Connexions*

### Aims:

In this unit, you will learn the following:

#### Week 1

1. Giving an order/ advice
2. forbidding
3. expressing obligation
4. expressing possession
5. Identifying some one from a given description ( oral )
6. Understanding and giving arguments ( oral )
7. *Quelque chose/ rien; quelqu'un / personne*
8. *Passé composé*
9. possessive adjectives
10. vocabulary: colours , house...
11. *Il faut / devoir*

#### Week 2

1. Understanding an e mail
2. Understanding instructions ( written )
3. writing recommendations to a friend
4. Understanding a brochure
5. Pronouns (indirect objects ) : *me, te, lui, leur ...*
6. Phonétique : The pronunciation of « e »
7. Sounds : [œ] , [o]
8. Culture : Understanding and expressing views on recycling waste

This Unit aims to provide the learner with the necessary tools, so that:

- S/he can give an order/an advice/express possession /obligation.
- S/he can give arguments and counter-arguments on specific matters.

The opening page (p. 86) of this unit is composed of a message/letter written by Isabelle and addressed to her friend Béa.

**Hints to understand the text:**

- This activity will be performed in the contact class.
- By now, you have been equipped with some linguistic tools to read the text and understand it on your own.
- Read the text silently and try to understand roughly, what it talks about.
- Note that diminutives are very commonly used in French, for example: Béa is the diminutive for Béatrice, Isa → Isabelle, Domi ? → Dominique, Jipé → Jean-Pierre.
- Here is some vocabulary to help you understand the text:
- *Prêter* = to lend; *frigo* = fridge; *four* = stove; *ampoule* = bulb; *ampoule grillée* = fused bulb; *radio-réveil* = radio-alarm clock; *ordinateur* = computer; *allumer* = to switch on; *mot de passe* = password; *poubelle* = trash/garbage can; *évier* = sink; *arroser* = to water.
- Can you answer the following questions:
  - Why is Isabelle writing the message to Béa?
  - Can you name the different rooms of the apartment mentioned on the message? (Refer to the picture given on page 87)
  - What are the instructions given by Isa to Béa?

**OUI? NON? C'EST ÇA?**

**Read Isabelle's message on page 86 and say in which room, each of the objects given below is found?**

**Hint:**

- Study the layout of the picture. Now you can easily guess the name of each room.
- Re-read the message.
- In which room will you place the six objects?
- Can you find out in the message how these objects are called in French?
- You must have recognized the other objects present on the picture. Can you name some of them in French?

**Activity 1**

**Reread Isabelle's message and answer the following questions. (p. 87)**

**Hint:**

- This activity is based on your reading comprehension.

- Read the questions properly and underline the keywords.
- Question 1: *Pourquoi?* (why) : Here you have to give a reason in your answer. Do you know the difference between “*peut*” and “*veut*”? [*peut* > *pouvoir*; *veut* > *vouloir*]
- Question 2: *Où?* (where)
- Question 3: How do we answer a question starting with *est-ce que?*
- Question 4: *Quel?* (look at the lines 11-12) for an explanation
- Question 5: Answer requires yes or no.....
- Question 6: « *À votre avis* » → in your opinion .

### Activity 2

**Find out, in the list given below, the nine rooms that one can have in a house. (p. 87)**

**Hint:**

- This activity deals with vocabulary that will help you build up your own lexicon related to the theme of the house.
- You must understand the difference between “*une maison*” (a house) and “*un appartement*” (a flat).
- Try to guess the meaning of the given words.
- *Grenier* = the attic; *séjour*= living room.

### Activity 3

**“Tourne le bouton noir, puis appuie sur le bouton orange” (Turn the black button, then press on the orange button), writes Isabelle. Find out, below, the two colours mentioned. (p. 87) (contact class)**

**Hint:**

- In this activity, you will learn the different colours in French.
- Try to identify the black and the orange inkpot among the small ink pots given below.

**Gender of the adjectives:**

- To convert a masculine adjective into feminine, one usually adds an “e” at the end of the masculine form. However, if the masculine adjective already ends by an “e”, for example *rouge, jaune, rose, orange*, then they remain invariable.
- Adjectives like, *bleu, vert, gris, noir* will take an “e” in feminine, hence we will have, *bleue, verte, noire, grise*.
- However there are a few exceptions : *blanc* → *blanche*.
- A few adjectives remain invariable. Examples: Une chemise *marron*, (a brown short) *des pulls bleu ciel*. (sky blue pullovers).

**Supplementary Activity I**

**(Contact Class)**

*Écrivez les adjectifs de couleur à la forme convenable.*

1. Ils ont acheté des chaussures .....( noir)
2. Les étudiants aiment beaucoup la nouvelle swift ..... (rouge).
3. Carlos va acheter des rideaux ..... (jaune citron) pour sa chambre.
4. le professeur porte souvent des chemises ..... (vert).
5. Nous avons des coussins ..... (jaune), .....(bleu), et ..... (rose) dans notre salon.
6. Ta robe ..... (bleu marine) est superbe.

**Activity 4**

- a) *Give the colour(s) of the following elements, very well known to the French. (p. 87)*
- b) *Listen to the audio recording and associate a reply to each photo.*

**OUTILS**

**Exprimer la possession / Expressing Possession.**

**Activity 5**

**Read these expressions and tick the suitable answer. (p. 88)**

*Hints:*

- We have studied a few forms of possessive adjectives in Course 1, Unit 3.
- In this section, we shall study other forms of possessive adjectives.
- This activity is based on the possessive “nos”, taken from two sentences from the message on page 86.
- Read the two sentences.
- Now, can you infer to whom belong the garbage (*poubelles*) and the tickets (*billets*)?
- Note that in French, the gender of a possessive adjective is influenced by the (possessed) object and not by the person (possessor). For ex., Paul will say “*ma voiture*”, because the possessed object, *voiture* ( car ) is feminine. It is like in Hindi. Meri car but mera truck.

**Activity 6**

**Observe the table and complete it. (p. 88)**

*Hint:*

- This activity has two objectives: firstly, it is a revision of the possessive adjectives studied in the earlier units. Secondly, it provides the learner new

contexts to use other possessive adjectives that were not given in the previous Units..

- Study the table given on page 88.
- As you can see, it is divided into two parts, “*une seule personne*” (only one person, i.e. singular) and “*plusieurs personnes*” (several persons, i.e. plural)
- Complete the table. These sentences should be understood in the following way:

*J'ai un ordinateur → C'est mon ordinateur.*

*Ils ont une lampe → C'est leur lampe.*

**Note:**

- *Notre, votre* and *leur* do not change their form like other adjectives

*Examples : sa voiture ( his or her car ) or son stylo ( his or her pen ) but notre voiture ( f ) , notre stylo ( m ).*

**Activity 7**

**Complete the sentences with the suitable possessive adjective. (p. 89)**

**Hint:**

- Pay special attention to the subject of the sentences, then to the gender of the possessed object. For example, in sentence 1, the subject is : “Isabelle et Jeff” ( third person in the plural form ). The object possessed (appartement) is singular and masculine. Hence, the answer is : Isabelle et Jeff vont prêter leur appartement.
- To be sure that the concept of possessive adjective has been understood, we advise you to study the revision table given on page 89. Have you understood the Table?

**Le passé composé**

The learner already knows this tense as we have come across it several times. In the first unit, we had “*Vous avez fait bon voyage?*”, and in unit four, we talked about “*une action finie*”

**Activity 8**

**Observe these sentences and answer. (p. 88)**

- a) *In these two sentences, the verbs are in passé composé (past tense). Give their infinitive form.*

**Hint:**

- *Passé composé* is a composed tense, where there is an auxiliary followed by a past participle.

- b) *Give the opposite (contraire) of je n'ai pas eu.*

**Hint:**

- Which type of sentence is it?
- How can we change the meaning of this sentence?

**c) Complete the rule.**

- *Le passé composé se forme avec avoir ou ... .. au présent + le participe passé du verbe.*

**d) Write down the past participle of the verbs given below.**

**Hint:**

- Most of the verbs which end in **-er** in the infinitive take their past participle in **-é**. For example: *parler* → *parlé*, *regarder* → *regardé*.
- Most of the verbs ending in **-ir**, take their past participle in **-i**. for example *finir* → *fini*.
- Lastly, infinitives ending in **-re**, take their past participle in **-u**.

**Note:** There are many irregular verbs !

**Activity 9**

**Observe the past participle. Find out their infinitive, then complete.**  
(p. 88)

**Hint:**

- In this activity, you are asked to do the opposite of what you did in the previous one.
- The rules understood earlier will help you answer this question.
- This activity is in two parts. In the first part, you have to find the infinitive and in the second, you have to conjugate it with the given subject.
- As specified earlier, there are many irregular verbs which do not follow the usual rules. Some of these verbs are :

*Écrire, dire, interdire (re → it)-écrit...*

*Prendre, comprendre (re → is)-pris...*

*Connaître, apparaître (re → u)-connu...*

*Devoir, savoir, voir, pouvoir - (devoir → dû)-su...*

*Ouvrir, découvrir, souffrir (vrir → vert)*

*Mettre, permettre, promettre (re → is)-mis...*

**Supplementary Activity II**

**Donnez les participes passés des verbes suivants :**

Offrir :

Contredire :

Apprendre :

Paraître :

Recevoir :

Omettre :

Danser :

Avoir :

Être :

### Activity 10

**Listen to the track and underline the sentence that you hear. (p. 89)**

**Hint:**

- This activity will be performed in the contact class.
- You will hear six sentences, in which you will hear the sound [ʒ ɔ̃] like in *je*, or the sound [ʒe] like in *j'ai, j'écris*. This activity is based on auditive discrimination (*discrimination auditive*)
- This audio activity will help you correct your pronunciation, since you need to remember that the sound [ɔ̃] is less open than [e]. Refer to page 151 in *Connexions*, and study the table of *Précis de Phonétique*.
- After reading the sentences, you will notice that in each group of sentences, the same verb is given. For example, sentence 1 : *J'écris/ J'ai écrit*; sentence 2 : *Je choisis/ J'ai choisi*, and so on.
- Listen carefully to these sentences (repeat the activity if needed) and underline the sentence that you can hear.

### Activity 11

**Re-write the story in the past tense (passé composé). (p. 89)**

**Hint:**

- Before starting this activity, look at the table given on the right side of page 89, entitled "*le passé composé*".
- Remember which auxiliary (*être* or *avoir*) to use.
- In *passé composé*, most of the verbs are conjugated with auxiliary *avoir*.
- The auxiliary *être* is used with the following 15 verbs: *aller, venir (revenir), retourner, entrer (rentrer), sortir, monter, descendre, arriver, partir, rester, passer, tomber, apparaître, naître, mourir*. For ex. *Je suis descendu*
- Reflexive verbs (*verbs pronominaux*), conjugated are always conjugated with *être* in *passé composé*.

Ex. the *passé composé* of "*se regarder*" (to look at oneself → ) *Je me suis regardé dans le miroir.* (I looked at myself in the mirror).

- Look also at the negative form of *passé composé*. Observe, where are the negative particles placed.

- Now you can start the activity. Read the text carefully first and then underline all the verbs that need to be changed to passé composé.
- Ex : *Pendant des mois et des mois, Francis a cherché un appartement à Paris.*

**Donner un ordre, un conseil/ exprimer l'obligation-interdire**

To perform these three speech acts, the learner needs to use the following forms:

- Imperative
- The structure: *devoir + infinitive*
- The structure : *il faut + infinitive*

**Activity 12**

**a) Read Isabelle's message and tick the correct answer. (p. 90)**

**Hint:**

- The message on the right side contains the instructions that were given on page 86.
- The learner must know how and when to use "il faut".
- Also, note that the infinitive of "faut" is *falloir*.
- What is the meaning of "il faut"?

**b) Re-write the following sentence by using "il faut".**

**Hint:**

- This activity is a continuation of part a. Reformulate Isabelle's message, by using "il faut".

**Activity 13**

**Listen to the persons who are giving orders or are forbidding someone from doing something. Identify the speech acts and match them with the following sentences. Complete the table. (p. 90)**

**Hint:**

- This activity will be done in the contact class.
- The sentences that you will hear are frequently used in France or any French speaking country. For example the first sentence of the track is one that you usually hear in a shop. "*Il faut montrer votre carte d'identité quand vous payez par cheque.*" i.e. You need to show your identity card whenever you pay by cheque.
- The structure here is : "*il faut + montrer*" which means, this is compulsory (a rule). (You must show your identity card).
- Let us have a look at the new vocabulary: *fumer* (to smoke), *rouler* (to drive), *ceinture de sécurité* (safety belt), *réserver* (to book), *autoroute* (motorway), *traverser* (to cross), *appuyer* (to press), *attendre* (to wait).
- Do not hesitate to listen to the track, even if you have to do it several times!

**Read the tables given in the left margin. Then give advice to these persons. Either you can use the given expressions or you can use your own words. (p. 90)**

**Hint:**

- This oral activity is a recapitulation of what you have learnt until now in this section. It needs to be done in the contact class.
- The first table contains sentences in the affirmative form, whereas the second table presents negative sentences.
- Please note down the position of the negative particles: *ne + pas*. The verb is always placed between them. Ex. *Ne fumez pas*.
- This activity is divided in two columns. The first sets the situation, while the second one contains the advices, or instructions that would correspond to these situations. However, they are not in the right order.
- Read and understand the situations first and then associate them to the second column.
- Let us have a look at the given example.

Question: *Qu'est-ce que vous dites à une amie qui est fatiguée?* (What do you say to a friend who is tired?)

Ans.: *Tu dois dormir* (You must sleep.); *Ne sors pas le soir* (do not go out in the evening); *et arrête de regarder la télévision jusqu'à 1 heure.* (and stop watching TV until one - in the morning.)

- Understand the meaning of "veut" (3, 4).
- Sentences 1 & 2 use *future proche* (near future), an action is about to happen.
- Sentence 5: *bientôt* = soon.

## Activity 15

**You lend your apartment to a friend, like Isabelle and Jeff did. Write down a short message to this friend. (p. 90)**

**Hint:**

- This is a written activity.
- In the opening document of this unit, we read the message, a list of instructions left by Isa to Béa. Isa is going on holidays and she is lending her flat to her friend. The message is to help Béa find her way in Isa's flat, so that she can have a nice stay.
- Now, you are in Isa's situation, in the sense that you are lending your flat to one of your friends. Write a small message to that friend, to give her some advice/ instructions, as she does not know the functioning of your flat.
- We encourage you to be innovative in this activity and not to copy the exact instructions that were given in the opening document.

- Your message should not be as long as that of Isa. We only want to see if you have understood the concepts that you have learnt until now. We expect you to write about 4 to 10 lines.

### Qui/que/où

*Pronoms relatifs* (relative pronouns) are used to introduce a subordinate clause (proposition subordonnée).

In this section we shall introduce, three *pronoms relatifs*: *qui, que, où*.

You have come across *qui* and *où* in the earlier units, where they were used as interrogative pronouns. Example: **Où** habites-tu? (**Where** do you stay?) and **Qui** est là? (**Who** is here?)

### Activity 16

a) Read the given sentences, and then complete them. (p. 91)

#### Hint:

- This activity, done in the contact class, is based on observation, which will enable you to understand the relative pronouns.
- Observe carefully the sentences of the first paragraph.
- Make sure that you understand their meaning as you will have to use them afterwards.
- In the first sentence, the question to be asked is: *Tu peux manger quoi?* (What can you eat?) And the answer is "*des petits trucs*".
- In the second sentence, *qui* replaces the subject: *l'ampoule*.
- In the third sentence, we need a word that indicates a place: *dans cette ville* (*Où habitent-ils ?*)

b) Pick out another sentence with *qui*, from the message of Isabelle.

#### Hint:

- In Isabelle's message (opening document), find another sentence containing "qui".
- Which word is being replaced by "qui"?

#### What you need to know?

Observe these three sentences :

1. La fille *qui* marche est jolie.
2. Je regarde la fille *que* tu aimes.
3. C'est la ville *où* tu vas vivre.

#### Observations :

- In the three sentences, there is always a noun before the relative pronoun. In the first two, we have *filles* before *qui* and *que*, and in the last sentence, there

is *ville* before *où*. Therefore, we can deduce that a noun has to be present before the relative pronoun.

- In sentence 1, *qui*, replacing *fille* is the subject of the verb "*marche*". Hence, *qui* is usually placed before the verb of which it is the subject.
- In sentence 2, *que* is replacing "*la fille*", which is the direct object of the sentence. *Je regarde qui? Tu aimes qui?* The answer to both questions is « *la fille* ».
- In sentence 3, *Où* indicates a place (It is the city where you are going to live).

### Activity 17

**Complete with *qui, que, où*. (p. 91)**

**Hint:**

- Read the sentences first before filling in the blanks.
- Unless you understand the meaning of these sentences, you will not be able to do the activity.

### Supplementary Activity III

**Complétez avec les pronoms relatifs: *qui, que, où*.**

1. Je mange la pomme ..... tu as achetée.
2. Paul observe le chien ..... dort.
3. Voilà la ville..... je suis née.
4. le stylo ...tu aimes est cassé.
5. C'est le garage ....il gare sa voiture. (garer = to park)

### Activity 18

**Play: someone suggests a definition and the others will have to find the name of the object or of the person. (p. 91)**

**Hint:**

- This is an oral activity, to be done in the contact class.
- Your counselor will guide you.
- The table given at the bottom of page 91 is a summary about relative pronouns.

### Vous avez un nouveau message

This new email exchange between Marco and Flora will introduce indirect pronouns (compliments objects indirects) (COI) (pronoms indirects).

### Activity 19

**Re-read the message and answer orally. (p. 92)**

**Hint:**

- This is an oral activity based on your comprehension of the text.

- Read the email carefully.
- Answer the questions. In the first one, *longtemps* means "for a long time". When a question starts by *pourquoi* (why), you need to give a reason. Underline the part of the text that contains the answer.
- Question 3, comes in 2 parts. The first part is in the form of a statement. The answer will be yes or Non. In the second part, you will justify your answer.
- Question 4 is in the form of a negative statement. The answer can be si (is yes) or Non (If no).
- Question 5 comes in two parts: When a question starts by *à qui*, it means you need to give the identity of a person.
- Question 6: When a question starts by "est-ce que", the answer should either be yes or no.
- Some vocabulary to understand the text: "*un travail fou*" = an incredible amount of work; *vieux* = old; *sale* = dirty; *louer* = to rent; *vraiment* = really.

### Les pronoms compléments indirects

#### Activity 20

**Re-read Marco's message Marco. Then complete the following sentences. (p. 92)**

**Hint:**

- You have already been introduced to direct pronouns.(Compléments objects directs).
- Here, you will get to know more about indirect pronouns, as well as their usage.
- In the three sentences given here, we have two pronouns: *lui* and *leur*.
- By definition, a pronoun replaces a noun. Can you say which nouns these pronouns are replacing. (refere to the email)
- Please note, that indirect pronouns are used with verbs accompanied by a preposition. For example *écrire à*, *téléphoner à*, *envoyer à*, *parler à*, *demander à*, and so on.
- In the three examples, the verb is followed by *à* (*aux* = *à* + *les*)

#### Activity 21

**a) Classify these verbs in the table. (p. 92)**

**Hint:**

- This activity will be performed in the contact class.
- Note that some verbs are always accompanied by the preposition *à*.
- The table is divided in two columns- *Qui?* (who) / *À qui?* (To whom?) Place each verb in the right column.

- We have come across these verbs in the earlier units.

b) **Choose three questions in each column and imagine an answer.**

**Hint:**

- The answer to these questions will help you understand the use of *à*.
- For ex.; Question : "*tu aimes qui ?*" Ans. : *J'aime mon enfant.*  
Question : *Tu parles à qui ?* Ans. : *Je parle à mon enfant.*
- If there is no *à* after the verb, then you will not use it in your answer.

### Activity 22

**Read the table of indirect pronouns and complete the sentences with the suitable pronoun. (p. 93)**

**Hint:**

- Study the table first.
- Six different pronouns compléments indirects are given in the table: *me, te, lui, nous, vous, leur*.
- They are always placed before the verb.
- Indirect pronouns are used with verbs given in the table placed in the right margin; "*les verbes avec "à"*".
- Now read the sentences of the activity and understand their meaning.

### Phonétique

**Comment prononcer "e"?**

In this section, through a progressive manner, you will learn about the different pronunciations of the letter "e". There are some rules that regulate these pronunciations.

### Activity A

**Listen, repeat and write down the missing words. (p. 93)**

**Hint:**

- This is a listening as well as a written activity.
- You already know the words given here. The words of the first series are important because they all contain the sound [ə], written as "e".
- You have to listen carefully to the list of words, and then repeat the words.
- Lastly, you have to complete the list in written.
- Note that [ə] is a closed sound.
- Listen now to the second series. The *accent aigu* on "e" (é) changes its pronunciation. It is no longer a closed sound. "é" is pronounced [e], like in *chain/lane*.

- The words of the third series contain "è" (*e accent grave*) ou "ê" (*e accent circonflexe*). Here you will hear the sound [ɛ].
- Hence, in this activity the learner needs to be able to pronounce and to make the difference between [ɔ̃], [e], [ɛ].

### Activity B

**Listen and answer orally:** In some words the "e" does not bear any accent, but still we pronounce the "e" as [e] or [ɛ]. Why? What do you deduce?

**Hint:**

- Listen to each series and repeat each word carefully.
- Observe the words. What do the words of the first series have in common?
- Do the same for the other two series? Observe and comment. See which alphabet is placed near, or around "e".
- Perhaps you have noticed that : "e" without accent grave is pronounced [ɛ] in the following cases:

When "e" is placed before "x". Ex. *Exemple, exploit, exister*....

When « e » is placed before a doubled consonant. Ex. *belle, quelle, mettre*.  
(The only exception is "message").

- When "e" is placed before *s, r, e e* + an other consonant. Ex. *Espère, merci, belge*.

### Activity C

- a) **You know these words. Place, if required, the accent aigu "é", accent grave "è" or the accent circonflexe "ê". Read these words aloud.**

**Hint:**

- This activity is a recapitulation of the phonetic rules that you have just learnt.
- Since, these words are very familiar to you, they will constitute an easy corpus.
- Observe each word carefully and see if the above mentioned rule will apply or not.
- Accents may not be required for all the words.

- b) **Check your answers with the recording.**

### Activity D

**In these words, all the "e" given in bold are pronounced either [e] or [ɛ].**

**Hint:**

- Read the recapitulative table given at the bottom of the page.
- Look at the list of words and try to apply the phonetic rules studied until now.

Here the most important thing is to be able to know if the “e” requires an accent or no.

## Tri sélectif et recyclage

In the opening document, Isabelle talks about the sorting out (*le tri des déchets ménagers*) and recycling of household garbage. (*recyclage des ordures*).

We shall now develop this theme through a series of activities.

### Hint:

Look at the table on the right side of page 94. A few useful words:

La terre = earth

L'environnement = environment

Le tri/trier = selection to select (to sort out)

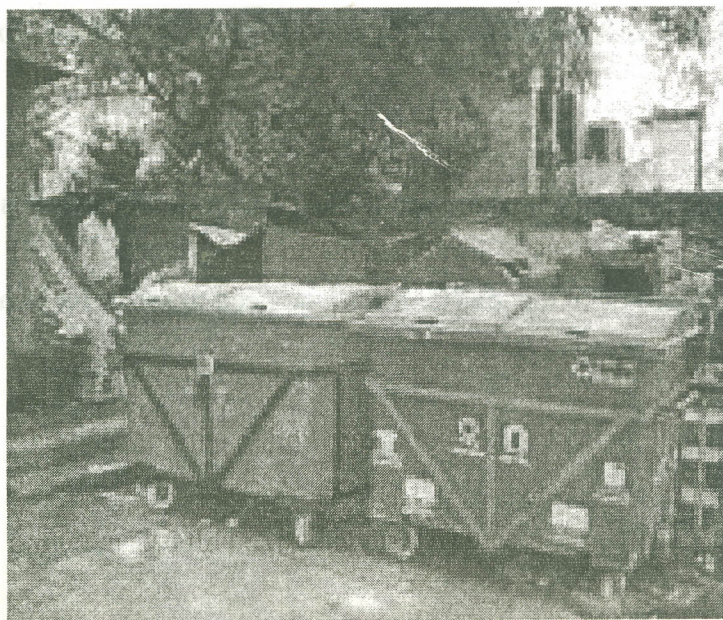
Le recyclage/recycler = recycling /to recycle.

Fabriquer = to make

Les déchets/les ordures = garbage

Jeter = to throw.

- Look at page 95. Does this document create awareness about the protection of environment?
- Look at the title of the document: *Pour recycler, il faut trier.* [ How does the structure “il faut” change the meaning of the message?
- Read the three small texts (on page 95).
- Why are there three different bins?
- In fact the blue and the yellow bins are usually kept at home, while the container “verre” (green) is seen in the city.
- In India you can also find recycling bins in cities.



**Activity 23**

a) *Observe this document. Match each object to its corresponding name. (p. 94)*

**Hint:**

- For this activity, you have to refer to the right margin: "C'est en quoi?" (What is it made of?)
- You have come across *papier, métal, plastique* in the opening document. You also know what is *bouteille*.

b) *Say in which bin you will throw these objects.*

**Activity 24**

*Listen to the dialogue between Karine and Franck. Tick the idea of each from the given list. (p. 94)*

**Hint:**

- This is an oral and written activity.
- The list of ideas given on page 94 are not in the correct order. Furthermore, they have been formulated in some other way.
- Listen to the track and make out properly who is saying what.
- Do Karine and Franck agree with each other?
- After the first listening, read the 8 sentences given and make sure that you understand them properly.
- Listen again and tick the correct answer.

**Activity 25**

*And you, do you recycle the garbage in your country? In your city?  
What do you think about the idea of separating different kinds of garbage?  
Do you think it is a good idea to recycle the garbage? Why? (p. 94)*

**Hint:**

- This is an oral activity where you will express your views on this particular topic.
- Since, it will be in the debate form, you need to speak for or against the topic.

**OUI? NON? C'EST ÇA?**

La poubelle dans la cuisine/ l'ordinateur dans le bureau/ la télévision dans le salon/  
le four dans la cuisine/ la lampe dans le séjour/ le radio-réveil dans la chambre.

**Activity 1**

1. Isabelle peut prêter son appartement parce qu'elle part en voyage.
2. Ils habitent à Strasbourg.
3. Oui, la télévision marche pas très bien, mais elle va pouvoir la regarder.
4. Elle marche mais l'ampoule est grillée ; il faut la changer.
5. Non, Jeff est parti à l'agence pour prendre els billets. Il part demain avec Isabelle.
6. STP signifie s'il te plaît.

**Activity 2**

La cuisine, la chambre, le bureau, le salon, le séjour, la salle-de-bain, les toilettes,  
la cave, le grenier.

**Activity 4**

- a)
1. la voiture de pompiers : rouge
  2. la croix de la pharmacie : verte
  3. la boîte aux lettres de la poste : jaune
  4. le logo EDF-GDF : bleu, blanc, rouge.
  5. la carte visa : bleue
  6. le logo du loto : bleu, blanc, rouge
- b) Audio transcript :
1. je n'ai plus d'argent, je dois en retirer
  2. Oh là là ! Il y a le feu près d'ici.
  3. J'ai mal à la tête : je vais acheter de l'aspirine.
  4. J'ai écrit six lettres hier après midi.
  5. Paul a beaucoup de chance
  6. Il faut encore payer 89 euros pour deux mois. C'est cher l'électricité.

Answer :

Dialogue 1 : la carte bleue visa (photo 5)

Dialogue 2 : la voiture de spompiers (photo 1)

Dialogue 3 : la croix verte de la pharmacie (photo 4)

Dialogue 4 : la boîte aux lettres (photo 6)

Dialogue 5 : le loto (photo 3)

Dialogue 6 : le logo d'EDF-GDF (photo 2)

**Activity 5**

Les poubelles et les billets sont à Jeff et Isabelle.

**Activity 6**

Ma lampe

Ton ordinateur

Tes tableaux/plantes

Son ordinateur

Sa lampe

Nos tableaux/ plantes

Votre ordinateur/ lampe

**Activity 7**

1. Leur appartement/ leur amie/ son amie.
2. Son téléphone/ sa proposition
3. Son répondeur/ Votre coupable
4. Son piano/ ses CD
5. Leur maison/ leurs amis

**Activity 8**

a) je n'ai pas eu : **avoir**

Jeff est parti ; **partir**

b) je n'ai pas eu ? **j'ai eu**

c) Le passé composé se forme avec **avoir** ou **être** au présent + le participe passé du verbe.

d) Manger : **mangé**—adorer : **adoré**— inviter : **invité**—avoir : **eu**— partir : **parti**—rencontrer : **rencontré**.

**Activity 9**

Fait : faire ? Tu as fait

Entendu : entendre ? Ils ont entendu

Visité : visiter ? Pierre a visité

Connu : connaître ? Vous avez connu

Ecrit : écrire ? Elles ont écrit.

Dormi : dormir ? Nous avons dormi.

Dû : devoir ? J'ai dû.

Attendu : attendre ? Elle a attendu

Pu : Pouvoir ? Nous avons pu

Choisi : choisir ? Tu as choisi

Dit : dire ? J'ai dit.

Détesté : détester ? Il a détesté

Pris : prendre ? J'ai pris

Voulu : vouloir ? Ils ont voulu.

### Supplementary Activity II

Offrir : offert

Contredire : contredit

Apprendre : appris

Paraître : paru

Recevoir : reçu

Omettre : omis

Danser : dansé

Avoir : eu

Être : été.

### Activity 10

- a) J'écris un message.
- b) Je choisis mon dessert.
- c) Je visite Paris.
- d) J'ai dit bonjour à Lina.
- e) Je finis mon travail.
- f) J'ai eu un problème.

### Activity 11

Pendant des mois et des mois, Francis **a cherché** un appartement à Paris. Un jour, il **a visité** un studio dans le Quartier latin. Il **est tombé** amoureux de cet appartement, petit mais très joli, et il **a décidé** de l'acheter. Il **est allé** à la banque, mais le banquier **n'a pas voulu** prêter d'argent à Francis. Alors, il **a demandé** à ses parents : non. Il **a écrit** à de vieux amis qui, eux aussi, **ont répondu** non.

Alors, pour la première fois de sa vie, Francis **a joué** au loto. Et là...incroyable !! Il **a gagné** un million d'euros ! Bien sûr il **n'a pas pris** le studio mais il **a choisi** un appartement plus grand, magnifique, et, quelques mois plus tard, il **a rencontré** Elise...il **est parti** avec elle pour un long et un beau voyage, et c'est à Las Vegas

que Francis a demandé Elise en mariage et qu'ils ont dit « oui ».

Drôle de voie, non ?

**Activity 12**

- a) il faut = tu dois (expression d'obligation)
- b) Pour allumer le four, il faut tourner le bouton noir de 1 à 8, puis il faut appuyer sur le bouton orange.

**Activity 13**

Audio transcript :

1. Présentez une pièce d'identité s'il vous plait.
2. Réservez par téléphone 08 47 800 800 ou sur [www.mesvacances.com](http://www.mesvacances.com)
3. attachez votre ceinture de sécurité.
4. appuyez sur le bouton pour traverser.
5. école, ralentissez...
6. Péage ! Préparez 12 euros.
7. ne gênez pas la fermeture d s portes.
8. éteignez votre cigarette.

**Answer :**

1g : dans un magasin.

2d : publicité sur les murs de la ville ou dans le métro ou sur les bus, taxis.

3c : publicité de la sécurité routière : panneaux ou publicité télévisuelle.

4f : dans la rue, à un feu où on attend pour traverser.

5b : dans la rue, panneau routier aux abords d'une école.

6e : sur l'autoroute à l'approche du péage de sortie.

7h : dans une gare ou à bord d'un train qui va partir.

8a : à l'entrée d'un cinéma, théâtre, ou autre lieu public.

**Activity 14**

Possible answer :

1. Tu dois bien regarder à gauche, puis à droite./ Fais bien attention.
2. Ouvre bien les yeux./Prends beaucoup de photos./Il faut parler beaucoup avec les Africains.
3. Réfléchis bien. Il faut faire attention. /Visite d'abord beaucoup d'appartements.
4. Tu dois bien réfléchir./Il ne faut pas aller trop vite./ Attends un peu.
5. Ne va pas danser ce soir./Il faut dormir beaucoup./Tu ne dois pas boire beaucoup de café.

**Activity 15**

Possible answer:

Cher Louis,

Voici quelques conseils pour ta semaine dans mon appartement :

- Pour allumer le four, c'est très simple, tu tournes le bouton noir puis tu appuies sur le bouton rouge.
- Pas de problème avec le frigo ; il y a des petits trucs, tu peux les manger bien sûr !
- Dans le séjour, n'allume pas la lampe orange, elle ne marche pas. Il faut que j'en achète une autre.
- Mon radio-réveil est allumé ; choisis ton heure et appuie sur « rev ».
- Les poubelles sont sous l'évier. Tu dois les sortir le mercredi et le samedi.

Voilà. Bonnes vacances et gros bisous !

Martine.

**Activity 16**

a)

Il y a des petits trucs. Tu peux manger les petits trucs.

Il faut changer l'ampoule. L'ampoule est grillée.

Strasbourg est une ville. Isabelle et Jeff habitent dans cette ville.

- b) « Il faut l'allumer et entrer le mot de passe qui est isa31 ». Dans cette phrase, *qui* remplace le mot de passe. = Il faut entrer le mot de passe. Le mot de passe est isa 31.

**Activity 17**

1. où, que, qui.
2. que, qui.
3. que, où, qui.
4. que, qui.
5. où ; qui, que.

**Supplementary Activity III**

1. Je mange la pomme que tu as achetée.
2. Paul observe le chien qui dort.
3. Voilà la ville où je suis née.
4. le stylo que tu aimes est cassé.
5. C'est le garage où il gare sa voiture.

**Activity 19**

1. Parce qu'il a beaucoup de choses à faire : du travail à l'université et sa recherche d'appartement.
2. Il cherche un appartement parce que sa chambre est trop petite.
3. Non, c'est difficile de trouver un appartement à Angers parce qu'il y a beaucoup d'étudiants.
4. Si, Marco a visité des appartements vieux et sales.
5. Il a écrit à des amis de ses parents qui louent des studios.
6. Non, il ne lui a pas téléphoné, il lui a envoyé un message électronique.

**Activity 20**

Je leur ai écrit= J'ai écrit **aux amis de mes parents.**

Je leur ai téléphoné= J'ai téléphoné **aux amis de mes parents.**

Je lui ai envoyé mon message= J'ai envoyé mon message **à Sophie.**

**Activity 21**

Qui ?	A qui ?
Tu aimes qui ?	Tu parles à qui ?
Tu cherches qui ?	Tu téléphones à qui ?
Tu écoutes qui ?	Tu expliques à qui ?
Tu regardes qui ?	Tu prêtes à qui ?
Tu connais qui ?	Tu fais un cadeau à qui ?
Tu invites qui ?	Tu poses une question à qui ?
Tu aides qui ?	Tu écris à qui ?

c) propositions :

Tu cherches qui ? Je cherche Paul.

Tu invites qui ? J'invite mes amis allemands.

Tu aides qui ? J'aide Marco.

Tu parles à qui ? Je parle à mes amis.

Tu fais un cadeau à qui ? Je fais un cadeau à Zoé.

Tu poses une question à qui ? Je pose une question au professeur de français.

**Activity 22**

1. Notre professeur *nous* a expliqué la formation du passé composé.
2. Je l'ai entendu mais je ne *lui* ai pas répondu.

3. Il *m'*écoute quand je *lui* donne des conseils.
4. Vous *m'*avez posé une question ?
5. Je *les* adore mais je ne *les* vois pas souvent.
6. Tu *lui* as prêté le CD de Baschung ? Et il *l'*a aimé ?

**Activity A**

1. demande-le-regarde-venir-me-dangereux-de-repas-ne.
2. numéro-allé-téléphone -café-écouter-écrire -thé- entrée-né.
3. même- très- bière- chèque-être-chère-boulangère-préfère.

**Activity B**

1. Parce que le « e » est suivi d'un « x ».
2. Parce que le « e » est suivi d'une double consonne.
3. Parce que le « e » est suivi de « i », « r » ou « s » + consonne.

**Activity C**

Petit – chercher– demain– mangé– espagnol– problème– dangereux– remarquer–  
fête– troisième– menu– exemple– belle.

**Activity D**

Déchirer – règle– étrange– lettre– reste – excuse – échauffer– observer–décrire–  
méchant.

**Activity 23**

a) a. 3 b. 5 c. 1 d. 4 e. 2 f. 1.

b) poubelle bleue: les briques de lait, de jus de fruits, etc. ( dessin de gauche.)

poubelle jaune : les boîtes de conserve, le papier, etc. (dessin du milieu)

conteneur : les bouteilles en verre (dessin de droite).

**Activity 24**

Audio transcript :

Franck : Ce n'est pas notre travail, ça ! Pourquoi est-ce qu'on doit trier les déchets ?

Karine : Ben, c'est pour notre environnement, c'est bien normal de faire ça ! Il y a trop de déchets dans notre société de consommation. Bientôt, on ne va pas savoir quoi en faire !

F : D'accord, mais trois poubelles, tu ne trouves pas que c'est beaucoup ?

K : Non, je ne trouve pas. Ce n'est pas difficile : les objets en métal, en plastique et en papier dans la jaune et le reste dans la bleue. C'est simple ! Est-ce que tu sais

qu'avec des bouteilles en plastique, on va fabriquer des vêtements et qu'avec le verre on peut refabriquer du verre ?

F : Oui, oui...Mais pourquoi trier les déchets à la maison ?

K : Tu es drôle toi, toi. Tu as une autre idée ?

F : Oui. Chaque ville trie les déchets de ses habitants. C'est bien, ça peut donner du travail à beaucoup personnes.

K : Mais qu'est-ce que tu dis ? TU imagines combien ça peut coûter, ça ?

F : Non, je n'imagine pas. Je n'aime pas trier les déchets, c'est tout !

K : Oui, merci, ça, j'ai compris !...

Réponse : Karine : phrases 1,4,5,7,8

Franck : phrases 2, 3, 6.

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## UNIT 9 *LES VACANCES / VACATION*

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This unit entitled *Les Vacances*, i.e. Vacation, corresponds to pp. 96-105 of *Connexions*.

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

Note: Unit 9 corresponds to “Unité 9” in the textbook *Connexions*.

In this unit, you will learn the following:

### Week 1

1. Describing a place and its location ( oral )
2. Demonstrative adjectives : *ce, cet, cette* ...
3. *Des* becomes *de* before an adjective
4. Vocabulary : names of cities / countries/ continents, the family
5. *Y*: pronoun
6. Place of pronouns with two verbs
7. Understanding an opinion about a place ( oral )

### Week 2

1. The gender for countries
2. prepositions before the names of countries / cities ...
3. Understanding an email
4. Understanding / expressing intensity (*très, peu, assez, tellement* ...) ( oral )
5. describing a place ( written )
6. verb: voir
7. Phonétique : accents
8. Culture: Song – “*Simone à la neige*”

Unit 9 aims to provide the learner with the necessary tools, so that:

- S/he can talk about / describe places.
- S/he can give arguments and counter-arguments on specific matters.

Before we go further, we must understand that holidays are very important to the French. Every summer, the French take a vacation, be it in spring (around Easter), in summer (when schools close) or in winter (around Christmas and New Year). They may go to the mountains, to an island, to their parents' or grandparents' house or simply go abroad to see a new country such as the USA, Spain, Morocco, Egypt or India...

The opening page (p. 96) of this unit highlights an article in a magazine, *Loisirs Plus* related to leisure/passtime hobbies. The magazine has interviewed three different persons, Lili Laforêt, Christian Berthaud and Luc Andoir and each one has expressed an opinion on where s/he likes to go on vacation and why.

So, let us rapidly go through the interview and answer the questions listed on page 97 (*Connexions*) in the section entitled

**OUI? NON? C'EST ÇA?**

		Lili	Christian	Luc
1.	Il/Elle aime la plage et l'équitation.	X		
2.	Il/elle recherche la liberté et les paysages.			X

We will come across a few new places and notions in this text such as:

**Mont Blanc:** This is the highest peak in the Alps (4810 m. above sea level), close to the Italian border. This is a challenging peak for mountaineers. Many hikers walk around it in about 10 days.

**Médiéval:** The Middle ages in Europe, between the fall of Constantinople (476 A.D.) and the discovery of America (1492).

**Baroque:** A trend in art, sculpture, architecture and literature, marked by a profusion of decoration, usually representative of the period between the 16<sup>th</sup> and the 18<sup>th</sup> centuries.

**Berder:** A tiny island in the region of Bretagne (Brittany).

**Activity 1 (a)**

*Read the article mentioned above, published in Loisirs Plus and identify the different nouns concerning family relations (p. 97).*

Ma femme — sa ..... — un ..... — deux ..... — mon .....

**Note:** This is a very simple activity where you must simply read the entire text given on page 96. All answers are found in the text itself.

### Activity 1 (b)

*In the list given on page 97, find out the masculine or feminine form of each noun.*

*Example: une femme / un mari*

*Note: Here again, you will discover words related to family relations, as expressed in the French language.*

### Activity 2

*Listen to the CD. Here, Olivia introduces her boy friend to her family. Complete her family tree. (p. 97)*

*Note: In France, a young girl would not introduce her boy friend to her family until she is in a serious relationship with him, i.e. she is looking at marriage or a long-term alliance with him. The meeting usually takes place during a family lunch or dinner, often organized over the weekend. Should all parties approve of the liaison, there could be a marriage or a PACS (*Pacte civil de solidarité*) whereby two persons of the same sex or different sexes can live together and enjoy the legal status of a family.*

Besides, you may probably know that in French, some relations are not as well defined as in Indian languages. The concept of maternal / paternal uncles and aunts, grandparents from the mother's side and the father's, cousins etc. are relatively ambiguous compared to Hindi or Tamil. For example, the French language does not seek to differentiate between a "chahccha" and a "mama" in Hindi.

The given recording on the CD highlights relationships in the French language. A careful listening would help you fill in the family tree.

### Activity 3

*Look at Olivia's family tree and answer the following riddles:*

1. *La belle-soeur de Carla est Florence. Mais qui est son beau-frère ?*

*Ans.: Paul.*

*Note: The current activity is purely based on logic. Read the questions carefully and look at the family tree. New relations are discovered such as *belle-soeur / beau-frère, petites-filles / petits-fils, tante / oncle, cousin / cousine* etc. Make a list of these relations in order to remember them. They exist in India also.*

### Supplementary Activity I

Contact class

*Can you make your own family tree and talk about your relatives in French? Make a detailed list of your brothers, sisters, uncles, aunts, cousins etc. and tell the class about them.*

## Y, pronom complément

### Activity 4

Look at the six sentences given on page 98 (Connexions). Each of these sentences has already figured in the text on page 96. Read the sentences and say what, in each sentence, is replaced by the y.

Example: *Berder est une petite île de Bretagne. J'adore Berder* with y aller.

This sentence could also be written as

*Berder est une petite île de Bretagne. J'adore aller à Berder.*

Hint : Look at another four examples

1. *Rahul va en Angleterre. ? Rahul y va.*
2. *Simran travaille à la bibliothèque. ? Simran y travaille.*
3. *Jean-Pierre se présente à l'interview. ? Jean-Pierre s'y présente.*
4. *Magali mange au restaurant universitaire. ? Magali y mange.*

### Activity 5

Look at Romain's diary on page 98 (Connexions) and answer the questions using y in all the six statements:

Example: *Quel jour est-ce que Romain est allé au cinéma ?*

*Romain y est allé le lundi 21.*

Hint :

- All these sentences are in the *passé composé*. Observe the position of y in the example.
- Only one sentence answered in the negative, while one negative question is answered in the affirmative, beginning with si.

### Activity 6

Read and reformulate the sentences given in this activity (p. 98, Connexions) without using the pronom y:

Example: *Je pense souvent à nos vacances au Kenya. Pas toi ?*

*Si, j'y pense tous les jours.*

*Si, je pense à nos vacances tous les jours.*

Hint :

While in earlier activities (activity 4 & 5) an article à + a noun were replaced by the pronom y; here, the pronom y, is replaced by the article à /au / aux + a noun (cf. example above, *je pense à nos vacances*).

## Activity 7

Read all the sentences of Activities 4, 5 & 6 once again, and then answer these questions. (p. 99)

	Oui	Non
One uses <i>y</i> with verbs expressing movement (in the direction of a particular place) If yes, example: <i>Je vais à la bibliothèque. ? J'y vais.</i>	✓	x
One uses <i>y</i> with a verb without movement. If yes, example: <i>J'habite à Kanpur. ? J'y habite.</i>	✓	x

*Hint:* Here, one attempts to formulate the rules for the use of the *pronom y*. The examples help us remember the rules. Look at the three preceding activities carefully. You shall find examples here which shall lead you to the rule.

*Note:* The box on page 99 (*Connexions*) takes up in a more systematic and structured manner the rules for the use of the *pronom y*. However, it also highlights the exception to the rules (cf. last line in the row).

## Activity 8

Look at the table given at the bottom of page 99 (*Connexions*) dealing with the place of the *pronom*. Now answer the questions given in this activity to replace the elements underlined in each sentence with the right *pronom*:

*Example:*

Vous devez faire des exercices de français chaque soir?

Oui, je dois en faire chaque soir. / Non, je ne dois pas en faire chaque soir.

*Hint:* You would notice that the *pronom* is placed between the two verbs.

## Décrire un lieu

## Activity 9

The current activity draws our attention to expressions used for describing a place. Look at the picture of Lili on the beach as well as the adjoining text on page 100 (*Connexions*). You have come across this description earlier (p. 96). Can you fill in the blanks without reading the text?

A Berder, il y a un microclimat, très agréable. Il y a une \_\_\_\_\_ de sable fin, un \_\_\_\_\_ immense, un beau \_\_\_\_\_ ...

*Note:* You will notice that there are many expressions for describing a place. Two such expressions are :

1. *Il y a...* Ex. : A Agra, il y a le Taj Mahal.
2. *C'est...* Ex. : C'est un beau monument.

In general, while describing a place, one talks about its landscape, climate, activities, inhabitants etc.

**Supplementary Activity II**

*Can you describe your own city? Write a few sentences on your city using expressions seen above (il y a, c'est...). Also, talk about the climate, landscape, landmarks (le Taj Mahal ? Le temple de Meenakshi/Madurai ...), people, customs, festivals etc.*

*Complete the following description:*

Ma ville est très belle. Dans ma ville, le climat est très agréable. Il y a une rivière. Elle s'appelle

.....

.....

.....

.....

.....

**Activity 10**

*In this activity, one discovers certain linguistic structures employed to describe a place (c'est au sud de, c'est à 300 kilomètres de, c'est près de...). Two friends are talking about their forthcoming vacation. Listen to the dialogue on the CD and match the two columns (p. 100).*

1. C'est un département	a. dans l'Aveyron
2. C'est au nord	b. 800 habitants
3. Je pars	c. de l'équitation, de la randonnée
4. On peut visiter	d. de Toulouse
5. Il y a environ	e. un élevage d'autruche
6. On peut faire	f. de la région de Midi-Pyrénées

**Note:** Look at the weather-vane (*la girouette*) in the left margin of page 100 (*Connexions*). Have you understood how to talk about the four cardinal directions (*Nord, sud, est & ouest*) in the French language?

Delhi est au nord de Bhopal.

Bangalore est au sud de Bhopal

Bhubaneshwar est à l'est de Bhopal

Ahmadabad est à l'ouest de Bhopal.

Bhopal est au centre de l'Inde.

France is divided into 22 administrative regions. Each region comprises of numerous departments ranging from 2 to 8. There are 96 departments in Metropolitan France and 4 departments in its overseas territories, also called DOM (départements d'Outre Mer). These are La Martinique, le Guadeloupe, la Réunion and la Guyane.

### Activity 11

Read the tourist brochure on the city of Strasbourg (p. 100). From the list of statements given in this activity, tick the ones that are mentioned in the text.

Example: *Plus de deux cent cinquante mille personnes vivent à Strasbourg.*

Note: This activity helps us improve our comprehension of a written text. We also learn here new expressions used to describe a place, i.e. *la ville se situe au Coeur de l'Europe, à moins de 500 kilomètres de Paris, sur les bords du Rhin.*

Besides, we will also know about the city of Strasbourg, home to the:

1. European Council (*Conseil d'Europe*). Founded in 1949, this is the oldest political organisation of Europe and comprises of 44 member countries. All countries which are a part of the European Union today were, at an earlier date, members of the European Council.
2. Human Rights Court (*La Cour des Droits de l'Homme*). This is composed of 44 judges, belonging to different nationalities. Judges are elected for a period of 6 years. Elections are held for 50% of the seats every 3 years.
3. The European Parliament (*Le Parlement Européen*). It represents 379 million citizens from its various member states.

### Activity 12

Based on Activities 10 and 11, write a text about a place that you like.

Note: Base your descriptions on the expressions given in the margin of p. 100.

Example:

J'aime beaucoup la ville de Mumbai, située dans l'état de Maharashtra en Inde. Cette ville est sur la côte ouest de l'Inde, à peu près 1500 kilomètres de Delhi. C'est une grande ville .....

.....

.....

.....

.....

.....

.....

**Activity 13**

*Read the lists given on p. 101 and answer orally.*

**Hint:**

- Observe the last letter in each of the nouns given in the list in this activity. Are these nouns masculine or feminine?

*la Croatie, la Suisse, l'Espagne, la France, l'Italie, la Grèce, la Chine, la Tunisie...*

- Identify the last letter in each of the nouns given in the list in this activity. Are they masculine or feminine?

*le Portugal, le Venezuela, le Danemark, le Cameroun, le Laos, le Brésil, le Liban...*

- The spelling of each of the countries in the first list ends with the vowel « e ». These are all feminine. Hence, we say "la Croatie." Similarly, all the names of countries in the second list end with a consonant or a vowel other than "e". They are all masculine. Hence, one says "le Venezuela." However, There are some exceptions.

*For exemple : Le Mexique.*

**Supplementary Activity III**

*Answer orally whether the following are masculine or feminine?*

___ Inde	___ Bangladesh
___ Népal	___ Birmanie
___ Bhutan	___ Sri Lanka
___ Chine	___ Pakistan

**Activity 14**

*Read once again the interview of the three French persons (p. 96) and complete the text in this activity by filling in the blanks.*

J'aimerais aller en Croatie, en Suisse, \_\_\_ Etats-Unis, \_\_\_ Espagne, \_\_\_ Portugal, \_\_\_ Népal.

**Note:** Refer to the original document. Try to understand the logic behind the use of each preposition: for feminine countries, we use "en." For countries that are masculine in the French language, we use "au". If we talk of the country in the plural (ex. The United States of America), then we use "aux". Thus we would say, *je vais aux Etats-Unis.*

Activity 15
-------------

*Listen to the CD and tick the right answer to the activity on (p. 101).*

*Note:* Several answers are possible. This activity will help us improve our listening comprehension. At the same time, we will learn how to use prepositions to indicate localization (i.e. where a person is), destination (where s/he is going) and provenance (where s/he is coming from).

Activity 16
-------------

*Fill in the blanks (p. 101) with à, en, au, aux, de, de, d' or des:*

Example:

1. *Cet été, vous allez encore au Portugal ou vous restez en France ?*

*On va changer ; je crois qu'on va réserver une semaine en Espagne.*

*Note :* This is a very simple activity where we revise the use of prepositions already studied on page 101 (*Connexions*). Once you have filled in all the blanks in this activity, compare your answers with the examples given in the concluding table on page 101 of the textbook (*Connexions*). You would see that:

- for cities, one uses the preposition *à / de*
- for countries, when the name is feminine, we use the preposition *en / de*
- for countries, when the name is masculine, we use *au / du*
- for countries or continents beginning with a vowel, we use *en / d'*
- for names in plural, we use *aux / des*.

## VOUS AVEZ 1 NOUVEAU MESSAGE

Flora replies to Marco's earlier mail (cf. last unit) about his unsuccessful attempts to rent a studio or a two-room apartment. The current mail is an attempt to cheer up Marco, who is quite upset at not finding an accommodation of his choice.

So, what is the crux of Flora's message? Go through the mail and make a list of words and phrases she uses to counter Marco's pessimism, ex. « Ne t'inquiète pas. » Why does Flora speak of Sophie and Violaine? What could she possibly mean by « C'est super et moi, j'aimerais bien que Sophie et toi... » ?

Finally, look at the last sentence of the mail: « Le soleil arrive et c'est assez dur de travailler... ». One can see that the mail was written on 8th April. Summer is round the corner. Days are getting hotter and longer since the sun sets very late in the evening (as late as 10:00 p.m.!). French houses do not have ceiling-fans since summer is relatively short.

Before we proceed further, let us study the conjugation of verb *voir*.

*Voir* (to see)

*Je vois*

Tu vois  
 Il / elle / on voit  
 Nous voyons  
 Vous voyez  
 Ils / elles voient

Observe the conjugation in *passé composé*:

J'ai vu  
 Tu as vu  
 Il / elle / on a vu  
 Nous avons vu  
 Vous avez vu  
 Ils / elles ont vu

Other verbs conjugated in a similar fashion include *prévoir, revoir, entrevoir*.

**Activity 17**

Now read Flora's message again and say whether the statements on (p.102 Connexions) are true, false or you "don't know / can't say".

		vrai	faux	?
1.	Flora ne va pas très bien.		X	

Note: You must give a studied response, based on reason and not guess-work. The answers are given (overtly or covertly) in the email itself. Should you still not find the answers, do not hesitate to consult your friends and colleagues on the matter during the contact class.

**Activity 18**

Given below are a few adjectives. The opposites of these adjectives figure in Flora's email to Marco (p. 102). Identify them:

Ex.: impatient(e) ? patient(e)

**Très, peu, tellement...**

**Activity 19**

Fill in the blanks with words used in the email (p. 102):

Ex.: Ça ne va pas très bien.

Toi, qui es si calme.

Note: We have already come across adverbs such as *un peu de, assez de, trop de* etc. for expressing quantity (Unité 6). Here, we see how they can be used to express intensity when used alongwith adjectives as well as verbs.

Hence, we see in the examples given above that *très, si, tellement, assez* etc. all express intensity.

### Activity 20

This exercise will enable us to reutilize expressions such as: *un peu, peu, trop* etc.

**Listen to the CD and then tick the right answer to each of the three options given on page 102 (Connexions):**

**Example :**

Sa famille est...

- Assez grande
- Trop grande
- Très grande

### Activity 21

**Complete the given dialogue (Connexions, p. 103) using *peu, un peu, assez, très, beaucoup, tellement, si* or *trop*. Several answers are possible.**

Example: Je ne peux plus travailler, je suis (trop/si/tellement) fatigué aujourd'hui.

**Note:** This activity will enable you to revise adverbs of quantity. Once you have filled in the blanks, compare your answers with those of your classmates during the contact class.

### Activity 22

**Study the table on page 103 (Connexions).**

**Hint:**

Alongwith your friend/partner enact a dialogue. (Role play)

Eg: You are going to have summer vocation. In a restaurant discuss with your friend where you would like to go for vacation. Justify your choice.

## Phonétique

We have already come across different types of accents in the earlier units. By now, you are well aware of the main ones: *accent aigu, accent circonflexe, accent grave*.

In this section of phonetics, we shall focus on the influence of the first three accents on the letter "e".

- Accent aigu "é" [e]: a closed "e", ex. *Éléphant, époque, téléphone, pépé, déteste...*
- Accent grave "è" [ɛ] : an open "e", ex. *Mère, brève, élève, très, problème...*
- Accent circonflexe « ê », for ex. In *fête, bête*, the « e » is open, [ɛ].

**Suggestions**

Nevertheless, there are some pronunciation rules that have to be respected, as far as the accents are concerned. We have "é" usually at the beginning of a word or at the end of a syllable. Eg. *Écrire* (é/crivre), *émission* (é/mission), *début* (dé/but).

- Look at the table on the right side of page 103 and study it.
- If "é" is usually found at the beginning or at the end of a word, this does not apply for "è". You will never find it, neither at the beginning, nor at the end of a word. "è" is usually placed before a mute consonant. Eg: Très, prés.
- "ê" usually indicates the presence of an "s" which has disappeared in the evolution of the language, eg. Isle → île.

**Activity A**

*Listen to the track and write the words in the corresponding column (The sound) [e] = "é", like in téléphone and the sound [ɛ] = "è" or "ê" like in frère or "fête". (p. 103)*

**Hint:**

- Listen carefully and do not hesitate to repeat the recording if required.
- Reread the rules given earlier.

**b) What have you observed?**

**Activity B**

*Read the table. Listen and place the correct accents on the given words.*

**Hint:**

- The ten words given below are familiar to you.
- Even if you know the correct spelling of these words, we suggest that you try to do this activity according to your logic and observation.
- You have to **understand** and you must be able to justify the presence of an accent.

**Les Vacances**

*Listen a few times to the song entitled "Simone à la neige..." by the French group, Les Escrocs. The group, comprising of three musicians, was born in the 60s and soon established a reputation for the use of a diversity of musical influences: soul, jazz, reggae, salsa and of course, la chanson française or the traditional French song.*

*Let us now try to answer the key questions related to the global comprehension of the audio-document:*

1. Comment s'appelle le personnage principal de la chanson ?
2. Quelle est sa profession ?
3. Où habite celle personne ?
4. Où va cette personne ?
5. Est-cette heureuse ou malheureuse ? Pourquoi ?
6. Que veut cette personne dans la vie ?

In case you haven't got the right answer, you may look at the pictures on page 105, *Connexions*. Now listen to the song again. You will understand the gist of the song (even if you do not understand each word!) by matching the picture with a few phrases.

**Note 1:** As mentioned already, members of European societies go on a vacation each year. This usually coincides with the school calendar. Thus, the French usually go on a vacation around Easter (in Spring), during the summer holidays (August) or around Christmas. Through the year, families save a small percentage of their income to pay for this holiday, which they may take in France (visiting parents or grand-parents), or abroad. This is extremely important to the French. *Qu'est-ce qu'on fait dans votre pays ?*

**Note 2:** You may remember (cf. beginning of this unit) that winter sports are quite common in Europe, and residents often head for the hills during the winter vacation for winter sports. In daily parlance, one says « *je pars en vacances à la neige* » i.e. **to meet the snow**. Are winter sports in vogue in your own country?

*Quel sport préfère-t-on dans votre pays ?*

Activity 23

**Listen to the song, Simone à la neige. Match each picture with its corresponding text/para. (Connexions, p. 105).**

Example: Image a – corresponds to para 3 of the song.

Activity 24

**Try to tell Simone's story using words you know already.**

Simone est à la neige. Elle y est allée par le train. Elle ne connaît pas l'amour.

.....

.....

.....

.....

.....

**Hint:** Look at the text of the song given on page 105 (*Connexions*). Make two columns and identify words or phrases which seem significant to you from the point of view of action / description, eg.:

Action	Description
<i>Simone est allée à la neige</i>	<i>Pull beige</i>
<i>Elle y est allée par le train</i>	<i>Habillée jusqu'au bout des doigts</i>
	<i>Simone est boulangère</i>
	<i>Simone n'est pas jolie</i>

Using the information given in this table, you can write Simone's story in your own words.

**Activity 25**

*Look at Simone's picture on page 104 (Connexions). Imagine that a few years have passed since Simone went to the mountains, that all her dreams have been fulfilled and that she is happy now. Simone takes a second vacation to the sea. Write a song with at least 3 stanzas about her visit.*

Eg. Simone est allée à la mer

Avec son beau bikini vert

*Hint:* This song shall be written along the same lines as the one on her visit to the mountains. Look for a rhyme (sortir de sa cage / aller à la plage). In order to write this song, you would need some minimum vocabulary on the sea. A few words related to the beach as well as some that rhyme with them are given below:

Mer / vert

Plage / cage / sage

Bikini / martini

Sable / table / fable

Soleil / feuille

Bronzer / s'allonger

Nager / (ne plus) s'enrager

Bateau / gâteau / châteaux (dans le sable)

Find out the meaning of these words in consultation with friends, colleagues, teachers, counsellors, or even a dictionary and then write the song.

**OUI? NON? C'EST ÇA?**

	Lili	Christian	Luc
Il/elle aime la plage et l'équitation.	x		
Il/elle recherche la liberté et les paysages.			x
Il/elle aime la famille et les visites de villes.		x	
Il/elle adore rêver.			x
Il/elle ne connaît pas les Etats Unis.	x		
Il/elle fait de la voile.	x		
Il/elle veut découvrir de hauts sommets.			x

**Activity 1 (a)**

Ma femme — sa mère — un frère — deux soeurs — mon beau-frère

**Activity 1 (b)**

Une sœur / un frère - une belle-sœur / un beau-frère - un père / une mère - un frère / une sœur

**Activity 2**

*From bottom to top, and from right to left: Lise, ma soeur – Thomas, mon frère – Philippe, mon cousin – Alice, ma cousine – Carla, ma tante – François, mon oncle – Paul, mon père – Florence, ma mere – Alphonse, mon grand-père – Jeanne, ma grand-mère – Jacques, mon grand-père – Louise, ma grand-mère.*

**Activity 3**

1. Le beau-frère de Carla est Paul.
2. Le petit-fils de Jacques et Louise est Thomas.
3. La tante de Philippe est Florence.
4. La femme de Jacques est Louise.
5. La cousine de Thomas est Alice.

**Supplementary Activity (I)**

Contact class

*Can you make your own family tree and talk about your relatives in French? Make a detailed list of your brothers, sisters, uncles, aunts, cousins etc. and tell the class about them.*

**Activity 4**

1. A l'île de Berder (J'adore aller à l'île de Berder).
2. A la montagne (Je vais à la montagne dès que je peux).
3. Aux Etats-Unis (Je ne suis jamais allée aux Etats-Unis).
4. A Najac (mes amis sont allés à Najac l'été dernier).
5. Dans cette ville (Retourner dans cette ville !)
6. Dans le quartier de la Butte-aux-Cailles (J'habite dans le quartier de la Buttes-aux-Cailles).

**Activity 5**

1. Il y est allé lundi (soir).
2. Oui, il y est allé jeudi (pour dîner chez Sylvie).
3. Oui, il y est allé mardi (de 12h à 13h).
4. Il y est allé vendredi (pour acheter un livre sur la Thaïlande).
5. Si, il y est allé samedi.
6. Il n'y est pas allé (cette semaine).

**Activity 6**

1. Si, je pense tous les jours à nos vacances au Kenya.
2. Ah bon... Tu joues souvent au monopoly ?
3. Je n'ai pas réfléchi à cette question.
4. Ah ! Je participe aux journées de l'aventure, bien sûr ! J'adore la nature et l'aventure !

**Activity 7**

	Oui	Non
One uses <i>y</i> with verbs expressing movement (in the direction of a particular place) If yes, example: <i>Je vais à la bibliothèque. ? J'y vais.</i>	✓	x
One uses <i>y</i> with a verb without movement. If yes, example: <i>J'habite à Kanpur. ? J'y habite.</i>	✓	x
In Activity 6, all verbs in colour are constructed with <i>à</i> . If yes, example: <i>penser à, jouer à, réfléchir à</i>	✓	
In the present tense and in <i>passé composé</i> , <i>y</i> is placed before the verb. If yes, example: <i>J'y réponds maintenant.</i>	✓	
In the impératif affirmatif, <i>y</i> is placed after a verb. If yes, example: <i>Retournez-y, Vas-y.</i>	✓	

## Activity 8

1. Non, je ne dois pas en faire chaque soir. Je dois en faire le lundi et le jeudi soir.
2. Oui, je voudrais beaucoup en goûter.
3. Non, je ne peux pas y manger tous les soirs. Je n'ai pas assez d'argent.
4. Oui, je sais la faire.
5. Oui, j'adore les regarder !
6. Non, je n'aimerais pas lui parler.
7. Oui, je pense en faire un en Grèce.
8. Non, je ne vais pas le / la voir aujourd'hui.

## Activity 9

plage – parc – château – sport – l'équitation – voile – paradis.

See also text on page 96 (*Connexions*).

## Supplementary Activity (II)

One possible description could be as follows:

*Ma ville est très belle. Dans ma ville, le climat est très agréable. Il y a une rivière. Elle s'appelle le Gomti. J'aime beaucoup cette rivière. Dans la rivière, il y a des poissons. Il y a aussi un stade de cricket dans la ville. J'y vais pour jouer au cricket. Pour moi, cette ville est très sympathique.*

## Activity 10

1. F	4. e
2. d	5. b
3. a	6. c

## Activity 11

Information contained in the text:

- Plus de deux cent cinquante mille personnes vivent à Strasbourg. ? 252 000 *habitants*
- Cette ville est au centre de l'Europe. ? *au cœur de l'Europe*
- On peut admirer beaucoup de maisons médiévales. ? *avec ses maisons du Moyen Age*
- L'accueil des habitants est très bon. ? *la chaleur de ses habitants.*

**Activity 12**

Many answers are possible. One is given below:

*J'aime beaucoup la ville de Mumbai, située dans l'état de Maharashtra en Inde. Cette ville est sur la côte ouest de l'Inde, à peu près 1500 kilomètres de Delhi. C'est une grande ville avec beaucoup d'usines. Mumbai est la capitale du Maharashtra. On peut visiter la Marine Drive, les plages de Juhu et de Chaupati, et les grottes d'Elephanta à Mumbai.*

**Activity 13**

The spelling of each of the countries in the first list ends with the vowel « e ». These are all feminine. Hence, we say "la Croatie." Similarly, all the names of countries in the second list end with a consonant or a vowel other than "e". For this reason, they are all masculine. Hence, one says "le Venezuela."

**Supplementary Activity (III)**

Say whether the following names are masculine or feminine?

<i>l'Inde ( m )</i>	<i>le Bangladesh</i>
<i>le Népal</i>	<i>la Birmanie</i>
<i>le Bhutan</i>	<i>le Sri Lanka</i>
<i>la Chine</i>	<i>le Pakistan</i>

**Activity 14**

*J'aimerais aller en Croatie, en Suisse, aux Etats-Unis, en Espagne, au Portugal, au Népal.*

**Activity 15**

1. *Il part en Afrique.*
2. *Alban est français. / L'ami d'Alban vient de Tunisie.*
3. None of the answers is right.

**Activity 16**

Fill in the blanks (p. 101, Connexions) with à, en, au, aux, de, de, d' or des:

1. *Cet été, vous allez encore au Portugal ou vous restez en France ?*  
- *On va changer ; je crois qu'on va réserver une semaine en Espagne.*
2. *D'où est-ce que tu viens avec tous tes bagages ?*  
- *J'arrive d'Argentine. J'ai passé deux semaines à Buenos Aires chez mes amis Carlos et Adriana. Je suis aussi allé au Chili, à Santiago.*
3. *Alors, l'Asie, tu l'as aimé ?*  
- *Super voyage ! On est allé en Chine, au Japon, en Corée et au Vietnam. C'est magnifique et j'aimerais y retourner vite.*

## 4. Tu es d'où ?

- Je suis né en France mais ma famille vient du Maroc. J'ai habité 22 ans au Maroc et 10 ans en France. Et toi ?
- Moi, j'habite à Lille mais je viens de Belgique.

## Activity 17

Read Flora's message and fill in the table given below:

		Vrai	faux	?
1.	Flora ne va pas très bien.		X	
2.	Marco a trouvé un appartement.			X
3.	Marco pense trop à Sophie.			X
4.	Flora souhaiterait une histoire d'amour entre Marco et Sophie.	X		
5.	Flora ne travaille pas du tout.		X	

## Activity 18

Given below are a few adjectives. The opposites of these adjective figure in Flora's email to Marco (Connexions, p. 102). Identify them:

impatient(e)  patient(e)

détestable  adorable

courageux (courageuse)  paresseux (as per the context given in the mail)

facile  difficile

énervé(e)  calme

Très, peu, tellement...

## Activity 19

Fill in the blanks with elements used in the email (p. 102):

Ça ne va pas très bien.

Toi, qui es si calme.

Tu travailles trop.

Elle est tellement sympa et adorable !

Je suis un peu paresseuse.

C'est assez dur de travailler.

## Activity 20

Answers:

Sa famille est *trop* grande

Jean appelle beaucoup sa famille.

Jean a peu de famille à Paris.

**Activity 21**

- Je ne peux plus travailler, je suis **trop** / **si** / **tellement** fatigué.
- Mais qu'est-ce que tu as fait ?
- J'ai regardé la télévision un peu **trop** tard hier soir et il y a eu **beaucoup trop** de bruit dans ma rue cette nuit. J'ai dormi à cinq heures et pour moi, ce n'est pas **assez** / **beaucoup**.

**Phonétique**

**Activity (a)**

1. père	2. thé	3. fête	4. déjeuner	5. épeler	6. boulangère	7. février
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**Activity (b)**

é	è
1.	père
2. thé	
3.	fête
4. déjeuner	
5. épeler	
6.	boulangère
7. février	

**Activity 22**

Many answers are possible. Each group shall write a dialogue, as per the imagination of the participants. However, one possible dialogue is given below:

- Où est-ce que tu aimes aller en vacances, toi?
- Moi, je vais souvent à Mandawa, dans le Rajasthan.
- C'est où ça ?
- C'est dans l'ouest de l'Inde. C'est à quelques kilomètres cen'ist hes lies lion de Jaipur.
- D'accord, je vois où est Jaipur. Mais c'est petit Mandawa, non ?
- Oh ! c'est un joli petit village.
- Et qu'est-ce que tu fais quand tu es à Mandawa ?
- Tu sais que j'aime beaucoup les longues promenades et la bonne cuisine, alors là-bas, c'est génial. L'hiver est très agréable à Mandawa.

- Et il y a des lieux à visiter ?
- Bien sûr, il y a un très beau palais, de magnifiques *havé*lis, des pistes de randonnée etc. C'est formidable !

**Activity 23**

A - 3	B - 2	C - 4	D - 1
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**Activity 24**

*Many answers are possible. One of them is given below:*

Simone est à la neige. Elle y est allée par le train. Elle ne connaît pas l'amour. Elle est seule et triste. Simone va à la montagne pour ses vacances. Là-bas, elle espère rencontrer un homme qui l'aimera. Elle veut se marier avec lui. Mais elle n'y trouve personne. Elle s'ennuie toute seule. Elle finit par beaucoup manger et grossir. Elle revient triste chez elle, où elle travaille comme boulangère apprentie.

**Activity 25**

Once again, many answers are possible. Besides, the song, *Simone est allée à la mer* actually exists, and can be found on <http://www.paroles.net>.

**Self-assessment (COURSE 3) (p. 106)**

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 1**

**Asking for directions / giving directions to someone / describing a place.**

*Read the sentences on page 106 (Connexions) and say what they express. Match each sentence with right expression.*

*Should you score*

- *6 points or above: Congratulations, you can immediately move on to the next Course.*
- *Less than 6 points: You must consult p.p. 76, 77, 81 and 100 of your book, i.e. (Connexions).*

**Self-assessment 2**

**Giving directions / orders / prohibiting someone from doing something.**

- Give information to someone on the street. (Put the verb between brackets in the imperative form).*
- Write the underlined verbs in the imperative form.*

*Should you score*

- *7 points or above: Congratulations. You may proceed further. In case you score less than 7, you must consult p.p. 76, 77, 80, 81 and 90 of Connexions.*

**Self-assessment 3**

**Using à, au, à la, à l' and aux**

*Answer each question using one of the words proposed on page 106 (Connexions).*

*Should you score*

- *5 points or above, you may proceed further. If not, you must consult page 78.*

**Self-assessment 4**

**Using à, au, aux, de, du, de la, des and en with the names of cities and countries**

*Complete the sentences given in this self-assessment activity (p. 107, Connexions) using the above-mentioned prepositions.*

*Should you score*

- *7 points, you may proceed further. If you score less than 7, please consult page 101 of Connexions and exercises from your workbook.*

Self-assessment 5
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## Vocabulary related to the city

*Complete each sentence in this activity with a word from the list given on page 107 (Connexions). Change their form, if necessary.*

*Should you score*

- *If you score 5 points, you may proceed further. Else, kindly return to page 78 and 79 of Connexions.*

Self-assessment 6
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## Complex sentences

*Match the elements of left column with those in the right columns and make 4 correct sentences.*

*Should you score*

- *4 points, you may proceed further. Else, do return to page 91 of Connexions*

Self-assessment 7
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Pronoms: *me, te, lui, leur, y*

*Complete the sentences on page 107 (Connexions) with the right pronom.*

*Should you score*

- *6 points, you may proceed further. Else, you must return to pages 92, 93, 98 & 99 of Connexions*

**FINAL SCORE:** \_\_\_\_\_ / 40 points X 100 = \_\_\_\_\_ %.

Self-assessment 2

Directions related to the right

Complete each sentence in this activity with a word from the list given on page 107 (Connections). Change their form if necessary.

Should you score

1. I was so tired that I could hardly keep my eyes open. I was exhausted.

Self-assessment 3

Complex sentences

Match the elements of left column with those in the right column and make 4 correct sentences.

Should you score

1. I was so tired that I could hardly keep my eyes open. I was exhausted.

Self-assessment 4

Directions related to the right

Complete the sentences on page 107 (Connections) with the right pronoun.

Should you score

1. I was so tired that I could hardly keep my eyes open. I was exhausted.

FINAL SCORE: \_\_\_\_\_ / 40 points X 100 = \_\_\_\_\_

1. T.M.H.