

**COURSE 4****SE SITUER DANS LE TEMPS/TIME**

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CPL-004

COURSE 4

SE SITUER DANS LE TEMPS/ TIME

Unit 10	Le monde de demain / Tomorrow's World
Unit 11	Roman / Novel (Narration)
Unit 12	Je te retrouverai / Resolutions (Future Tense)

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## UNIT 10 *AU JOUR LE JOUR* / ROUTINE ACTIVITIES

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This Unit corresponds to *Unité 10* in the textbook *Connexions*. (pp. 110-119)

### Aims:

In this Unit, you will learn the following:

#### Week 1

1. Describing one's day
2. Describing the different stages of an action: *d'abord, puis ...*
3. Understanding a series of events ( oral )
4. Identifying different registers of language ( oral )
5. *Pourquoi / parce que / pour + infinitif*
6. Verbs: sortir, reflexive verbs ( *se lever , s'habiller...* )
7. vocabulary : seasons
8. Registers within the language
9. *Ne ...que*

#### Week 2

1. Vocabulary : parts of the body
2. Understanding an email ( written )
3. The interrogative form with inversion
4. *Quel (s), quelle (s)*
5. Conducting a survey on reading habits ( oral / written )
6. Interpreting the results of a survey ( oral / written )
7. Phonetics : [ɛ] like in *lait* and [ɛ̃] like in *vin*
8. Understanding and recognizing a comic strip
9. Writing a biography from given elements
10. The French and their reading habits

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

Here, you will learn:

- How to describe the routine activities of a person?
- How to describe a person (physical description)?

The opening document is entitled "*Un jour, en hiver*" (one day, in winter) and it is in the form of a comic strip. The learner should note that the comic book (*bande dessinée*, known as the *BD*) is considered a serious art form in France and is very popular among children, youngsters or adults. There is even an annual comic festival in Angoulême that marks the popularity of this genre.

**How to study the opening document:**

- Study the comic strip.
- The absence of dialogues makes this document accessible to all, as the learner will supplement his reading with the pictures, i.e. on the chronology of the different activities of M. Lefort.
- You will realize that the images representing his activities are not in the chronological order.
- You are advised to have a close look at M. Lefort's face expressions to guess his mood.

**The Four seasons**

Look at the footnote on page 110 (*Connexions*), discussing the four seasons in France:

- *le printemps* (n.m. spring)
- *l'été* (n.m. summer)
- *l'automne* (n.m. autumn)
- *l'hiver* (n.m. winter)

In India, we have one more season, called *la mousson* in French. What is it called in English or in Hindi?

Also, observe the use of the preposition placed before each of the following seasons:

- *au printemps*
- *en été*
- *en automne*
- *en hiver*

You would notice that **au** is used before a **consonant** and **en** is used before a **vowel and silent 'h'**.

**Oui ? Non? C'est ça?**

Mr. Lefort's day begins.... The pictures are not in the correct order. Rearrange them in the right order. (p. 111)

Hint:

- This activity is based on your comprehension of the opening document and it requires a little bit of logic.

- There are several hints in the document, which will help you: the clothes, the settings (for ex. bed, bedroom, stairs...), the activities (brush, shave...).

### Activity 1

- a) *Listen to Madame Lefort who narrates to a friend, how her husband began his day. Complete the text. (p. 111)*

#### Hints:

- This activity is based on listening comprehension, where you are required to complete the missing words. Mrs Lefort is narrating to one of her friends how her husband started his day.
  - Go through the text first and try to guess the meaning.
  - Listen to the text several times if needed, but study the opening document at the same time.
  - This activity also helps you to test your vocabulary, regarding different parts of the house and routine activities....
  - Since, it is a comprehension activity, the learner should be able to answer questions, where the interrogative "*Pourquoi*" is used and s/he needs to know how to answer these questions.
  - Look at the right margin on page 111, where you are introduced to the interrogative adverb "*pourquoi*?" (Why?).
  - We have already learnt that there are two types of questions: the open ended questions and the close ended questions.
  - A question starting with "*pourquoi*", (Why) is an open ended question, where you have to provide a reason in your answer. Like in English, you start your answer with "because", (*parce que*).
- Ex.: « *Pourquoi est-ce que tu es en retard? (Why are you late? »* One of the possible answers will be: "*Parce que j'ai râté le bus. » (Because I missed the bus).*
- In the example (p. 111) « *Pourquoi est-ce que M. Lefort va dans sa chambre ? »*, two different answers are suggested: "*Pour s'habiller.*" (to dress up) or "*Parce qu'il doit s'habiller.*" (Because he has to dress up.)
  - Hence an answer to *pourquoi* can have the following structures:
    - *Pour* + infinitive.
    - or
    - *Parce que* + subject + verbe...

- b) *Four different endings of the narration/story are suggested below. Choose one.*

- This is an oral activity where the learners will give their interpretation about the ending of the story in the contact class.
- However, whatever be the answer of the learner, he will have to justify his choice.

**Supplementary Activity I**

**Répondez à ces questions.**

1. Pourquoi est-ce que vous écoutez la radio ?
2. Pourquoi est-ce que vous lisez les journaux ?
3. Pourquoi est-ce que les Indiens aiment Amitabh Bachchan ?
4. Pourquoi est-ce que vous avez un téléphone portable ?
5. Pourquoi est-ce que les Indiens sont fiers de Sachin Tendulkar ?
6. Pourquoi est-ce que les touristes aiment visiter la ville de Jaipur ?
7. Pourquoi est-ce que Mahatma Gandhi a fait le *Dandi March* ?
8. Pourquoi est-ce qu'Arundhati Roy est célèbre ?

**Activity 2**

**Read Mr. Lefort's story and rearrange the text in the correct order. (p. 111)**

**Hints:**

- This is a written comprehension activity, where the learner will systematize the vocabulary related to routine activities.
- The 13 sentences present different activities undertaken by Mr. Lefort during a day.
- It is important that you observe the different link words in order to understand the progression of the text.

**For example :** *Et, ensuite* (then), *Voilà* ("here it is", used here to conclude a story), *Après* (later), *tous les jours* (every day), *Puis* (then); *Parfois* (sometimes).

- There are several time markers in the text, which will help you to reconstruct the text: For example: the time → 7 h 45, 7 heures, 8 heures, and so on.
- Have you guessed the difference between *déjeuner* and *petit déjeuner*?
- In sentence 6, "*prendre un verre*" means to have a drink.
- The learner has to know the conjugation of "*sortir*", (means to go out). Please note that even if *sortir* ends by *-ir*, it is not a second group verb. It is an irregular verb.

**Outils**

**Se lever, s'habiller**

In this section, we shall deal with reflexive verbs (*les verbes pronominaux*).

We have already talked about these verbs earlier, but we shall only highlight the main points that you need to know.

*Les verbes pronominaux* (sing. *verbe pronominal*), as the name suggests, are verbs preceded by a **pronoun**, the reflexive pronoun. It is very easy to recognize

a reflexive verb in infinitive. It is always preceded by either "se" or "s" (if the verb starts by a vowel).

The *verbe pronominal* suggests that the action is being reflected. For ex. *se regarder* (to look at oneself), *se parler* (to talk to each other), *s'écrire* (to write to each other).

Look at the conjugation in present tense: "*se réveiller*"

Je **me** réveille

Tu **te** réveilles

Il/elle **se** réveille

Nous **nous** réveillons

Vous **vous** réveillez

Ils/elles **se** réveillent

Remember that a *verbe pronominal* is incomplete without the *pronom réfléchi* (reflexive pronoun).

### Activity 3

**Read these sentences. Observe the verbs and answer the questions. (p. 112)**

**Hint :**

- This activity is based on observation.
  - The sentences given below will guide you in understanding the morphology, and functioning of the *verbe pronominal*.
1. **How is the verb formed?**
  2. **Do you know other verbs that are formed in a similar way? Which ones?**
  3. **Observe the last sentence. Put the sentences 1 and 2 in the negative form.**

### Activity 4

**Read the table and complete the sentences with the verb, between brackets, in the correct form. (p. 112)**

**Hint :**

- This activity will help you systematize what you have learnt in the previous activity.
- All the verbs here are first group verbs, so the conjugation should not pose a problem to you.
- Let us have a look at the vocabulary: *se laver* (to wash oneself), *se lever* (to get up, to rise), *se coucher* (to go to bed), *se dépêcher* (to hurry up), *se réveiller* (to wake up), *s'amuser* (to enjoy oneself), *s'ennuyer* (to get bored).

Activity 5

Read the sentences and complete the table. (p. 112)

Hint :

- This activity will help you understand the conjugation of a reflexive verb in imperative.
- Let us take the verb *parler* (to talk). It is conjugated in the following way in imperative:

*Parle*

*Parlez*

*Parlons*

- Let us now conjugate the verb “se laver” in imperative:

*Lave-toi*

*Lavons-nous*

*Lavez-vous*

- What did you notice?
- Note that there is a *trait-d'union* (hyphen) between the verb and the pronoun.
- The pronouns accompanying the verbs are (*toi, nous, vous*). In imperative, *te* is converted to *toi*. Refer to the table on page 113, “les verbes pronominaux” for a summary of all the rules.
- The table is divided into three columns, *infinitif, présent and impératif*. The proximity in conjugation between *présent* and *impératif*, will help you fill the last column. Just be careful to use the appropriate pronoun.

Activity 6

Observe the sentences then give some advice or orders to the persons mentioned persons. (p. 113)

Hint:

- You should pay attention to the proximity with the person to whom you are talking yourself. Should you be formal or informal?

Supplementary Activity II

1. Oral activity— Your best friend has failed in his exams. Give him/her some advice and give him/her some moral support.
2. Oral activity: You are a doctor. One of your patients suffers from overweight. Give him/her some useful advice.
3. Oral activity: You are the Prime Minister. The country is facing some serious social and political crisis. What advice are you going to give to the citizens?

Activity 7

Complete the sentences with the appropriate pronoun. (p. 113)

Hint:

- Since we are dealing with reflexive verbs, the missing pronouns are reflexive pronouns.
- To write the correct pronoun, you have to look for the subject of the verb. For example in *Je dois m'habiller*, the answer can be only *m'* (*me*) as it is the only pronoun that accompanies the subject *je*.

Activity 8

Monsieur Lefort narrates his story to his colleagues in the office. Read and then complete the story. (p. 113)

Hint:

- This written activity will systematize the use of *verbe pronominal in passé composé*.
- The given text starts by "*ce matin*" (this morning), implying that Mr. Lefort is narrating what happened to him. Therefore, he will be using past tense / *passé composé*.
- You need to know that in *passé composé*, the *verbe pronominal* is always conjugated with *être*. For example, *je me suis réveillé, il s'est allongé, on s'est regardé*.
- The recap table in the right margin of page 113, gives you the form of the *verbe pronominal* in the present tense.
- Note the structure, in the *passé composé*. Ex. **Je (1) + me (2) + suis (3) + réveillé (4)**.
- The negative form of this structure will be: **Je (1) + NE + me (2) + suis (3) + PAS + réveillé (4)**.
- For this activity, you can consult the text on page 111, activity 1, where you have a list of activities.
- To write a story, you should use the linking words (*ensuite, puis...*) which help to link different sentences and make a text coherent.

Activity 9

Read Mr. Lefort's different activities from the text. Observe the table, then describe the acts that you perform in the morning by using link words. (*D'abord, puis...*). (p. 112)

Hint:

- Read the text. As you can see, the five link words/markers are highlighted in bold letters. Each time, they are either placed at the beginning of a sentence, or at the beginning of a segment.

- The table in the left margin will help you understand the meaning and the importance of these words. They are used in order to link one action with the other, and hence show the logical sequence of events (l'enchaînement d'actions) in the text.
- When we start a narration, we usually use *pour commencer* (to start with), *d'abord* (at first, initially), *tout d'abord* (first of all).
- To link the first event to the next one, we use *ensuite* (then, next); *puis, plus tard* (later on); *après* (later).....
- To conclude we can use *enfin* (at last), *pour finir* (to conclude).
- Now that you have an idea of the importance of these link words in a text, try to construct a text of your own, where you will be describing what you did in the morning.

### Activity 10

**Rewrite in a chronological order, Roman Polansky's biography by using markers (articulators) like *d'abord, puis, etc.* (p. 112)**

**Hint:**

- This activity will be performed in the contact class.
- This activity is based on your comprehension of the text. You will have to rewrite the passage by using the correct articulators.
- Since you need to follow the chronological order of the text, rearrange, the sentences according to the dates.
- Some vocabulary: *réalisateur* (director), *César* (French cinema award), *les registres de langue*

### Activity 11

**Here is the ending of the comic, Un jour en hiver. Imagine the two missing texts. (p. 114)**

**Hint:**

- In activity (1b), you had learnt already that : "*Monsieur Lefort décide de rester à la maison et de retourner au lit.*"
- Can you suggest an interesting dialogue between M. Lefort and his wife that would seem coherent with the story and with the picture.

### Activity 12

**Here is a dialogue between Mr. Lefort and his wife. Choose an answer corresponding to Mr. Lefort's reply. You have to select one answer out of three. (p. 114)**

**Hint:**

- Activity to be done in the contact class.
- At this point of the course, the learner needs to be familiar with the different codes of language used in written or oral. In this activity, you will see that oral French has certain specific characteristics, which show that written and oral French respect two different codes.
- Let us concentrate on the reply of Mr. Lefort: “ *T’as vu le temps? C’est toujours la même chose, y a que moi qui dois faire des efforts ! Alors, hein, bon... »*
- What do we observe here? (At two different places, there is elision, “*t’as vu*” should have been “*Tu as vu*”, and “*y a que moi*”, should have been “*Il n’y a que moi.*”)
- Note that the expression “*il n’y a que moi*”, means “*il y a seulement moi*”, i.e. there’s only me. It is a structure containing a restriction a limitation. The other example, “*Il n’a reçu qu’un message de Flora*”, means that he has received only one message from Flora.

**Activity 13**

**a) Listen to these sentences and then repeat.**

**Hint:**

- This oral activity will enable you to practice a few expressions normally used in informal structions of communication. (Oral)
- You normally speak standard French, the one that you have been taught from the beginning of this course. Nevertheless, you need to recognize other structures and other registers of French language.
- Listen carefully and repeat the sentences without looking at the text.

**b) Transform the above given sentences, like in the example given on. (p. 114)**

**Hint:**

- The sentences in part a) belong to oral and informal language. (langue orale familiere).
- You need to transform them into standard French.

**Les parties du corps / Parts of the body**

**Activity 14**

This part of the unit deals with parts of the body.

**Look at the drawing on page 115 (Connexions) and fill in the names of those body parts which are left blank on the picture. Choose the right name from the list of words given in this activity.**

**Note:** This activity could be undertaken at home or during the Contact Class. Learners could consult each other or even refer to a bilingual dictionary in order to complete this activity.

**Read the text on page 115 (Connexions). Observe the two drawings/sketches in the margin of the same page. Can you guess Delphine's and Juan's age.**

**Hint:**

This activity revises the vocabulary already learnt in activity 14. So, read the given text carefully. Observe the two drawings at the same time and see if any of the texts corresponds to them. Match the text with the drawing and answer the question.

**Vous avez 1 nouveau message / You have 1 new message**

Marco continues his correspondence with Flora through email. Let us read the text on page 116 (*Connexions*) to find out the subject of the mail. For this purpose, let us study the first two sentences: *Connais tu la bonne nouvelle? J'ai trouvé un appartement.*

We see here that Marco is happy since he has finally found an apartment. He invites Flora to visit his new apartment, which he calls a "château." You would have understood that the apartment is terribly small, with one room and a kitchen; and yet Marco calls it his "château". This ironical element is an integral part of French humour and very commonly used in the French language. For example, instead of saying, « *Ce n'est pas bien !* » i.e. it's not good, a French person would say, « *C'est du beau travail !* », i.e. it's excellent! To take another example, one wouldn't say in French, « *il est fou !* » i.e. he is mad. One would say, « *Il est spécial !* », i.e. he's special!

And we? Do we have a sense of humour? *Pensez au sens d'humour des Indiens pour une discussion en classe.*

Also, you would notice that the tone of the mail is getting more and more familiar. Marco calls Flora "Flo" as a sign of familiarity, and goes on to address her as *ma copine*. This term is ambiguous. It could refer to a girl friend or a girlfriend. We cannot really guess why Marco uses this term here.

Can one use such expressions with friends in India?

Finally, the mail ends with two questions: *Tu as des examens quels jours ? A quelle heure ?*

In order to learn the use of *quel* and *quelle*, look at the sentences given below:

1. *Quel est ton numéro de téléphone ?*
2. *Quels jours as-tu des examens ?*
3. *Quelle heure est-il ?*
4. *Quelles villes est-ce que tu connais en Turquie ?*

From these sentences, we understand that

- *quel* is used when we are referring to a masculine noun in the sentence (e.g. *Quel est ton numéro de téléphone ?* Here, *numéro* is masculine, hence *quel* is used).
- *quelle* is used when we refer to a feminine noun in a sentence (e.g. *Quelle heure est-il ?* Here, *heure* is feminine, hence *quelle* is used).

- *quels* and *quelles* are in the plural. They are used for masculine plural nouns (e.g. *Quels jours as-tu des examens ?* and for feminine plural nouns (e.g. *Quelles villes veux-tu visiter ?*)

Note : *Quel /quelle* have also been discussed in Units 1 & 2 (Course 1).

### Activity 16

Read Marco's email message (p. 116, *Connexions*) and answer the questions given in this activity.

Hint: Simply read Marco's mail a few times. These questions have already been answered in the explanatory text given above.

#### L'interrogation

We already know that the simplest way to identify a question is to study its intonation: (e.g. if someone says: « *Vous venez au cinema avec moi ?* », his/her voice rises at the end of the sentence). There are also other ways of asking questions, as we have seen in Unit 5 (e.g. *Est-ce que vous venez au cinema avec moi ?*). Here, we will be studying another form of interrogation, using the process of *inversion* (where the subject and the verb change places).

For example:

*Vous voulez du thé ?*

This idea can also be expressed as :

*Voulez-vous du thé ?* This is considered, more formal.

Observe that *vous voulez* is written as *voulez-vous* in a formal situation of communication. In fact, you have already come across this form of interrogation (inversion) in many places. Do you remember, where? If not, look at the following question which may seem familiar to you:

*Comment allez-vous ?* Yes, this is a form of inversion, since *vous allez* has become *allez-vous!*

In order to understand this inversion look at the article entitled *L'interrogation* in the left margin of page 116 (*Connexions*) and then proceed to Activity 17.

### Activity 17

Observe the two questions given below, taken from Marco's mail to Flora (p. 116, *Connexions*) and ask the same questions using another form:

Connais-tu la bonne nouvelle ? \_\_\_\_\_

Comment vas-tu, toi ? \_\_\_\_\_

Hint: Look at the margin of page 116 (*Connexions*).

### Activity 18

Read the table in the margin of page 116 (*Connexions*) and transform the questions given in this activity along the same lines as those of Marco.

Ex. Est-ce que tu vas venir avec nous, samedi ?

Vas-tu venir avec nous ce samedi ?

*Hint:* These are cases of inversion. Also note that the inversion is used primarily in the written form. One uses simpler forms in the spoken context.

### Activity 19 (a)

*Listen to the answers on the CD and find the question that corresponds to each of them.*

Ex.: Il se réveille très tôt ? Lucas se lève toujours entre 6 et 7 heures.

*Hint:* Read all the questions given in this exercise. Try to understand the questions. You would possibly foresee the logical answer that might correspond to each question. For example, for question such as *Quelle heure est-il ?*, the answer will incorporate the notion of time. Now, listen to all the responses on the CD. Stop after each response to look for the corresponding question.

### Activity 19 (b)

*Read the examples given below and transform all the questions along the same lines as those in Activity 19(a) (Connexions, p. 117):*

Ex. *Il se réveille très tôt ? ? Se réveille-t-il très tôt ?*

*Où est-ce que vous vous arrêtez ? ? Où arrêtez-vous ?*

*Hint:* We now know how to use the process of *inversion* in French. In each case, we must invert the place of the subject and the verb.

### Activity 20

*Transform the sentences given in this activity (p. 117, Connexions) as per the examples given below:*

Ex.: *Vous êtes allé à la fête d'anniversaire de Béatrice ?*

*Êtes-vous allé à la fête d'anniversaire de Béatrice ?*

*Tu t'es levé à quelle heure ?*

*A quelle heure t'es-tu levé ?*

*Hint:* You may have noticed that the examples of transformation undertaken up to this point were in the present tense. The sentences given in this activity are in the past tense, i.e. *passé composé*. The basic rules of inversion for the present tense and the *passé composé* are the same.

### Phonétique

This section highlights the difference between two vowels [ɛ] like in *lait, mais, japonais* and [ɛ̃], like in *vin, fin, enfin...* Oral vowels are produced mainly within the oral cavity. Nasal vowels are produced when air passes through the nose as well as the mouth.

We have already talked about the nasal vowel [ɛ̃] in unit 2; Refer to your previous notes.

**Activity A**

*Listen and tick the correct square. (p. 117)*

**Hint:**

- You will listen to a series of 7 sentences where you will hear [ɛ] and [ɛ̃]. These sentences are rather simple. Do not concentrate on their meaning, but only on the two sounds.
- Listen carefully to the recording and say whether you hear [ɛ̃] or [ɛ].

**Activity B**

*Listen to the recording and underline all the sounds in [ɛ̃] (p. 117).*

**Hint:**

- In this activity, you will come across all the possible ways of writing the sound [ɛ̃].
- Listen to the recording and read the sentences at the same time. Underline the group of letters, which gives the sound [ɛ̃].
- Look at the right margin of the same page, where you have been given a small recap table on the different ways a sound [ɛ̃] will be transcribed.

## Les Français et la lecture

The texts and activities on page 118 (*Connexions*) talk of the reading habits of the French. An interesting point must to be highlighted. Should you take the London Underground, i.e. the London metro, you would see people reading newspapers on their journey to work. In Paris, on the other hand, a very large percentage of people read paperback novels on the *métro*. One genre which is extremely popular in France is the Detective novel or the *Série noire*. (It is so called also because the cover of the book is usually black). The difference between the reading habits of Londoners and Parisians could possibly be attributed to the fact that the newspapers in France are quite expensive as compared to England. One often finds people opening these novels the moment they board the *métro*.

**Supplementary Activity (oral)**

*In India what do people read on the local trains of Mumbai or the Kolkata / Delhi metro? Discuss the question with your friends and counsellors in the Contact Class.*

## Bande dessinée

Another important passion of the French is the *bande dessinée*, the comic, as mentioned already at the beginning of this unit. The *BD*, inspired by American as

well as Japanese art (the *manga*) exists for all age groups. Franco-Belgian artists dominate the world of the *BD*. Do you know the name of any French comic? Yes, *Asterix* and *Tintin* were originally written in French, and by Belgians! A few other important series are *Lucky Luke*, *Corto Maltese*, *Les Stroumpfs* and *Spirou et Fantasio*.

**Supplementary Activity (oral)**

Search the internet for information on these *BDs*. Then, during the contact class, share your opinion on them with your friends and counsellors. Also, talk about comics in India. Do we have a comic-book culture in our country? Can you talk about the themes of the Amar Chitra Katha series in French? Say a few words about comics / magazines for children in your regional language.

**Activity 21**

**Read the article on page 119 (Connexions) on Zep, the famous creator of Titëuf, a popular cartoon character. Then read the titles of the different parts of the article given in this activity on page 118. Now put these titles in the right order.**

*Hint:* There is no need to understand each and every word in the text. Do not waste your time looking for each word in the dictionary. You must get the gist of the article. With the passage of time, and with constant practice, reading will become easier. The current activity seeks to help a learner understand the logical sequence of the text.

**Activity 22 (a & b)**

**The learner is invited to read, and then react to the results of the survey given on pp. 118 – 119 (Connexions). What do you find surprising, amusing etc. about these results? (This activity shall be undertaken during the Contact class).**

*Hint:* Go through the entire questionnaire on page 118 & 119 (*Connexions*). Try to understand the gist of the 7 questions. Once again, the questions follow a logical order:

1. Do you read?
2. What do you generally read?
3. What type of literature do you prefer?
4. How much time do you usually take to read a book?
5. Why do you read?
6. Is reading very important for you?
7. What kind of people (sex, nationality, age) read the most?

Besides, the text uses sentence structures that you have learnt already, eg. various interrogative forms (*vous lisez ?*, *pensez-vous que... ?* *Qui sont... ?*) as well as expressions such as *assez de*, *beaucoup de*...

Now, try to answer the above-mentioned questions in this activity.

Finally, in order to express your opinion, think of your own culture? Do we, Indians, read as much as the French or the Canadians? Does it surprise you that we do? Or that we don't? Discuss the results with your friends (French).

**Activity 23 (written / oral)**

*Design a questionnaire interview based on the model given in Activity 22, on the reading habits of your own compatriots. Circulate the questionnaire among those present in the contact class. Discuss the results with the group. (Contact Class).*

## Unit 10 : Answers to Activities

### Oui? Non? C'est ça?

6, 1, 8, 5, 9, 3, 7, 2, 4

#### Activity 1 (p. 111)

Audio transcript :

Ah ! Ce pauvre Thomas, je crois que ce n'est pas son jour. Écoute un peu ça. Ce matin, il se réveille. Il se lève et il va dans la salle de bains. Ensuite, il se brosse les dents, il se rase, il va dans la chambre pour s'habiller. Jusque là, pas de problème. Après, il se coiffe et il se regarde dans le miroir. Tout va bien. Il est content de partir travailler... Mais bon, tu as vu, il ne fait pas vraiment beau aujourd'hui : il fait froid et il neige ; dans la rue, vlan ! Thomas glisse et il tombe !... Tu sais, il n'aime pas du tout cette saison. Il préfère l'été. Ce n'est pas étonnant.

b) la fin réelle est la n°1, mais ici toutes les réponses sont acceptables.

#### Supplementary Activity I

Discuss with your friends and counselors. There is no fixed answer for this activity.

1. Parce que j'aime la musique.
2. Pour avoir des nouvelles sur le monde.
3. Parce que c'est un acteur talentueux.
4. Pour pouvoir contacter les autres et être contacté.
5. Parce que c'est un joueur de cricket formidable.
6. Parce que c'est une belle ville et les gens sont très chaleureux.
7. Pour se révolter contre les Britanniques.
8. Parce qu'elle a reçu les "Booker's Prize".

#### Activity 2

7,1,2,5,8,3,9,10,12,11,13,6,4.

#### Activity 3

- Cette forme se construit à l'aide d'un pronom suivi du verbe conjugué.
- Oui, je connais d'autres verbes : se laver, se brosse les dents, se raser, se coiffer, s'habiller.
- Tu ne t'appelles pas Christophe ? Vous ne vous arrêtez pas devant la boulangerie.

#### Activity 4

1. te laves
2. me lève pas

3. nous couchons pas
4. se dépêchent
5. se réveille
6. vous amusez
7. vous ennuyez

**Activity 5**

Infinitif	Présent	Impératif
S'asseoir	Tu t'assieds Vous vous asseyez	Assieds-toi ! Asseyez-vous !
Se lever	Tu te lèves Vous vous levez	Lève-toi ! Levez-vous !
Se coiffer	Tu te coiffes. Vous vous coiffez	Coiffe-toi ! Coiffez-vous !

**Activity 6**

1. Assieds-toi ici !
2. Ne vous inquiétez pas, j'ai compris.
3. Amusez-vous bien, les enfants !
4. Brosse-toi les dents avant d'aller te coucher !
5. Ne vous énervez pas, discutez calmement !
6. Ne t'en fais pas, tout va bien !

**Activity 7**

1. Est-ce que tu aimes te coiffer ?
2. nous n'aimons pas du tout nous dépêcher.
3. Je déteste me lever tôt.
4. Elle est fatiguée. Elle a besoin de se reposer un peu.
5. Est-ce que vous voulez vous laver avant le petit déjeuner ?
6. Tu peux t'arrêter là, s'il te plaît, je voudrais acheter un journal.

**Activity 8**

A possible answer:

Ce matin, je ne me suis pas réveillé très tôt. Je me suis levé, je me suis lavé, je me suis coiffé et rasé. Ensuite, je me suis dépêché de m'habiller. Je me suis regardé dans le miroir : parfait. Je suis descendu, content d'aller au travail, mais, quand je suis sorti dans la rue, j'ai glissé et je suis tombé. J'ai décidé de retourner me coucher.

**Activity 9**

A possible answer:

D'abord, je me réveille tous les jours vers 7 heures et je me lève; c'est difficile...ensuite, je me lave, je me coiffe puis je m'habille. Je ne prends pas de petit déjeuner parce que je n'aime pas manger le matin. Après, je me maquille (femmes)/ je me rase (hommes) et je regarde les nouvelles à la télévision. Enfin, je quitte la maison vers 7 h 45 et je prends le bus pour aller travailler.

**Activity 10**

A possible answer:

Roman Polanski est né en France en 1933. Ses parents sont polonais et il a vécu d'abord en France, puis en Pologne, aux États-Unis et pour finir, de nouveau en France.

Il a tourné son premier film, *Le Couteau dans l'eau* en 1962, puis il a débuté une carrière internationale en 1965. Il a d'abord réalisé *Répulsion*, puis *Le Bal des Vampires* en 1967, avec Sharon Tate, sa première femme.

Ensuite, il a réalisé le célèbre *Chinatown* et un film tourné en France en 1976, *Le Locataire*, avec Isabelle Adjani. Puis, *Tess* a reçu trois Césars en 1979. Il a ensuite mis en scène sa seconde femme ; Mathilde Seigner, dans *Lunes de fiel* en 1992 et plus tard, en 2000 dans *La 9<sup>e</sup> Porte*.

Enfin, son film, *Le Pianiste*, a obtenu de nombreux prix en 2002 et 2003.

**Activity 11**

Toutes les propositions qui restent cohérentes avec le dessin. Le vrai texte des bulles est donné dans l'activité suivante.

**Activity 12**

Phrase 2 : Le climat ne fait pas d'efforts, alors, pourquoi est-ce que moi, je dois faire des efforts ?

**Activity 13**

Audio transcript : a)

1. Vous venez pas avec nous ?
2. T'as vu Ben, hier soir ?
3. Y a du jus d'orange au frigo, si tu veux.
4. Il faut pas s'énerver. Restez calmes..
5. Vous avez que 10 heures de cours ?
6. J'sais pas quoi faire..
7. T'as faim, toi ?
8. Est-ce qu'i t'a téléphoné, José ?

b)

1. vous ne venez pas avec nous ?
1. Tu as vu Ben, hier soir ?
2. Il y a du jus d'orange au frigo, si tu veux.
3. Il ne faut pas s'énerver. Restez calmes..
4. Vous n'avez que 10 heures de cours ?
5. Je ne sais pas quoi faire..
6. Tu as faim, toi ?
7. Est-ce qu'il t'a téléphoné, José ?

**Activity 14**

Left column: les dents, la main

Right column: les cheveux, le bras, les doigts.

**Activity 15**

Juan devrait avoir entre 4 et 7 ans.

Delphine doit avoir entre 9 et 11 ans.

**Activity 16**

1. Quelle est la bonne nouvelle ?
  - La bonne nouvelle est que Marco a fini par trouver un appartement.
2. Qui est le « beau monde » ?
  - Marco parle ainsi de ses voisins, le médecin et l'architecte. Ce sont des professionnels plutôt riches, et donc, très respectables. Ainsi, il les appelle le « beau monde ».
3. Quel est le château que Marco évoque ?
  - Marco désigne ainsi avec humour son petit appartement.
4. Pourquoi doit-il se dépêcher ?
  - Marco doit aller au cinéma. Ses amis l'attendent parce qu'il est en retard.

**Activity 17**

Connais-tu la bonne nouvelle ?	Comment vas-tu, toi ?
Tu connais la bonne nouvelle ?	Tu vas comment, toi ?
Est-ce que tu connais la bonne nouvelle ?	Comment est-ce que tu vas, toi ?

**Activity 18**

1. A quelle heure allez-vous arriver à Paris ?

2. Sais-tu que j'ai eu 25 ans samedi ?
3. Vas-tu te lever ? Il est 10 heures !
4. Où habitez-vous exactement ?
5. Quand partent-ils au Nigeria ?
6. Comment fait-on pour préparer un bon couscous ?

**Activity 19 (a)**

a2 - b1 - c5 - d7 - e3 - f4 - g8 - h6

**Activity 19 (b)**

- b. Où vous arrêtez-vous ?
- c. Pourquoi t'énerves-tu ?
- d. S'assied-il toujours ici ?
- e. A quelle heure te lèves-tu ?
- f. S'amuse-t-elle bien en Irlande ?
- g. Quand vous reposez-vous un peu ?
- h. Vous inquiétez-vous pour elle ?

**Activity 20**

1. M'avez-vous parlé ?
2. S'est-il inquiété pour ses examens ?
3. Où est-il allé ?
4. Pourquoi n'a-t-elle pas parlé ?
5. Ont-ils bien compris ?
6. Quand vous ai-je dit ça ?
7. Comment avez-vous fait ?
8. Qui as-tu vu ?

**Phonétique**

**Audio transcript: Activity A**

1. Voilà un unevitation !
2. Ils sont très fatigués.
3. Tu as faim ?
4. Il est anglais.
5. Oh ! Le beau chien !
6. Tu as un nouveau copain ?

7. mais, non, ce n'est pas vrai !

	1	2	3	4	5	6	7
[ɛ]		x		x			x
[ɛ̂]	x		x		x	x	

### Activity B

Audio transcript :

1. Désolé mais c'est impossible le lundi vingt.
2. Vous pouvez venir demain matin ?
3. Tu viens avec moi ou tu restes avec tes copains ?
4. C'est un ami colombien ?
5. J'adore la peinture anglaise du quinzième siècle.
6. Donne-moi la main, Adrien !

### Activity 21

1. Le succès de Titeuf : 5
2. L'évolution du personnage à travers les albums : 6
3. La naissance de titeuf : 1
4. La plus grosse difficulté pour l'auteur : 3
5. Titeuf et l'actualité : 4
6. Comment l'auteur travaille : 2.

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## UNIT 11 *ROMAN / NOVEL / NARRATION*

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### **Introduction**

This Unit entitled *Novel / Narration* corresponds to pp. 120 - 129 of *Connexions*.

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

*Note:* Unit 11 corresponds to "Unité 11" in the textbook *Connexions*.

### **Aims**

In this unit, you will learn the following:

#### **Week 1**

1. Situating oneself in time
2. Identifying situations of agreement / disagreement (oral)
3. Expressing agreement / disagreement (oral)
4. Talking on the telephone
5. Comparisons
6. *Passé composé* : verbs with auxiliary *être* or *avoir*
7. Expressions of time : *il y a, depuis, pendant...*

#### **Week 2**

1. Negation: *Ne ...plus, ne ...jamais*
2. Understanding an email
3. Writing a letter recounting past events
4. Understanding extracts from French/ Francophone novels
5. Phonétique : [a] like in *Canada* and [ã] like in *France*
6. Describing a person ( oral)
7. *Avoir l'air + adjectif*
8. Francophonie

You may have understood from the typography of the opening text on page 120 (*Connexions*) that this is an extract from a novel (*roman*).

France has a long literary tradition that has produced a host of extraordinary writers. Victor Hugo (*Les Misérables*), Gustave Flaubert (*Madame Bovary*), Albert Camus (*L'Étranger*), Marguerite Duras (*l'Amant*) are a few names that have influenced world literature. Today, French literature has crossed the shores of metropolitan France. One finds remarkable writers in countries as diverse as Algeria (Assia Djébar), Canada (Jacques Godbout, Gabrielle Roy), Morocco

(Tahar Ben Jelloun), Mauritius (Ananda Devi) etc. You are invited to search the internet for more information on these writers and their works and then discuss the specificity of their creations in the Contact Class.

Now, read the text on page 120 (*Connexions*) and identify the general theme of the novel.

### Supplementary Activity I

*Let us see if you have understood the text by answering a few questions:*

1. Combien de personnages y a-t-il dans le roman ?
2. Dans quelle ville se passe la scène ?
3. C'est une scène d'une rencontre amoureuse, ou d'une rupture ?

**Hint:** Read the text a few times, slowly, before you answer the questions. You will notice that the passage is partly written in direct / indirect speech. The direct speech is in the present tense, while descriptions are in *passé composé*. Identifying the two facets of the text will help us understand the passage better.

But before we go onto the next activity, let us look at the following sentence in the text:

*Elle a descendu l'escalier quatre à quatre.*

You may remember that the verb *descendre* is conjugated with the auxiliary verb *être* in *passé composé*. For example, one says, *je suis descendu à Mahabalipuram pour le weekend*. Here, however, we see : *Elle a descendu l'escalier*. Here *descendre* is conjugated with the auxiliary verb, *avoir*. Why?

Look at the verbs *descendre*, *sortir*, *monter* and *passer*, mentioned at the bottom of page 120 (*Connexions*). All four verbs are usually conjugated with the auxiliary *être*. However, in case of a *complément direct* following the verb, we will conjugate the verb with the auxiliary *avoir*. Hence we will say:

*J'ai passé un weekend très sympathique. (complément direct)*

but

*Je suis passé à la librairie avant de venir en cours. (complément indirect).*

The same rule also applies to the other two verbs: *sortir* and *monter*.

Examples

*Il a sorti **un mouchoir** de sa poche.*

*Il a monté **une valise** au troisième étage .*

### Oui? Non? C'est ça?

*Read the text on page 120 (Connexions) and answer the questions in this activity.*

- |                                | Vrai | Faux | ? |
|--------------------------------|------|------|---|
| 1. Julie habite avec François. |      | ✓    |   |

**Hint:**

Here; all the questions are based on the text. Read the passage carefully in order to answer the questions.

**Activity 1**

*Find out when each of the events listed in this activity' (p. 1210 takes place:*

1. Julie se fâche avec François. Jeudi
2. Julie prend un taxi et va chez Isabelle Jeudi

**Hint:**

This activity helps us understand the text better through a chain of events. All events mentioned in this activity have been described in the text. You simply have to establish the order in which they occurred.

**Activity 2**

*Look at the text on page 121 (Connexions). Both texts seem to represent a telephone, conversation. A few lines are missing. Complete the dialogue, and then enact the situation (jeu de rôles):*

Example:

Entre Julie et Isabelle :

Isabelle : *Allo*

Julie : *Allo, Isabelle, c'est Julie.*

Isabelle : *Julie, ça va ?*

*Note:* This activity is based on the events that occur in the novel (p. 120, *Connexions*). You may have noticed that the two telephone conversations on page 120 are one-sided, i.e. we can only read the lines pronounced by one of the characters (Julie, in the first conversation, and Isabelle in the second). Here, we must imagine the lines of the person at the other end of the telephone line (Isabelle in the first conversation and François in the second). This would confirm our comprehension of the plot of the novel, as revealed on page 120.

Finally, once you have filled in the blanks, two students can enact the two telephone conversations (Contact Class).

**Activity 3**

*Listen to the CD. Julie telephones François en Saturday. Listen to François' questions and fill in Julie's response to them (p. 121, Connexions).*

*Note:* This activity aims to develop a learner's oral comprehension. In this telephonic conversation, Julie tells François to meet her in Isabelle's house on Sunday evening. Once again, the learner must listen to the CD a few times and try to decipher François's words. Through this activity, you will see that knowing the questions or the context, one can imagine the answers and vice-versa. In a *situation de communication* (in a situation of communication) many conversations are understood contextually, even if all elements of the dialogue between two people are not clear to us. The current activity helps us develop this facet of our comprehension. You will easily guess the answers if you have understood the context (i.e. the background of the conversation between Julie and François (p. 120).

#### Activity 4

**Strike out the inappropriate words (p. 121, Connexions):**

*Example:* Isabelle [est partie / a-quitté] de Paris à 6 heures ce matin.

**Note:** This activity highlights the subtle nuances of the French language. For example, when we say *Isabelle est partie de Paris*, the sentence suggests that she has left the city temporarily and shall return to Paris later. But when we say, *Isabelle a quitté Paris*, it seems to suggest that she has moved out of Paris for good and shall now settle down in another city. This is actually clearer when we study the context, i.e. the text on page 120, where we understand from the general turn of events that Isabelle has broken up with her boyfriend and shall now leave Paris definitely.

Initially, you may find it difficult to answer the questions asked in this activity. You could possibly refer to a few sites on the internet to see the usage of each of the verbs given here. Else, discuss with your colleagues and counselor.

#### OUTILS

#### Activity 5 (a)

**Observe the sentences given in this activity. Some of them contain the preposition “jusqu’à” while others contain “pendant”. After reading the sentences, match the column on the left with the column on the right. (p. 122)**

**Note:** You shall observe that *pendant* deals with an activity which occurred over a certain period of time, i.e. we can measure its duration in terms of minutes, hours, a few months or even years, whereas *jusqu’à* (till, until) represents an event that happened at a particular instance, a particular moment in time (*jusqu’à 3 heures*) (ex : This difference is evident in some examples taken from the text on page 120 (*Connexions*) and given in this activity. Study the sentences carefully and answer the question.

#### Activity 5 (b)

**Fill in the blanks in the sentences given in this activity using *jusqu’à* or *pendant*.**

*Example:* Le magasin est ouvert du lundi au samedi jusqu’à 19 heures.

**Note:** Is 7 :00 p.m. a *duration* or a particular *moment* in time? Keeping this basic question in mind (the answer has been provided in the earlier activity), fill in the blanks given in this activity.

#### Activity 6

**Julie writes to a friend. Read the letter given in the margin of page 122 (Connexions) and match the elements provided in the two columns.**

**Note:** Once again, this activity will enable the learner to deduce the usage of two *indicateurs de temps* (indicators of time) : *il y a* and *depuis*.

Suggestions

1. Identify and make a list of all the occurrences of *il y a* and *depuis* in the text.
2. Now see if the sentences talk about an event that happened in the past and if some time has elapsed since its occurrence, we will use *il y a* (ex. : *Je l'ai quitté, il y a deux mois*). = I left him two months **ago**.
3. If we are talking about an event related to a *particular* moment in the past such as 6<sup>th</sup> October; then we shall use *depuis* (ex. : *Je suis en France depuis le 6 octobre*) = I am in France **since** 6<sup>th</sup> October.
4. However, one can also use *depuis* to mark an event even if the date or the exact time (18 heures, le 15 juillet 2007) is not mentioned (ex. : *Julie ne voit plus François depuis la fin de leur relation*).

Activity 7 (a)

Fill in the blanks in the sentences given in this activity (p. 123, Connexions) using *depuis* or *il y a*:

Example: Julie s'est fâchée avec François il y a deux mois. (Julie got angry with François, two months ago.)

Activity 7 (b)

Read the sentences in this activity (p. 123, Connexions) and strike out the inappropriate word:

Example:

Julie est arrivée à Paris [il y a / pendant] deux ans.

Activity 8 (a)

Read the sentences given in Activity 7 and match the columns:

Avec <i>il y a</i> , on utilise	<ul style="list-style-type: none"> <li>• Le présent</li> <li>• Le passé composé</li> </ul>
Avec <i>depuis</i> , on utilise	<ul style="list-style-type: none"> <li>• Le présent ou le passé composé.</li> </ul>

**Note:** This activity is similar to Activity 6. Analyse the sentences given in this activity using the same principle of logic to arrive at the answer.

Activity 8 (b)

Write the verb in the present tense or in passé composé:

Example: Julie (habiter) habite à Marseille depuis une semaine.

**Note:** Study the table entitled *les indicateurs de temps* on page 123 (Connexions). All four *indicateurs de temps* (*pendant*, *depuis*, *jusqu'à* and *il y a*) have been analysed here. Refer to this table to answer the questions in this activity.

## L'accord au passé composé

Roman / Novel  
(Narration)

### Activity 9 (a)

Read the text given in this activity on page 122 (Connexions) and write down in the table given below all verbs that take the auxiliary être:

Verbes sans « se »		Verbes avec « se » (verbes pronominaux)	
au passé composé	Infinitif	Au passé composé	infinitif
Elle est partie.	partir	.....	.....

Note : This is a very simple activity. You have to merely note down all the past participle of verbs which are preceded by the auxiliary être as well as all the pronominal verbs present in the text.

### Activity 9 (b)

Why does one add an extra « e » to the verb “partir” in the sentence Elle est partie? And why does one add « es » to the verb “entrer” in the sentence: Elles sont entrées ?

Note: Refer to the table on the accord au passé composé on page 123 (Connexions). You will notice that while using passé composé, most verbs are conjugated with avoir. However, 15 verbs as well as their variants (e.g. venir and revenir) are conjugated with the auxiliary être (cf. Unit 8). These can be remembered in the form of a list, represented by the word ADVENT:

Arriver (+ partir + rester)

Descendre (+ monter)

Venir (+ aller + retourner)

Entrer (+ sortir + passer)

Naître (+ mourir + apparaître)

Tomber

While conjugating any of these verbs in the passé composé, we use the auxiliary être. At the same time, when the subject of the sentence is feminine, e.g. Kajol, Rani, Aishwarya, the verb takes an extra « e ». Example: Rani est allée au marché.

You will add an extra « e » as well as an « s ». In the case of : Isabelle et Jeanne sont allées au marché. You know why?

The same rule will apply to all verbes pronominaux such as se faire, se parler, s'appeler, se dire etc.

Activity 10

Write the verbs given between brackets in passé composé:

Example:

1. Hyo-Jung (arriver) est arrivée en France le 1er octobre et elle est retournée en Corée le 28 juin.

Note : Arriver takes an extra « e » since Hyo-Jung is a girl and both the verbs (arriver as well as retourner) are conjugated with the auxiliary être.

Activity 11

Write a letter to a French or Francophone friend. Tell him / her about all that you have done since 1<sup>st</sup> January. Use the “indicateurs de temps” (Time markers) studied above.

Exprimer son accord ou son désaccord

You must have guessed the meaning of « accord » and « désaccord » [Hint: the word accord will help you ]

Therefore, in this section, we shall deal with situations where people are angry, exasperated, and incapable of tolerating a difficult situation. This is when a fight boils up. The six activities that follow present such situations. The oral comprehension, the pictures, the expressions will give you an idea about the intonation and the vocabulary used in such contexts.

Since the dominant emotion is anger, then one will prefer exclamative expressions, usually short, but which should be said in the correct intonation!

Activity 12

Listen to the dialogue between Isabelle and Julie. Tick the correct squares. (p.124)

Hints :

- In this activity, you have the support of two documents: the audio recording and the picture given on the upper right side of p. 124.
- Study, the picture, and try to guess the conversation between these two girls.
- You must have understood until now, that this activity is a continuation of the story of the opening document, p. 120.
- Listen to the recording, and tick in the appropriate case.
- You may listen a second time, if some expressions are still not clear.
- The two expressions “C’est pas vrai” and “Je vais pas aller” are elliptic negative sentences, as the negative particle « ne » is absent. This phenomenon is essentially noticed in oral.
- Have you understood the expressions given in the table? *Tu te trompes* (you are mistaken), *J’en ai marre* (I am fed up), *Tu as raison* (You are right).
- *J’en ai marre* is a familiar expression. It can be replaced in standard French, by “*J’en ai assez*”.

### Activity 13

Roman / Novel  
(Narration)

a) *Listen once to the dialogue between François and Julie. Why are Julie and François fighting? (p. 124)*

**Hint:**

- This is an activity of oral comprehension.
- Like the previous activity, here also you will have two types of material aids:  
i. a picture in the left margin ii. an audio recording.
- Study the given picture and try to answer the following questions:
  - i. What type of communication do we have here? [telephonic conversation/ a face to face conversation]
  - ii. Who are the characters on the illustration? [Isabelle/ Julie/François?]
  - iii. What is their general mood? [Happy/ unhappy /angry/apologetic/ amused...]
- Now listen to the dialogue and explain the reason(s) behind their fight?
- Have you been able to pick out some words which show a discord between these two persons?

b) *Listen to the dialogue a second time, then place the sentences in the correct order.*

**Hint:**

- Read the eight sentences first.
  - Then listen again to the audio track.
  - Place the sentences in the correct order.
  - Then read aloud the text, by using the correct intonation.
- c) *Which are the four expressions that Julie uses to express her discontent?*

### Supplementary Activity

Archana and Ramesh are engaged and about to get married. But, Ramesh has some very bad habits which irritate Archana. He drinks too much at parties, he smokes a lot and he also likes to flirt with Archana's girlfriends. One day, she decides to put an end to this stressful situation. Imagine the fight between the two. (Contact class).

### Activity 14

a) *Julie uses two negative sentences. For each of the following sentences, tick an equivalent sentence. (p. 124)*

**Hint:**

- This activity will be performed in the contact class.
- Read the sentences aloud and discuss with your advisor and classmates.

- Note the negative particles: *ne (n') + plus* and *ne + jamais*
  - This activity deals with different types of negative structures. We learnt in the beginning about *ne + pas*. Here we have two new structures *ne + plus* and *ne + jamais*. Note that *pas* has been replaced by either *plus* (no more) or *jamais*(never).
  - The table in the right margin of p. 125 gives a broad summary of this concept.
- b) **Answer the following questions by using *ne....plus* and the verb between brackets.**
- c) **Answer the following questions by using *ne....jamais* and the verb between brackets.**

### Activity 15

**Listen to the six situations and say if these persons agree with each other or are they in disagreement. Tick in the suitable squares.**

**Hint:**

- This listening comprehension is a systematization of what you have learnt until now in this section.
- Do not forget to guess the general mood of the speaker ( agreeing /not agreeing ) through his / her intonation
- A few useful expressions : "*tu as tort*" (You are wrong) and "*tu plaisantes*" (you are kidding)
- Do not hesitate to listen again to the recording, if some expressions are not clear.

### Activity 16

**Choose a situation. Use the words and expressions from the three tables: i. exprimer son accord, ii exprimer son disaccord, iii. la négation. (p. 125)**

**Hint:**

- This is an oral comprehension activity it will be done in the contact class.
- Read carefully the above mentioned tables and make sure that you have understood all these expressions.
- Now read the four situations aloud. Make sure you understand the meaning of these four situations and also understand why you should agree or disagree with them.

### Activity 17

**In group of two, choose a picture and play the situation. (p. 125)**

### Hint:

- This is an oral activity that will be performed in the contact class.
- Before thinking of the dialogue, study carefully the pictures, the expressions on these persons' faces, their gestures, and also the place where these scenes are taking place.
- Your advisor will help you in getting, the correct intonation.

## Vous avez un nouveau message

In this email, Marco is answering to Flora's question : « Est-ce que ça veut dire que tu n'aimes pas beaucoup la France ? » (Does this mean that you do not much like France?)

In his reply, Marco compares France and Italy, thus explaining what he prefers in each country.

### Activity 18

Read Marco's message and answer the following questions. (p 126)

#### Hint :

- Read the email.
- Can you pick out the elements which talk about the similarities between Italy and France ? (Question 1)
- Does Marco has the same opinion about the *Français* (male) and *Françaises* (female)? (Question 2). Who does he prefer? Why?
- According to you, Marco prefers Italy or France? Why? What does he prefer in Italy?
- What about you. Which is your favorite country? Why? Are you like Marco, who says "*je préfère l'Italie. C'est normal non? J'ai passé toute ma vie en Italie.*"

## Comparer (p. 126)

In his email, Marco compares two countries, saying why one is better than the other. Look at the left margin, where several expressions based on comparison have been given.

1. On trouve des paysages **identiques**
2. Une livre et 500 g, c'est **la même chose**.
3. Une avenue et un boulevard, c'est **pareil**.
4. La bière est un alcool, **comme** le vin.
5. Le Pendelino **ressemble** au TGV.
6. Mon frère et la sœur **se ressemblent** beaucoup.
7. Ma sœur est **plus** jeune.
8. L'autre livre est **moins** cher.

9. Non, ce **n'est pas pareil**.
10. Je ne suis pas **comme** lui.
11. Les dessins sont **différents**.
12. La France, **c'est autre chose** !

**Hint:**

Let us study these twelve sentences :

- Sentences 1 & 11: The meaning of *identique* and *différent* is easy to infer . Can you infer the meaning ?
- Sentences 4 & 10: Here *comme* is used for comparison. For ex. “*il est fort comme un lion*”, he is as strong as a lion. “*Je suis comme ma mère*” → I am **like** my mother.
- Sentences 5 & 6: the verb *ressembler* means to look alike/ to be like someone or to resemble someone / something.

**Note the structures:** *ressemble + au + TGV*; *Mon frère et la sœur se ressemblent*.

- Sentences 7 & 8: *plus* (more) and *moins* (less) are usually used for making comparisons. Ex: *Raj est plus intelligent que Sameer*. (Raj is more intelligent than Sameer )/ *Sameer est moins riche que Rakesh*. (Sameer is less rich than Rakesh ).
- Sentences 3 & 9: Please note the difference in structure using “*pareil*”, literally meaning “same”. You will notice that one sentence is in the negative form and the other one is in affirmative.
- Sentences 2 & 12: Similarly note the difference between “*la même chose*” ( same thing ) and “*autre chose*” ( other thing ) . The indefinite adjective, *même* (same) is used to show similarity with another object or thing whereas *autre* (other/different) is used to show difference between two things .

**Activity 19**

a) **Observe the sentences. (p. 126)**

**Hint:**

- The eight sentences given here have been taken from the email that Marco sent to Flora.
- The expressions given in bold have been discussed in the above section.
- Read them and try to see if you can guess their meaning.

b) **Complete the sentences below.**

**Hint:**

- This activity is a systematization of what we have studied in comparison so far.
- We advise you to read the incomplete sentences first, and then to try to fill in the blanks.

## Décrire une personne (p. 127)

Roman / Novel  
(Narration)

We usually describe a person by using adjectives. In general, there are two types of descriptions – a physical description and a psychological description. The first one tells about the physical aspect of someone (fat, tall, dirty...) and the second one informs about the moral traits, the qualities, the weaknesses, and the character of someone.

In this unit, we shall concentrate on the second one.

The right margin provides you with a list of adjectives, presented in pairs of opposite.

They will be easily integrated in your conversations as they are used with the verb “être”. For example, *Marie est sympathique* OR *Paul est cultivé*.

You can easily guess the meaning of these adjectives as they are mostly transparent words in English.. The glossary at the end of the block will help you in case of difficulty.

### Activity 20

**Read again Marco’s message, then strike out the unsuitable words. (p. 127)**

**Hint:**

- This activity will be performed in the contact class.
- Discuss with your friends and your advisor, in order to find out the meaning of the given adjectives. Do not look in the dictionary.

### Activity 21

**Look at the picture and describe the two persons. You can even use the table “décrire une personne”. (right margin)**

**Hint:**

- Refer to the above mentioned table.
- The expression “avoir l’air” means “to seem to be”. We use it in the following way: *avoir l’air + adjectif: Il a l’air charmant.*
- As you can see, the “avoir” will be conjugated with the subject of the sentence, which in the given example is “il”.
- The activity 20 may even help you in formulating your sentences.

### Supplementary Activity II

1. Décrivez deux étudiants de votre classe

### Phonétique

As in the previous unit, we shall here also study a nasal vowel – [ã].

For pronunciation sake, it is important that you make the difference between [â] and its non-nasalized counterpart [a].

[a] in Canada, capital, Pakistan, Kabul, quarante, quatre.

[â] in France, Français, Angleterre, Pakistan, lampe, cent, tante, quarante.

### Activity A

a) Listen to the track and underline the sound [â]. (p. 127)

Hint:

- You will hear the audio recording of the four sentences given below.
- During the first recording, do not underline any sound. You will do this during the second listening.

b) Listen to the track and underline the sound [â].

Hint:

- Repeat the same steps as in the previous activity.

### Activity B

Complete the following. (p. 127)

Hint:

- This activity is based on your observations.
- You have already underlined the different occurrences of the sounds [a] and [â]. Now, you can try to systematize your observations.
- The sounds [a] and [â] can be written in how many ways?

### Activity C

Listen to the following sentences and tick the correct square.

Hint:

- Before starting this activity, read aloud the 8 sentences given in Activity A.
- Listen carefully to the group of sentences.

This activity is based on auditive discrimination, [a] v/s [â].

## La francophonie (p. 128)

French is an official language of about 32 countries and is spoken by over 200 million people across the globe. By virtue of this common linguistic heritage, one could say that *la francophonie* is arguably a Commonwealth of French-speaking countries. At the same time, these countries, spanning the five continents, represent unimaginable diversity in terms of geography, cultures, habits and religions. *La francophonie* celebrates this diversity every year on the 20<sup>th</sup> of March — *World Francophonie Day*. This is even celebrated in the French-speaking milieu in

India! Many Universities organise literary and cultural events on the occasion to celebrate the solidarity of the French-speaking world.

We find on pages 128 – 129 (*Connexions*) a map of the francophone world.

### Activity 22

*The French language occupies an important place in the seven countries mentioned in this activity (p. 128, Connexions). Look at the map on page 128-129 and identify the seven countries.*

### Activity 23

*Many writers made a conscious decision to write in French. Read the three texts given on pages 128 -129 and answer the following questions:*

- Name the characters in each text and describe them.
- What kind of problems are discussed in the text ?

**Note:** The three texts come from three different parts of the world, and represent radically different cultures. Above all, while all three are written in French, each text highlights a “lingo” or a style of talking / writing which is unique to its own country of origin. This notion of mixing of languages is called hybridity. One result of hybridity, or the marriage of languages and cultures, is the birth of *créole*, a mixture of French and various languages existing in these countries before the arrival of French. One such Creole is spoken in Mauritius. Here, when one wishes to say, *Je t'aime*, one says, *mo content toi !* One finds here traces of French and English. Similarly, when one wants to say, *Rani est jolie*, one says, *Rani zoli ba!* This is due to the *mélange* of French and Bhojpuri (since the initial migrants to Mauritius were from Bihar!).

Now, a few words on francophone authors:

**Jacques Godbout** is a Canadian writer from Quebec. His works discuss the question of identity, the identity of the Québécois, the Francophone Canadians in an Anglophone continent. *Salut Galarneau*, written in 1967, discusses the cultural conflict between the US and Quebec. Galarneau, the chief protagonist sells hot-dogs on the highway. He is deeply distressed by the rampant commercialization of Quebec under american influence and the slow and steady erosion of human values and traditions of the French-speaking inhabitants of Quebec.

**Cheikh Hamidou Kane** is from Senegal. He, too, talks about the cultural confrontation between Africa and the West with the advent of colonisation. *L'aventure ambiguë*, published in 1961 remains a best-seller even today and is certainly one of the foundational works of African Literature in French. The novel borrows freely from the real-life adventures of Cheikh Hamidou Kane, though it is not an autobiography of the author.

**Richard Guidry** is an American from the francophone state of Louisiana, USA. Guidry is famous for the introduction of Louisiana French in academic curriculum as he is for the collection of writings in the Louisiana dialect, *C'est p'us pareil*. In 1995, the author was awarded the title of *Chevalier* in the *Ordre des Palmes Académiques*, an honour bestowed by the French State for Academic excellence and intellectual pursuit. Guidry died on 27<sup>th</sup> July 2008.

**Léopold Sédar Senghor.** Finally, look at the stamp on page 128, *Connexions*, representing Léopold Sédar Senghor, former President of Senegal and arguably one of the most important Francophone writers in the world. In 1934, Senghor established, along with his friend, Aimé Césaire, *L'étudiant noir*, a magazine dedicated to Black students. Here, Senghor developed the notion of *Négritude*, which in his own words, is « *l'ensemble des valeurs culturelles du monde noir, telles qu'elles s'expriment dans la vie, les institutions et les œuvres des Noirs. Je dis que c'est là une réalité : un nœud de réalités* ». Under Senghor's leadership, the Black community around the world redefined itself, and many political struggles for dignity were inspired by his words.

**Activity 24**

**Look at the two columns in Activity 24 on page 128, Connexions. Match the sentences in the left column with one of the sentences in the right column.**

**Hint :** In this activity you will learn a few new French expressions spoken in different Francophone regions / countries. You will discover that they are different from the French expressions used in France. Can you do this activity with the help of your Francophone friends / internet ?

## Unit 11: Answers to Activities

Roman / Novel  
(Narration)

### Supplementary Activity I

Let us see if you've understood the text by answering a few questions:

- Il y a quatre personnages dans le texte : Julie, le chauffeur de Taxi, Isabelle et François.
- La scène se passe à Paris.
- C'est une scène de rupture entre Julie et François.

### Oui? Non? C'est ça?

1. Faux	3. Vrai	5. Vrai	7. Vrai
2. Faux	4. Faux	6. ?	8. ?

### Activity 1

1. jeudi	3. jeudi	5. dimanche soir
2. jeudi	4. vendredi	6. un mois plus tard

### Activity 2

Many answers are possible. Given below is one possible conversation:

#### Entre Julie et Isabelle

Isabelle : *Allo.*

Julie : *Allo, Isabelle, c'est Julie.*

Isabelle : *Ah, bonjour Julie.*

Julie : *Ah, heureusement, tu es chez toi. Je peux passer ?*

Isabelle : *Tu veux passer chez moi ? Maintenant ?*

Julie : *Oui.*

Isabelle : *Ça va ?*

Julie : *Non, ça ne va pas.*

Isabelle : *Explique-moi !*

Julie : *Non, je t'explique ça tout à l'heure.*

#### Entre François et Isabelle

Isabelle : *Oui, allo.*

François : *Isabelle, c'est François. Julie est chez toi ?*

Isabelle : *Julie ?*

François : *Oui, Julie, elle est là ?*

Isabelle : *Non, elle n'est pas là. Tu as essayé chez Valérie ?*

François : *Oui. Elle n'est pas chez Valérie. Elle n'est pas chez toi ?*

Isabelle : Non, je te dis qu'elle n'est pas là, tu ne me fais pas confiance.

François : Est-ce que tu sais où elle est ?

Isabelle : Je ne sais pas.

**Activity 3**

Julie : Chez moi.	Julie : Tu sais très bien.
Julie : Je ne veux pas te parler.	Julie : Non, je ne veux pas.
	Julie : Chez Isabelle. Dimanche, à 19 heures.

**Activity 4**

1. [est partie / a-quitte]      4. [entre / rentre]      7. [retourner / revenir]
2. [retourne / revient]      5. [allez / venez]      8. [retourne / revient]
3. [va / vient]      6. [pars / quitte] [entre / rentre]      9. [Entrez / Rentrez] / [retourne / reviens]

**Activity 5 (a)**

On utilise <i>pendant</i>	• avec une date ou une heure
	• avec une durée
On utilise <i>jusqu'à</i>	• avec un nom qui indique une date
	• avec un nom qui indique une durée

**Activity 5 (b)**

1. Jusqu'à
2. Pendant
3. Jusqu'à
4. Pendant

**Activity 6**

- On utilise *il y a* - Avec une durée (un mois / une semaine / 45 minutes)
- On utilise *depuis* - Avec une date ou une heure (lundi / le 3 septembre / 13h45).

**Activity 7 (a)**

1. Julie s'est fâchée avec François il y a deux mois.
2. Elle travaille dans une agence de voyage depuis le 1<sup>er</sup> juillet.
3. Elle habite à Marseille depuis cinq semaines.
4. Elle est très heureuse depuis son arrivée à Marseille.

**Activity 7 (b)**

1. il y a deux mois.
2. depuis le 10 novembre 2002.
3. depuis une semaine.
4. depuis le départ de Julie.

**Activity 8 (a)**

Avec <i>il y a</i> , on utilise	• Le présent
Avec <i>depuis</i> , on utilise	• Le passé composé
	• Le présent ou le passé composé.

**Activity 8 (b)**

1. Julie habite à Marseille depuis une semaine.
2. Elle a quitté Paris il y a une semaine.
3. François est allé à Marseille il y a un mois.
4. Julie connaît Isabelle depuis 1998.

**Activity 9 (a)**

Verbes sans « se »		Verbes avec « se » (verbes pronominaux)	
au passé composé	Infinitif	au passé composé	infinitif
elle est partie.	partir	elle s'est effondrée	s'effondrer
elle est arrivée	arriver	elle s'est mise à	se mettre
elle est tombée	tomber		
elles sont entrées	entrer		

**Activity 9 (b)**

Contact class. Ask the counsellor.

**Activity 10**

1. est arrivée ; est retournée
2. sont passés
3. se sont assises

**Activity 11**

Many answers are possible. One text is given below:

*Chère Béatrice,*

*Depuis le 1er janvier, je me suis beaucoup amusée. Je suis allée à Madagascar pendant les vacances de Pâques. Je suis retournée, il y a seulement deux mois. Là-bas, j'ai rencontré un jeune Indien, Ravinder. Nous sommes devenus très amis, et nous sommes restés ensemble presque tout le temps, jusqu'à mon retour en France. Malheureusement, il ne m'écrit pas : il ne sait pas écrire en français, et moi, je ne sais pas lire le panjabi. Je crois que nous ne nous reverrons plus dans la vie. J'ai déjà décidé de l'oublier, il y a un mois !*

*Bon, je t'embrasse,*

*Ton amie Jeanne.*

**Activity 12**

**Audio transcript:**

- Julie : Non, vraiment, il ne pense qu'à lui.  
 Isabelle : Non, c'est pas vrai. Il t'aime beaucoup, tu sais.  
 Julie : Tu te trompes ! Il ne m'aime plus.  
 Isabelle : Tu ne veux pas essayer de lui parler, une fois encore ?  
 Julie : Non, j'en ai marre, je ne veux pas lui parler ! Et puis, je n'ai pas envie de rester à Paris, j'ai envie de partir.  
 Isabelle : Si François, c'est fini, oui, c'est une bonne idée. Tu sais Jérôme est à Marseille. Sa boîte cherche quelqu'un en ce moment.  
 Julie : Ah, oui ? Tu pourrais me donner son numéro de téléphone ?  
 Isabelle : Oui, oui, pas de problème ! Ne t'inquiète pas on va trouver une solution.  
 Julie : Oui, enfin. Je ne sais pas. Marseille... je dois réfléchir...  
 Isabelle : Oui, voilà ! Tu réfléchis. Et tu dois te reposer un peu aussi.  
 Julie : Oui, tu as raison. Tu sais, je crois que demain, je vais pas aller travailler  
 [Sonnerie de téléphone]  
 Isabelle : Excuse-moi, je vais répondre...

	accord	désaccord
C'est pas vrai		X
Tu te trompes		X
J'en ai marre !		X
C'est une bonne idée.	X	
Pas de problème	X	
Tu as raison	X	

**Activity 13**

**Audio transcript :**

- Julie : Non, là, franchement c'est insupportable !  
 François : Oh, éh, fais un petit effort.  
 Julie : Non, je ne suis pas d'accord. Et en plus, tu ne préviens jamais quand tu es en retard, on n'a plus le temps de sortir le soir, tu es toujours de mauvaise humeur... j'en ai marre !  
 François : Écoute, tu sais bien que c'est le travail. Là, il n'y a personne pour s'occuper du service des relations internationales... mais on va trouver quelqu'un, et bientôt ça va aller mieux.  
 Julie : C'est pas vrai. Tu as déjà dit ça il y a trois mois et rien n'a change !  
 François : Et puis, je suis bientôt en vacances... là on va avoir du temps pour nous.

- Julie : Tu plaisantes ? Je ne veux pas avoir du temps seulement une fois par an pendant les vacances. C'est nul !
- François : Enfin, essaie de comprendre...
- Julie : Non, je ne veux plus essayer ! J'ai été très patiente, très gentille, je t'ai fait confiance, mais toi, tu n'as rien fait pour améliorer la situation ! Tu préfères ton travail. Moi, ça ne me plaît pas. Alors c'est terminé, fini !

- a) François travaille beaucoup. Il ne passe pas beaucoup de temps avec Julie. Il pense à son travail avant de penser à Julie.
- b) 3, 7, 4, 6, 2, 5, 1, 8.
- c) C'est nul ! C'est pas vrai. Non, je ne suis pas d'accord. Non, je ne veux plus essayer !

#### Activity 14

- a) 1. Avant oui, mais maintenant on n'a pas le temps de sortir.  
2. Quand tu es en retard, tu ne me téléphones pas.
- b) 1. Il n'y en a plus./ Il n'y a plus de jus de fruit.  
2. Non, elle ne veut plus venir./Elle ne vient plus.  
3. Non, je n'en ai plus./ Je n'ai plus d'argent.
- c) 1. Oui, mais je n'y suis jamais allé./ Oui, mais je ne suis jamais allé à Carcassonne.  
2. Oui, mais je ne l'ai jamais lu./ Oui, mais, je n'ai jamais lu ce roman.  
3. Non, je n'en mange jamais./ Non, je ne mange jamais des épinards.

#### Activity 15

Audio transcript:

1. Euh, tu peux me prêter 50 euros ?  
- 50 euros, désolé, je n'ai plus d'argent.
2. Ça vous dirait d'aller au Maroc, au mois de juillet ?  
- Au Maroc, hum, pourquoi pas, c'est une idée !
3. Alors vendredi, vous avez quitté le bureau à 3 heures, c'est ça ?  
- Absolument pas ! Je suis parti à 5 heures, comme d'habitude.
4. Bon Antoine, tu vas faire la vaisselle ?  
- Encore ! J'en ai marre ! C'est toujours moi !
5. Bon, alors, est-ce que lundi, 14 heures, ça va ?  
- C'est parfait ! Je suis libre lundi !
6. Non, je ne veux pas lui parler.  
- Tu as tort, il faut essayer de comprendre où est le problème.

Corrigé :

situation	1	2	3	4	5	6
accord		X			X	
désaccord	X		X	X		X

**Activity 16 (p. 125)**

Possible answer :

- Quoi, Véronique ? Ah, non, non, je ne suis pas d'accord, je veux être tranquille ce week-end.
- Ah, oui, d'accord, c'est une bonne idée !
- Vous vous trompez. Je ne veux pas payer 750 euros.
- Au Sénégal ? Pas de problème !

**Activity 17 (p. 125)**

Possible answer:

Dessin 1:

Le client : excusez-moi, cet appareil ne marche pas.

Le vendeur : Vous avez le ticket de caisse ?

Le client : Oui, bien sûr, voilà.

Le vendeur : Bien. Et vous avez la boîte de l'appareil.

Le client : La boîte ? Oui, oui.

Le vendeur : Mais attendez. Il est cassé.

Le client : Oui, il est cassé.

Le vendeur : Vous m'avez dit : il ne marche pas. Mais le problème, là, est différent.

Le client : Bah, il ne marche pas parce qu'il est cassé.

Le vendeur : Oui, mais, non. Il est cassé, je ne peux rien faire pour vous.

Le client : Vous ne voulez pas rembourser l'appareil.

Le vendeur : Non, monsieur, je ne peux pas.

Le client : Vous plaisantez.

Le vendeur : Non, monsieur.

Le client : Votre directeur ! Je veux voir votre directeur !

Dessin 2 :

La mère : Dis donc, tu as vu l'heure ?

Le fils : Bah, quoi ? Il est pas tard !

La mère : Presque deux heures et demie !

Le fils : Et alors ?

La mère : Attends ! Tu vas à l'école tout à l'heure, non ?

Le fils : Oh ! Mais ça va !

La mère : Non, je ne suis pas d'accord. Ça va pas ! Tu ne peux pas rentrer à deux heures du matin quand tu dois aller à l'école à huit heures !

Le fils : Oh, écoute, maman, c'est nul. J'ai pas 10 ans.

La mère : On a parlé de ça avant, non ? Bon, là, maintenant tu vas au lit ! On va reparler de ça demain avec ton père !

Le fils : Pfff ! J'en ai marre !

La mère : Et fais attention : ne réveille pas ta sœur !

Le fils : Oui, oui, d'accord...

### Activity 18

1. Il y a trois repas ; on trouve des trains, des paysages identiques ; les deux langues, l'italien et le français, se ressemblent.
2. Les Français ont toujours l'air triste, ils ne sont pas accueillants et ils ont froids ! Les Françaises sont cultivées, élégantes, chaleureuses, romantiques, accueillantes et charmantes. Mais il plaisante.
3. Parce que c'est son pays.

### Activity 19

1. Identiques 2. Comme 3. Se ressemblent ; ressemble 4. Pareil/ la même chose 5. Plus.

### Activity 20

1. [élégante/ accueillante] 2. [charmante/cultivée] 3. [accueillant/romantique] 4. [cultivé/sérieux] 5. [élégant/gentil]

### Activity 21

1. La femme a l'air strict. Elle est sérieuse et froide. Elle n'est pas accueillante.
2. L'homme l'air gentil. Il n'est pas très élégant, mais il a l'air chaleureux. Il est heureux.

## Phonétique

### Activity A

a)

1. Je passe à Paris au mois de Mars.
2. Ma femme aime les gâteaux.
3. Mardi, il va en Espagne et au Portugal.
4. C'est un cadeau pour Madame Lafarge.

b)

1. Je commence mes vacances le trente novembre.
2. La maman attend l'enfant dans la chambre.
3. Le château de Chambord a cinq cents ans.
4. Jean et Amanda passent beaucoup de temps ensemble.

**Activity B**

[a] peut s'écrire :

« a », exemple : passe, mars, va.

« à », exemple : à

« e », exemple : femme

« â », exemple : gâteau.

[ã]. Peut s'écrire

« en », exemples : commence, trente.

« em », exemples : novembre, temps.

« an », exemples : vacances, dans.

« am », exemples : chambre, Chambord.

« ean », exemples : Jean.

**Activity C**

1. C'est gras.
2. Deux banques.
3. Tu mens.
4. Je cherche une râpe.
5. J'aime les chats.
6. Tu y penses.

**Activity 22**

Le Luxembourg : 3	Le Canada : 1	Le Vietnam : 6	Le Vanautu : 7
Le Sénégal : 2	L'Algérie : 4	Madagascar : 5	

**Activity 23**

This activity shall be undertaken in the Contact Class.

**Activity 24**

Il est smatte comme une tomate	Il est intelligent
Il ne faut pas motamoter	Il ne faut pas apprendre par coeur.
Il travaille à l'essencerie.	Il travaille dans une station-service.
Qu'est-ce que tu fais cette fin de semaine ?	Qu'est-ce que tu fais ce weekend ?
Ça fait septante euros.	Ça fait soixante-dix euros.
Je t'ai absenté hier soir.	Je ne t'ai pas vu hier soir.
Il va venir avec sa cava.	Il va venir avec sa petite amie.
Il va venir aujourd'hui soir.	Il va venir ce soir.

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## UNIT 12 *JE TE RETROUVERAI* / RESOLUTIONS (FUTURE PLANS)

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This unit entitled *Je te retrouverai*, i.e. "I'll find you again" corresponds to pp. 130-139 of *Connexions*.

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

**Note:** This unit corresponds to "Unité 12" in the textbook *Connexions*

In this unit you will learn the following :

### Week 1

1. Talking about the future
2. Expressing one's wishes
3. Understanding a French song ( oral )
4. Asking for information on one's future plans ( oral )
5. Understanding/ predicting the weather forecast ( oral )
6. The future tense
7. vocabulary : five senses
8. *Subjonctif* ( introduction )

### Week 2

1. *Subjonctif* : usage ( *il faut ...; je voudrais ...* )
2. Phonétique : [ o ] like in *eau* and [ ɔ ] like in *mon*
3. Understanding an email
4. Understanding resolutions ( written )
5. Understanding an article from the press
6. Vocabulary : Describing a person
7. Expressions of time with *en* and *dans*
8. Our lives , in the year 2050

The opening document of this unit has four segments: i) the picture of a singer (La grande Sophie), ii) three comic strips showing a girl, iii) the text of a song, entitled

“Où que tu ailles” and finally iv) the song in audio format. You will understand the context through an intertextual reading of these segments.

This is your first contact with a French song. Do not read the written text. Try to understand the song through the CD. If you have some difficulty in understanding the words, do not hesitate to re-listen to the CD.

La Grande Sophie has been composing and singing her songs since the age of 13. She adheres to the trend of “*kitchen music*”, a musical movement born in 1995, which advocates that musical activity is not different from the other daily activities. Sophie is popular mainly because of her first album and her favourite themes such as : life, time and love.

Like India, France has active and dynamic musical trends. Some well-known musical trends are: *techno, rock, rap, rhythm and blues,, opera*, among others.

### Oui? Non? C'est ça?

*Listen to the song of “La Grande Sophie” and tick the correct answer.*

**Hint:**

- This activity is based on a global comprehension of the audio recording.
- Look at the title of the song: “Où que tu ailles”. It comes several times in the song. The conjugated verb form “ailles” is new to you. Can you guess the infinitive of this verb?
- The interesting part of this song is that it also introduces you to a new tense: *futur*. This will be studied in the coming pages. You will hear the expression “*Je te retrouverai*” very often. Can you infer its meaning from : *re + trouverai* ?
- Listen to the song and answer the multiple-choice questions

### Activity 1

*Listen once again to the song without looking at the text. What are the different objects that make Sophie remember the person she loves? Find out four such objects. (p. 131)*

**Hint:**

- In the song, Sophie refers to objects that will remind her of her lover.
- A list of words has been given, as well as three pictures which explain three words. Can you find out these words?
- Do you know the other words in the list?
- The list is divided into two parts: the first part contains concrete objects, while the second part contains abstract objects/or feelings.
- The answers are found in the first half of the song.

**Activity 2**

Read the text of the song and complete the table. (p. 131)

**Hint:**

- This activity is based on the comprehension of the vocabulary of the song.
- This will be your first contact with the text, so read it properly so that you have a global comprehension of the song.
- The table is composed of two columns. The first one contains expressions taken from the text, where as the second one contains words or expressions that are either similar (synonym) or opposite (antonyms) to the corresponding first column.
- Complete the table by using : = for synonym, or ≠ for opposite.

**Activity 3**

a) Match a verb with each picture. (p. 131)

**Hint:**

- This activity is based on your comprehension of the vocabulary and your ability of linking an action to its corresponding verb.
- Here you are being introduced to the five senses. Perhaps you already know some verbs.

b) Match each noun with a verb given in part a

**Hint:**

- This activity is a continuation of a) as here you will still deal with the five senses.
- The five words given below are nouns, which correspond to verbs mentioned above. You can easily guess at least four of them. The last one can be inferred through deduction.

**OUTILS**

**Le future simple**

In the earlier units, you were taught to express an action in future, by using *futur proche* (near future.) In this unit, you will learn the usage and the formation of future tense. As observed in the introduction of this unit, future has been frequently used in the song : "Où que tu ailles".

**Activity 4**

a) Pick out from the text of the song, the future form of each of these verbs in infinitive.

Retrouver: \_\_\_\_\_

Tenir: \_\_\_\_\_

Être: \_\_\_\_\_/ \_\_\_\_\_

b) *Now, find out, in the song, two other conjugated forms which end in a similar way. According to you, to which infinitive do they correspond?*

c) *The different verbal forms that you picked out from the text, express actions in the:*

*past*    *present*    *future*

**Note :**

Through this activity, the learner will discover the morphology of a verb in future tense.

The different steps suggested in activity 4, and the recapitulative table "*Le futur simple*" in the left margin of page 132 will enable us to deduce that :

— A verb in future tense is formed from its infinitive form. For example, the verb "retrouver" . in future tense will have the following ending :

*Je retrouverai*

*Tu retrouveras*

*Il/Elle retrouvera*

*Nous retrouverons*

*Vous retrouverez*

*Ils/Elles retrouveront*

You would have observed that :

- The infinitive of the verb (here *retrouver*) forms the root of the conjugated form in future tense. (As you can see, it is in italics.)
- The recapitulative table "*le futur simple*" gives the conjugation of the verb '*manger*', which is conjugated in a similar way as "*retrouver*".
- There are a few exceptions, such as : "être", "avoir", "pouvoir", "savoir", "devoir", etc.

**Note :** The verbs whose infinitive end by '-re', for example, *apprendre*, *comprendre*, *prendre*, ..., will not keep the final "e" in future tense. For example, *Je prendrai, tu prendras, il prendra....*

**Activity 5**

**Read the table, and then complete the list. (p. 132)**

**Hint:**

- This activity is based on your observation of the table “*le future simple*”.
- In the present table, there are eight irregular verbs, which will not be conjugated as in the case of regular verbs.
- The only common point with the regular verbs is that the ending (in future tense) of these irregular verbs, will be similar to those of the regular verbs. i.e.: – ai, -as, -a, -ons, -ez, and –ont.
- One way of remembering the conjugation of the irregular verbs is to remember at least one form of this verb in future tense. For example : let us say, “*je serai*”. Now, you only have to change the ending as in the case of other regular verbs . Example : *tu seras* , *il sera*. *Nous serons* ... . Apply this technique to the other irregular verbs also.

### Activity 6

*This is a dialogue between a little girl and her father. Transform the verbs in future tense. (p. 133)*

#### Hint:

- In this activity, you will be dealing with regular and irregular verbs.
- Before starting this activity, revise the notes given above on the irregular verbs and try not to look at the table of activity 5, when doing this activity.
- The verb, *se marier* has a slightly different conjugation: Ex. *Je me marierai, tu te marieras, il/elle se mariera.....* Verbs like *étudier, crier, plier, scier, manier.....* have similar conjugation.

### Activity 7

*You are a group of friends. You organize a small dinner on Saturday night. Each one of you will participate in the organisation of the dinner. Replace the *futur proche* (near future) by *futur*. (p. 133)*

#### Hint:

- This activity deals with *futur proche* as well as *futur*.
- In the beginning, you were taught to express actions in future, with the help of *futur proche*. By now you would have discovered that in most cases, *futur proche* and *futur* are interchangeable. They both express actions that have not yet taken place, and that will take place in future. However, there are cases where they are not interchangeable, as in the following example: *Attention ! Tu vas tomber* (watch out, you are going to fall).
- In this activity, the seven persons participating in the dinner have a particular task to accomplish. Hence, it is their responsibility to accomplish the given task. For example: *Sophie préparera une entrée.....*

### Activity 8

**Listen to sentences and say whether these persons are talking about the past, the present or the future. (p. 132)**

**Hint:**

- Listen to the recording and try to concentrate on the keywords.
- Present, past, and future are three important tenses that you will be using frequently in your oral and written situations of communication. Therefore, it is important that you recognize them not only in written but also in oral.
- There are several ways of identifying these tenses. You can identify them either by the presence of some keywords ( markers of time ) or by their morphology / ending . Therefore, it is important that you manage to pick out a few keywords from the sentences. For example: *demain ...*

### Activity 9

**Read the recapitulative table "parler de l'avenir" given in the left margin. Then, in group of two, play the scene. (p. 132)**

Here is the situation: *You go to an astrologer to know your future. She talks about your studies, your future job, your love life, your travels...*

**Hint:**

- Activity to be performed in the contact class.
- This is an oral activity where you are required to use future tense in a situation of communication. (tenses to be used: *futur proche, futur simple, présent*)
- Do not forget, that it is important that you use time indicators also, for example, "dans un mois", "l'année prochaine", "À l'âge de 30 ans, vous....."

### Activity 10

**Read the first two resolutions and choose, among the sentences, the sentences which can be used to fill up the table. (p. 133)**

**Hint:**

- This activity will be done in the contact class.
- As you can see, this table is divided into three columns, each talking about a specific year: 2002, 2003, 2004.
- This is the table of resolutions, which spans from year 2002 to 2004. In the first year, one is quite strict in resolutions, as years go by, one tends to be more lenient. For example, let us look at the first resolution: In 2002, "Je lirai 20 bons livres par an", then in 2003 « Je lirai 5 livres par an. » and finally in 2004, « Je finirai le livre que j'ai commencé en 2003. »

- First, read all the resolutions given in the table, then read the sentences given below. Try to see which one fits in which column.
- After completing the table, read aloud the resolutions.

### Supplementary Activity

*Make a list of your resolutions for the coming year. Discuss them with your friends and see if you share similar aspirations.*

## Quel temps fait-il ?

This part of the unit deals with one of the national obsessions of the French: the weather! Millions of people begin their day listening to the weather report on the radio, or watch it on TV or the internet. In certain parts of Europe, weather is quite unpredictable, and with sudden rain or thunderstorms, gale or snow, the temperature may dip severely causing danger to life and property. Above all, people dress as per the weather report, which predicts (at times, quite accurately!) whether it shall rain in the day and if one should carry an umbrella or a raincoat. Generally, weather is another topic people bring up naturally to start a conversation with a stranger. And just as we, in India, study very closely the arrival of the monsoon, in the same way, the French wait with baited breath, to know if there will be a white, snowy Christmas!

### Activity 11

*Look at the picture on page 134 (Connexions), showing a family preparing to go on a holiday. Three people, the wife and two children, are watching the weather report on TV, as is evident from the map of France visible on the screen. Read the words of each of the characters in this picture and make a list of expressions dealing with the weather.*

**Note:** Simply pick up words and phrases in the sentences dealing with weather, such as the sun, rain, temperature etc. Observe which tense is used for the weather forecast.

### Activity 12

*Listen to the weather forecast and fill in the symbols given in this activity (p. 134, Connexions) onto the map of France.*

**Note:** This activity facilitates oral comprehension and helps us improve our knowledge of terms, phrases and symbols used to talk about the weather. The terms mentioned in the left margin (*parler du temps*) on page 134 (*Connexions*) help us understand the “bulletin météorologique”.

Listen to the recording a few times. The names of certain French cities are mentioned in the bulletin. These cities are also marked on the map of France given in the activity. Once you have identified the cities and deciphered the weather forecast on the CD, place the corresponding symbol depicting the weather on the map.

Activity 13 (a)

Write a short text on the weather in India.

**Note:** Given below is a satellite picture of India as on 15th September 2008. Describe in writing the weather as per this image. You would agree that the sky is very cloudy over the Bay of Bengal (*la Baie du Bengale*). One can predict very heavy rains (*un temps pluvieux*) in the Eastern part of the country. Furthermore, the sky is clear (*un ciel dégagé, signe du beau temps*) over Rajasthan and Haryana. Consult internet sites on the weather (in French) to discover adequate expressions /words to describe the weather.

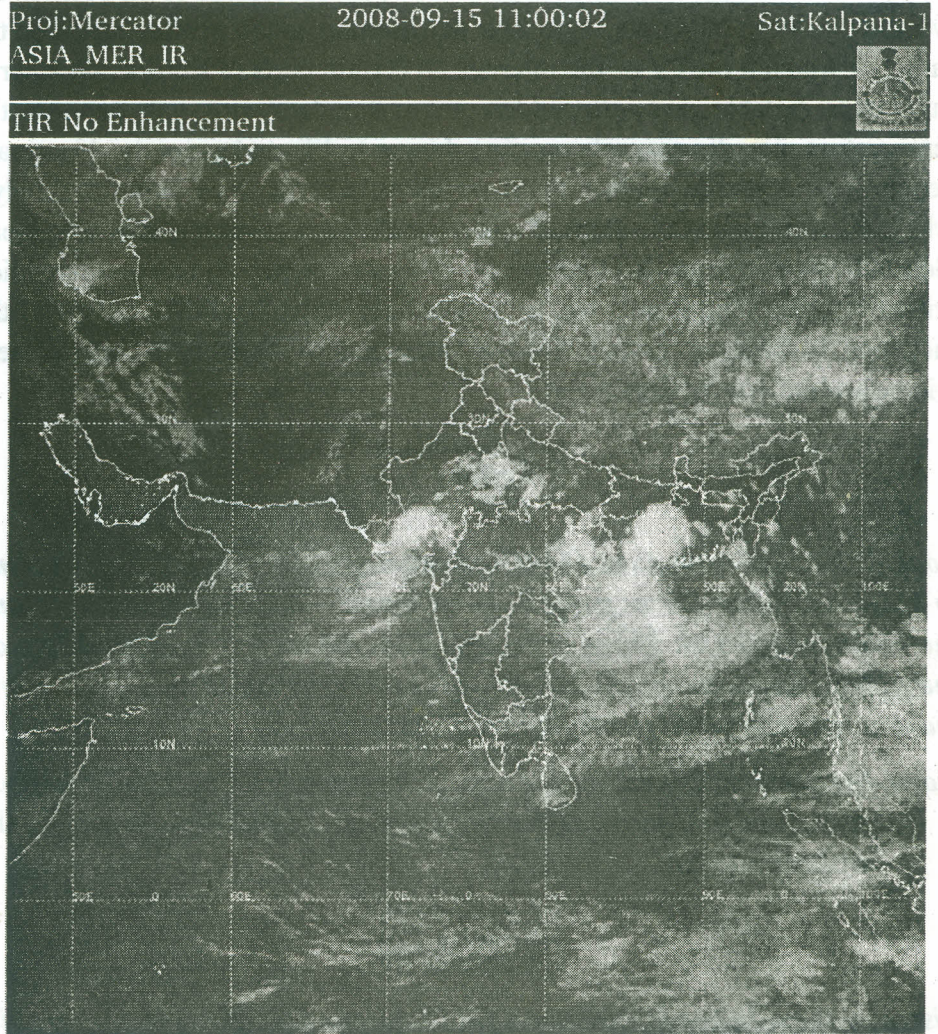


Image source: [http://www.imd.ernet.in/main\\_new.htm](http://www.imd.ernet.in/main_new.htm)

Activity 13 (b)

Make a weather forecast for tomorrow and talk about it in the Contact Class.

**Note:** You could reutilize the expressions /words used in the earlier activity. To make a weather forecast, use the future tense.

## Exprimer des souhaits / Expressing a desire

We have been talking about the future tense. Now let us see how one can express one's wishes for the future. In French, one can express them through *subjonctif*. In this part of the unit, we shall study the use of this mode.

In general, sentences in the French language which express a wish/ a doubt or an obligation use the subjunctive mode. These sentences are easily recognisable due to the use of the conjunction *que*. For example :

*je souhaite que tu travailles*

*Je ne crois pas que tu travailles*

*Il faut que tu travailles*

Remember that this list is not exhaustive and we shall come across innumerable examples in the French language where the subjunctive can be used. (cf. p. 134 as well as the table on p. 135, *Connexions* ).

### Activity 14

*The verbs given in the sentences are in the subjunctive form. Study the table given at the bottom of p. 134 (Connexions), where a few tips on the conjugation of verbs in the subjunctive form are given. Now fill in the blanks in the dialogues with the subjunctive form of the verb given in brackets.*

Example:

Je veux que vous finissiez ce travail aujourd'hui.

*Note: Je veux que* indicates a desire, a wish of the speaker which s/he hopes shall be fulfilled during the day. Hence, *finir* is used in the subjunctive form in the subordinate clause. Note its conjugation : finir → que vous *finissiez*.

### Activity 15

*Study the table given in the right margin of page 135 (Connexions), and fill in the blanks with an appropriate conjugated form of the verb. Following are the verbs: répondre, aller, dire, organiser and connaître.*

Example:

Flora,

Il faut que tu répondes au message de Marco.

*Note:* In order to undertake this activity, read the table carefully. You will notice that the subjunctive is used after expressions related to an event which has not yet happened. For example : *Je voudrais que tu viennes* ( I would wish that you came with me . ) It is understood that *Je voudrais* expresses here- a desire, a wish which is as yet unfulfilled and that it shall materialize perhaps in the future.

## Phonétique

We shall end in this section, the chapter on nasal vowels. Here we shall see the difference between [o] and [ɔ̃]

The learner will learn the auditive discrimination between these two sounds.

**A) a) Listen to the recording and underline the sound [o]**

**Note :** While listening, you are requested to read the sentences at the same time.

**b) Listen and underline the sound [ɔ̃]**

**Hint:**

— You have to repeat the same steps as in part A.

**B) Complete the following.**

**Hint:**

— This activity is based on the first one, in the sense that you will have to write down the different ways these two sounds can be spelt.

— Since, you have been able to work on a sample of 8 sentences, you will be able to complete the blanks with the corresponding words.

**C) Listen to the sentences and tick in the correct box.**

**Hint:**

— Listen to the sentences carefully and complete the table.

— Do not hesitate to listen again if needed.

## Vous avez 1 nouveau message

Here's another mail from Flora to Marco, announcing the big news! Read the entire mail and say if you have understood the reason behind Flora's euphoria. In case you have not, try to infer the purpose of Flora's message. Perhaps, Flora is in love! Now, in order to get the gist of the email, read the entire message rapidly. You will notice that Flora is describing her « beau », Romain.

In the left margin of the text on page 136 (*Connexions*), we will find different expressions for describing a person. You will notice the use of several adjectives such as: *grand / grande, petit / petite, jeune, vieux / vieille*. Unlike in India, where most individuals are dark-haired, people in other parts of the world, and especially in Europe, may be blond (*blond / blonde*), chestnut-haired (*châtain / châtaine*) or brown-haired (*brun / brune*). The colour of their eyes may be: *noirs, bleus, marron* (brown) or *verts*.

Furthermore, in the same column on the left on page 136 (*Connexions*), various other qualities of a person are enumerated such as: *sympathique, drôle* etc.. And finally, you will find a list of clothes (*pantalons, jupe, chemise, pull* etc.) which will also enable you to describe a person.

**Note :** In France, the concept of an arranged marriage is practically absent (or extremely rare). Most people choose their own life partners. Hence, they prefer to meet each other frequently, go on a date, even live together

(partners can legally share an apartment etc. in an arrangement called *cohabitation*). Eventually, if both partners feel comfortable in the relationship, they may (or may not) eventually decide to get married.

### Supplementary Activity

#### (Débat / Debate)

**Préfériez-vous un mariage arrangé ou un mariage d'amour ? Pensez à vos arguments et présentez-les lors du débat pendant le cours. Quel type de personne souhaiteriez-vous comme mari / femme ? (Activité orale).**

**Note:** The purpose of this activity is not to cast moral judgements on anyone. This activity merely aims to encourage the learner to participate in an academic debate on the matter from a sociological and linguistic perspective as opposed to a moral one. Vocabulary given in the left margin of page 136 (*Connexions*) may be used by the learners to express their opinions.

### Activity 16

**Read Flora's email and answer the questions in this activity (p. 136, *Connexions*) orally.**

**Note:** This activity simply seeks a confirmation that the learner has understood the email. Read the text a few times and look for the gist of the mail. Do not search for the meaning of each and every word.

## Décrire, caractériser une personne

Once again, this part of the unit is based on ways of describing a person (cf. left margin, p. 136, *Connexions*).

### Activity 17

**Look at the drawings on page 136. Listen to the eight descriptions recorded on the CD and say which recording corresponds to each character.**

**Note:** First of all, observe the six drawings. Try to describe each character using the model given in the margin of page 136. For each character, you can ask the following questions: il est grand? il est petit? Il est jeune? Il est vieux? C'est un homme? c'est une femme? etc.

Now, listen to the CD. You will observe that you have already come across all the words used in the CD to describe a person, (either in the email or in the text in the margin of page 136) Now, simply answer the questions.

### Activity 18

**Strike out the inappropriate word.**

**Example:** Elle est brune, petite et elle a les [yeux / ~~cheveux~~] bleus.

**(Hint :** Do we know anybody with blue hair?)

**Note:** Once again, this activity will enable use the vocabulary already discovered in this section (*Vous avez 1 nouveau message*)

### Activity 19

**Describe someone from your group. The others present shall try to guess the identity of the person you are describing.**

**Note:** This activity shall be undertaken during the Contact Class.

#### Temps et durée (Time and duration)

You may have understood that in this part of our book, we are exploring the different ways of expressing duration and time. Let us look at the two sentences in the right margin of page 137 (*Connexions*):

1. *Mon train part dans une heure.*
2. *Le TGV fait Paris-Marseille en trois heures.*

In the above-mentioned examples, can you infer in which contexts *en* and *dans* are used?

### Activity 20 (a)

**Read the two sentences given in this activity and infer the meaning of *en* and *dans*.**

1. *Dans 10 jours, il y a une fête chez Romain.* ( In ten days , there will be a party at Romain's house )
  2. *Elle a trouvé un appartement en deux jours.* ( She found an apartment in ten days )
- *en* indique une durée ( a duration )
  - *dans* indique une action future ( action in future )

**Hint :** Simply try to ask the following questions : When is the party at Romain's house? Shall it happen in the future? Or will it last a good 10 days? You will notice that if the sentence represents an action in the future, we use *dans*. On the other hand, if it represents duration in time, then we use *en*.

### Activity 20 (b)

**Use the expressions given in this activity to write two short stories, en une semaine – dans un mois – l'année prochaine ; faire – aller – être.**

**Example:** D'habitude, nous faisons ce travail en une semaine. Mais nous allons en France cet été. Ainsi, nous le ferons dans un mois. Et si cela ne se termine pas, nous le ferons pendant l'été, l'année prochaine...

**Note:** Once again, this is a revision of what we have already studied in activity 19.

**Complete the mini-dialogues (p. 137, Connexions) using dans, en, depuis, il y a or pendant.**

Example:

- Tu as vu Michel hier?
- Ben, non ! Je l'ai attendu pendant une heure et il n'est pas venu !
- Mais il ne t'a pas téléphoné ?
- Téléphoné ! Il ne m'a pas appelé depuis deux mois !

**Note:** Here we will revise the usage of *prépositions de temps*, some of which we have already studied in the previous unit. You may refer to the rules pertaining to the use of each of these elements by returning to previous units or to earlier activities.

### Notre vie dans 50 ans (p.p. 138-139)

In this part of the unit, we will do activities which will enable us to talk about the future/future trends. Four activities shall be undertaken: one dedicated to written comprehension (Activity 22), two to oral expression (Activity 23 and 25) and one to oral comprehension (Activity 24). Finally, one supplementary activity (to be undertaken during the Contact Class) will promote oral interaction and dialogue among the learners. In this activity, they will compare facets of contemporary India and the India of the future, (i.e. 2050.) The learners can form their analysis on the basis of images of India found in books and other popular media (internet, cinema etc.).

#### Activity 22

**The text given on page 139 (Connexions) talks of predictions about the future (Year 2050), made by the French, between 18 and 25 years of age. Read the article and comment on the findings. Do the comments mentioned in the article surprise you? Why?**

**Note:** This activity shall be undertaken in the Contact Class. First of all, skim the article fast and try to identify the key-words (e.g. in the first paragraph, the key-words are *pronostics, jeunes, souhaits, 50 prochaines années, attentes, santé, qualité de vie*). So, this text talks about the predictions made by people between 18 and 25 years about health and the quality of life in fifty years. Jot down the primary observations made by the author of the text. Do you agree with them? If you do, then you are not surprised. But if you do not, then you should know why you are surprised!

In case you are not sure of your answer, discuss the theme with your friends in the Contact Class. Now, can you formulate your own point of view in French?

**Activity 23**

*Express your own predictions for 2050 A.D. Among the various fields mentioned in this activity, which one, as per your belief, would develop the most in future? And which field of knowledge you will wish to see developed the most? Why?*

This activity shall be undertaken in the Contact Class. Read the fields mentioned in this activity. Do you know what each of them means? Discuss the terms with your friends in Class. Now, decide on a field which, as per your own analysis, would see the highest level of development in the next 50 years. Note down in brief the reasons for your predictions. Share your ideas (in French) with your friends in Class. If they do not agree, ask them to justify their answers. Give counter-arguments. The whole debate will be conducted in French.

This activity shall be undertaken in the Contact Class.

**Activity 24**

*Listen to the CD. We find here the response of some of the persons interviewed for the article given on page 139 (Connexions). State which of the themes mentioned in the list of statements given in this activity are mentioned on the CD.*

Hint: Listen to the CD a few times. Now read the sentences stating the themes given in this activity. Simply match the two. Only five of the seven statements given in print can be found on the CD.

**Activity 25**

*Read the information given on France on p. 138 – 139 (Connexions). We find here a comparison between contemporary and traditional France-twenty years ago. On the same lines, predict the developments that shall take place twenty years from now.*

**Note:** Look at the pictures at the bottom of pp. 138 – 139. Try to guess the context of these pictures. For example, the first two pictures show cars. Naturally, the auto industry is the subject of this discussion. Pick up the essential vocabulary from the text accompanying each picture. Try to predict the developments that might take place in this industry twenty years from now. Using the same technique, make predictions about the other topics highlighted through the texts and the pictures. Explain your perspective orally (in French) to your friends in the Contact Class.

**Supplementary Activity**

*Make a comparison between contemporary and traditional India (fifty years ago). Now, compare the state of science, technology, politics and society in India today with the possible conditions in these fields fifty years from now. Discuss the topic (in French) with other members of the Contact Class.*

**Hint :**

The learners can talk about the Independence struggle (*la lutte d'Indépendance*), the political leaders (*les leaders politiques*), the state of the economy (*l'économie*), social problems (*les problèmes sociaux*), the Panchayati Raj (*le Panchayati Raj*), the green Revolution (*la révolution verte*). They can also talk about the reservation policy (*la politique de réservation*), Indo-French relations (*les relations entre l'Inde et la France*), the IT Revolution (*la révolution informatique*), etc.

Activity 1	Activity 2	Activity 3	Activity 4

**Unit 12: Answers to Activities**

**Oui ? Non ? C'est ça ?**

La Grande Sophie parle à la personne qu'elle aime.

La Grande Sophie peut aller dans tous les pays pour retrouver cette personne.

La Grande Sophie sait bien qu'elle va toujours retrouver cette personne.

**Activity 1**

Dans la première liste: son bracelet – son drap de bain.

Dans la 2ème liste : sa voix – son odeur.

**Activity 2**

1. Sans aucun doute ≠ peut-être
2. Sans problème ≠ c'est difficile
3. Je tiendrai parole = promis
4. Les coordonnées = l'adresse et le numéro de téléphone
5. Qu'est-ce qui t'as pris=Pourquoi tu as fait ça ?

**Activity 3**

- a) 1d – 2b – 3c – 4e – 5a
- b) L'odorat = sentir ; la vue=voir ; le toucher=toucher ; l'ouïe =entendre ; le goût=goûter.

**Activity 4**

- a) Retrouver : retrouverai ; tenir :tiendrai ; être :sera/seras
- b) Iras-irai. Ces deux formes correspondent au verbe *aller*.
- c) Ces formes expriment des actions futures

**Activity 5**

être	je serai	nous serons	vous serez
avoir	tu auras	on aura	ils'auront
pouvoir	je pourrai	elle pourra	vous pourrez
devoir	tu devras	nous devrons	elles devront
vouloir	je voudrai	tu voudras	on voudra
aller	j'irai	tu iras	nous irons
venir	je viendrai	il viendra	vous viendrez
faire	tu feras	on fera	ils feront
il faut	il faudra		

### Activity 6

La petite fille : Moi, quand je **serai** grande, je **vivrai** très loin, dans un autre pays.

Le père : Ah bon ? Et tu **iras** comment dans ce pays ?

La petite fille : Ben, je **prendrai** l'avion et après, j'**irai** sur un très gros bateau pour traverser la mer.

Le père : Et il s'appelle comment, ce beau pays ?

La petite fille : La Matagolie ! On ne **travaillera** jamais, on **restera** là à la maison pour jouer et il **fera** toujours beau.

### Activity 7

1. Sophie **préparera** une entrée.
2. Stéphane **apportera** du vin.
3. Isabelle et Mathilde **feront** une galette des rois.
4. Mathias **s'occupera** de la musique.
5. Gaëtan et Pascal **installeront** les tables.
6. Fabrice et Lise **décoreront** la salle.
7. Et moi, je **viendrai** les mains dans les poches.

### Activity 8

	1	2	3	4	5	6	7	8
parle du passé	X					X		
parle du présent			X				X	
parle de l'avenir		X		X	X			X

### Activity 9

This activity shall be taken up in the Contact Class.

### Activity 10

	en 2002	en 2003	en 2004
1	je lirai 20 bons livres que en	je lirai 5 livres par an par an	je finirai le livre j'ai commencé 2003
2	je ferai un régime pour peser 80 kg	je ne dépasserai pas 85 kg	J'essaierai de ne pas dépasser 90k
3	Je serai un très bon directeur.	Je serai un excellent secrétaire	Je ferai beaucoup d'efforts pour ne perdre mon travail
4	J'emprunterai moins d'argent à mes parents et à mes amis.	Je n'emprunterai plus d'argent à mes parents	Je n'emprunterai plus d'argent à personne en 2005
5	je ferai un beau voyage à Tahiti avec Nathalie	On fera un beau voyage sur la Côte d'Azur en juillet	On ira chez mes parents, à Lille, pendant les vacances.

## Quel temps fait-il ?

### Activity 11

Le soleil brillera

Les températures seront très agréables.

Il fera beau

Il pleut.

### Activity 12

This activity shall be undertaken in the Contact Class.

### Activity 13 (a)

Le ciel est très couvert sur la baie du Bengale. Ainsi, il fait un temps pluvieux sur les parties est du pays. Nous remarquons un ciel dégagé sur les états de Haryana et de Rajasthan. Il fait dans ces deux états un temps magnifique, avec un beau soleil et une température de 21° Centigrade.

### Activity 13 (b)

Le ciel est très couvert sur la baie du Bengale. Ainsi, il fera pendant les 24 heures à venir un temps pluvieux sur les parties est du pays. Nous remarquons un ciel dégagé sur les états de Haryana et de Rajasthan. Il fera dans ces deux états un temps magnifique, avec un beau soleil et une température de 21° Centigrade.

### Activity 14

- Je veux que vous finissiez ce travail aujourd'hui.
- Mais, il faut qu'on écrive tout le dialogue ?
- Non, je voudrais que vous le prépariez, puis que vous le jouiez devant la classe.
- Pierre voudrais que tu viennes à son anniversaire.
- J'aimerais bien qu'il me le dise ! Pourquoi c'est toi qui m'en parles ?

### Activity 15

Flora,

Il faut que tu répondes au message de Marco. Il voudrait que tu ailles chez lui à Angers pour le week-end de Pâques et il aimerait bien que tu lui dises oui ou non parce qu'il faut qu'il organise une fête pour que tu connaisses ses amis.

Bisous

Sophie

### Phonétique

[o] peut s'écrire :

« o » : trop, oh, dos

« au » „ „ : journaux, Pauline

« eau » „ „ : beaucoup, eau

« ô » „ „ : tôt.

[ 5 ] peut s'écrire :

« on » : sont, bons, annonce, etc.

« om » ,, ,, : trompé.

**Supplementary Activity**

**(Débat / Debate)**

*Préfériez-vous un mariage arrangé ou un mariage d'amour ? Pensez à vos arguments et présentez-les lors du débat pendant le cours. Quel type de personne souhaiteriez-vous comme mari / femme ? (Activité orale).*

This activity shall be undertaken in the Contact Class.

**Activity 16**

1. Flora est amoureuse de Romain.
2. Franck est un ami de Flora. C'est lui qui a présenté Romain à Flora.
3. Romain est doux et sympa.
4. Anita a de la chance parce qu'elle a trouvé un appartement à Angers très rapidement. Marco n'a eu autant de chance !

**Activity 17**

a3 - b2 - c5 - d6 - e4 - f8.

**Activity 18**

1. Elle est brune, petite et elle a les yeux bleus.
2. Sur cette photo, mon frère porte un pantalon gris, une chemise blanche et des chaussures noires.
3. Jennifer Lopez ? Ah ! Oui, elle est très jolie.
4. J'ai acheté des nouvelles baskets pour courir.
5. Tu vois bien avec tes nouvelles lunettes ?
6. Il sourit tout le temps, le copain d'Antoine ! Il a l'air drôle !

**Activity 19**

This activity shall be undertaken during the Contact Class.

**Activity 20 (a)**

o En → → → → → →	indique une durée
o Dans → → → → → →	indique une action future

**Activity 20 (b)**

Many answers are possible. Two of them are given below:

1. Dans un mois, j'irai à Manipur faire du trekking., et l'année prochaine, j'irai au Népal. Je me suis entraîné pour ce voyage. En une semaine, j'étais en pleine forme, et prêt à partir !
2. Tu ne comprends pas pourquoi je voyage tout le temps ? J'aime changer de pays en une heure d'avion, dîner dans de petits restaurants complètement différents des restaurants indiens, découvrir de nouvelles cultures... Dans une semaine, je pars en France et je rentrerai à Bhatinda dans quelques mois. Un jour peut-être, vous voyagerez avec moi ?

### Activity 21

1. - Tu as vu Michel hier ?  
- Ben, non ! Je l'ai attendu pendant une heure et il n'est pas venu !  
- Mais il ne t'a pas téléphoné ?  
- Téléphoné ! Il ne m'a pas appelé depuis deux mois !
2. - Dans dix minutes, on s'en va. Dépêche-toi de finir ton travail !  
- T'est drôle, toi ! Faire cinq exercices de maths en dix minutes...  
- Dix minutes ? Tu as commencé il y a une heure !  
- Mais non, j'ai d'abord fait le français. Je fais les maths depuis seulement cinq minutes !
3. - Je n'ai pas vu Bruno depuis Noël. Il va bien ?  
- Oui. Il a été malade il y a deux semaines, mais ça va mieux. Ah ! La grippe...  
- Je vais lui téléphoner parce que je fête mon anniversaire dans quelques semaines de je voudrais l'inviter.

### Activity 22

This activity shall be undertaken in the Contact Class.

### Activity 23

This activity shall be undertaken in the Contact Class.

### Activity 24

Sentences no. 1,2,4,5 and 7 have been discussed by the people interviewed.

### Activity 25

This activity shall be undertaken in the Contact Class.

### Supplementary Activity II

This activity shall be undertaken in the Contact Class.

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**

Using reflexive verbs (se lever, s'habiller...)

*Fill in the blanks using the right form of the verb in brackets (p. 140, Connexions).*

Should you score

- 5 points, congratulations!
- Less than 5 points, you must return to page 112 and 113 of your book (i.e. *Connexions*) and revise your conjugation.

**Self-assessment 2**

Asking a question in a formal style.

*Transform the question as per the example given on p. 140, Connexions.*

Should you score

- 5 points, you may congratulate yourselves.
- Less than 5 points, you must return to page 116 and 117 of your book, i.e. *Connexions*.

**Self-assessment 3**

Using verbs suggesting movement (*aller, partir, sortir...*).

*Strike out the inappropriate verb.*

Should you score

- 5 points, you may congratulate yourselves.
- Less than 5 points, you must return to page 121 of your book, i.e. *Connexions*.

**Self-assessment 4**

Making a comparison

*Study the information given on the two ladies (p. 140, Connexions) and fill in the blanks in this activity.*

Should you score

- 4 points, you may congratulate yourselves.
- Less than 4 points, you must return to page 126 of your book, i.e. *Connexions*.

**Self-assessment 5**

**Describing a person**

**Match the information in column on the left to the information in the column on the right.**

Should you score

- 6 points, you may congratulate yourselves.
- Less than 6 points, you must return to page 127, 136, 137 of your book, i.e. *Connexions*.

**Self-assessment 6**

**Expressions of time**

**Fill in the blanks using expressions related to time such as dans, en, depuis, il y a or pendant.**

Should you score

- 6 points, you may congratulate yourselves.
- Less than 6 points, you must return to page 122, 123, 137 of your book, i.e. *Connexions*.

**Self-assessment 7**

**Talking about an event in the future**

**Write the relevant verb in each sentence in the futur simple.**

Should you score

- 5 points, you may congratulate yourselves.
- Less than 5 points, you must return to page 132, 133 of your book, i.e. *Connexions*.

**Self-assessment 8**

**Expressing one's wishes**

**Fill in the blanks with the right form of the verb in brackets.**

Should you score

- 4 points, you may congratulate yourselves.
- Less than 4 points, you must return to page 134, 135 of your book, i.e. *Connexions*.

**Final Score : \_\_\_\_\_ / 40 points X 100 = \_\_\_\_\_ %.**

**NOTES**

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