

DEPARTMENT OF LINGUISTICS AND MODERN LANGUAGES

FRENCH

LANGUAGE AND CULTURE FOR BEGINNERS



ONLY STUDY GUIDE FOR FRC1501

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PURPOSE OF THIS STUDY GUIDE

Module FRC1501 is intended for students with very little or no knowledge of the French language and who need a beginner's module, either as a prerequisite for the next module, FRC1502, or as an extra subject in another curriculum, or for acquiring basic verbal, communicative skills for personal or professional purposes.

Whether you plan to progress to postgraduate studies or wish to acquire only a feel for the French language and culture, you will be guided and assessed by a group of lecturers who are there to help you with your studies and to answer your questions. Do not hesitate to contact the lecturers when there is a problem or doubt concerning your work or you simply need some motivation.

At Unisa we are aware of the difficulties experienced by learners when studying a foreign language through distance education. You may feel as if you have no direct contact with the lecturers, and that it is difficult to communicate in another language in a print-based course. We know that it is a major obstacle, but we can assure you that every year many students do graduate in French at Unisa, and can communicate in French. We are proud of the fruits of our teaching, but especially of the hard work put in by our learners. This is why we compiled this study guide, so that it may help you tackle the textbook, the grammar book and the activity book, and plan your studies.

The guide will focus on the **INFO-Langue** section of each unit with the aim of elucidating the grammatical aspects that are usually problematic as well as to give examples and exercises that illustrate the grammar points at hand. Please note that the French Experience activity book should be used to consolidate the use and functions of such grammatical aspects mentioned here.

In this guide you will also find an outline of the teaching/learning approach adopted for this module.

THE COMMUNICATIVE APPROACH

There are many ways of learning a language: by means of books and a dictionary, through private tuition, by registering at a school or a university, or by going to a country where that particular language is spoken. Each of these options requires different objectives, and therefore makes use of different pedagogies.

The tuition provided by Unisa is based on the communicative approach, aimed at presenting the learner with the language in its variety of registers and uses in all four skills of listening, speaking, reading and writing, while trying not to separate language and culture, thus giving a good insight into the culture of the language. The learner is taught how to acquire skills for communicating in French not only by learning the language itself, but also by being shown how to use it in a social context.

The principles on which the communicative approach is based

To speak a language is to communicate, so learning a foreign language is to learn to communicate with a different means, in a new environment. To achieve this, the following skills are required:

- **Linguistic skills:** Grammar and linguistics are essential when learning a language: any neglect in this area will sooner or later hamper any progress that may be made in the language. Grammar and linguistics will also help you understand the mechanisms of the language.
- **Sociolinguistic skills:** The aim is to make the learner aware that the use of the foreign language is regulated by different social rules. Indeed, if the learner does not know these social rules, they will use the rules that are applicable in their own community, which may not necessarily be appropriate in the community in which the foreign language is spoken.
- **Discursive skills:** The learner should know that a language has different levels or registers: we do not speak in the same way as we write, we do not address strangers in the same way as we address relatives or friends, we do not use the same type of language when writing a postcard or a business letter. This is why, when learning a language, you need to be aware of the vocabulary you use, and you need to understand the scope of that vocabulary.

The learning process through the communicative approach

The communicative approach does not offer a linear progression in the sense that it does not go from easy to difficult. It is a completely different approach, and we could say that its progression is in the shape of a spiral: the level of difficulty will be more or less the same, depending on the level of study (the first, second or third year of study at Unisa), but what you will be able to understand from each text and what you will therefore be able to reproduce will become wider. The aim will be to attain key skills in listening, speaking, reading and writing. In other words, you will constantly be building on what you studied previously. This may be compared to a child learning to understand and speak their mother tongue: the level of the language they will hear every day will not change, but their level of understanding will increase. Learning a foreign language should work in the same way, but as the learner can already master at least one language, the process may be accelerated.

Also, a learner will make mistakes, and making mistakes may be considered a way of learning. It is a way for the learner to check their ideas about the general mechanism of the language, and to reassess them. Learning a language is not a passive act. It does not consist of mastering lists of vocabulary or grammar rules: what we wish a learner to achieve is autonomy, and this will be accomplished through a personal reflection on how the language works.

Evaluation also furthers improvement. The learner can assess the progress made since the last evaluation, and can also assess where they stand compared to the learning objectives. This is why we highly recommend that you send in your assignments for evaluation. The corrected assignments will help you see mistakes you may otherwise not have identified, and we shall do our best to give you thorough feedback.

The study of authentic materials also provides the learner with strategies for approaching a text, and is a strategy that may be used for any text the learner may find beyond the scope of study, for instance on the Internet, on the radio, and in newspapers – thus allowing the learner to gain more autonomy.

In conclusion, the learning obtained through the communicative approach brings the learner into as close a contact with reality as possible according to their level of studies, and teaches not only a know-how-to-do (*savoir faire*), but also a know-how-to-be (*savoir être*).

THE COURSE MENU AND OUTCOMES

The course menu is set out in the *The French Experience 1 textbook* by BBC. It is in line with the purpose of this module in that it tackles everyday topics and teaches you how to deal with them in French.

The purpose of the FRC1501 module is to help you develop right from the beginning the four language skills – listening, speaking, reading, and writing – in a lively communicative way while at the same time introducing you to contemporary France and the French-speaking world. Your aim is to demonstrate that you can understand and make yourself understood in French, using the language to access and process information in an effective manner.

Your work will be assessed in accordance with the following criteria: You need to be able to

- use your understanding of the language to maintain coherence when reading both simple (containing one verb only) and complex (containing two or more verbs) sentences
- use recognisable features of the French language and understand its structure of discourse to construct meaning from the texts
- use grammar with sufficient accuracy and fluency to allow communication, and to convey the meaning that was intended
- use words in an accurate manner, according to standard dictionary definitions
- consult the prescribed books with confidence and accuracy

The course menu may be found on pages 8 and 9 of your textbook. Each study unit is divided into different sections. The study units tackle everyday topics, and each section progressively takes you to the many aspects of each topic.

The course menu sets out the objectives that need to be reached in each section. Reading through it, you will realise how much you will learn this semester.

Although you may find some topics more appealing than others, you should cover every single one of them, as they all contain some grammar points which are essential.

Now that you know what is expected of you and what you will learn this semester, let us proceed with the book and the studies!

Quick overview of the books for the course

BBC The French Experience 1

- the textbook
- the activity book
- the grammar book

The above three books are essential for your studies. Buy them as soon as possible, because the semester is very short, and there is much to be done!

PURPOSE OF THIS STUDY GUIDE

The textbook has close links with the activity book.

The grammar book is for general reference to French grammar, and may be consulted throughout your studies of the French language.

The textbook: BBC The French Experience 1

Read the introduction (pp 4–7) of the book which contains a description of how the textbook is organised. This may help you in planning your studies.

Since the textbook is designed for independent learners, it is very clear and self-explanatory:

- All the exercises are meant to give you practise, and the answers to them may be found at the end of the book, on pages 222 to 231 (red-bordered pages). Obviously, you should first complete the exercise before looking at the answers. Do not cheat. The activity book offers some more practise and has direct links with the textbook.
- Each study unit contains a section called *Info Langue*, which gives you a brief overview of the grammar tackled in that particular study unit. Numbers in bold print refer to the Grammar Summary at the end of the textbook, pages 232 to 246 (yellow-bordered pages). Do not forget that the BBC French grammar book serves as an easy reference, being in pocket format and having a clear, bilingual index.
- After listening to the recordings of each section (dialogues or exercises), you may refer to the transcripts on pages 248 to 269 (blue-bordered pages), and work through the new vocabulary and phrases.
- At the end of the textbook you will find a glossary of all the words used in the study units. Work through the list as a first reference, but try using a bilingual dictionary early on. After each noun in the glossary you will find either the letter (m) or (f), those indicate that the noun is masculine (m), feminine (f), and (pl) if the noun has an irregular plural. In French, nouns are either feminine or masculine, and there is no rule according to which one may determine the gender, so it is very important to learn the gender together with the noun, because the gender will be needed for agreement with adjectives and past participles.

Example: a chair > une chaise (f) a blue chair > une chaise bleue
a book > un livre (m) a blue book > un livre bleu

Other words are followed by (e), (ne) or (se), denoting the feminine forms of the words (nouns or adjectives).

Example: employer > l'employeur/l'employeuse (m/f)

(the first of which is the masculine form, (for a male employer), and the second the feminine one (for a female employer))

The activity book

In the introduction on page 1, you will find clear instructions on how to use the activity book.

The instructions for the exercises are in French: familiarise yourself with them, as later on in your studies all the instructions for the assignments and the examinations will be in French only.

Remember! Do the exercises before checking the answers.

We advise you not to write in your activity book, as you may find it useful to work through the book during your revisions and redo some of the exercises. Write down the reference of the exercise in a separate book and complete the exercise. If, for instance, it is an exercise where you have to fill in the missing word(s), in each instance copy the whole sentence, which will enable you to practise your spelling, and at the same time practise the pattern of the sentence.

On pages 63 to 65 there is a general revision test which you should complete just before beginning your revisions: the test will indicate which areas may need more attention when preparing for the examination.

The grammar book

Read the introduction on page 3 where it is explained how to use the grammar book. The grammar book is for quick reference and also for learning a grammar point.

Before embarking on this course, check your knowledge of the grammatical terms given on pages 9 to 17. Even though the communicative approach (see pp vii–x) does not put great emphasis on grammar, you still need to know the basic terms involved. You will not get very far in your study of the language if grammar is a problem for you. You need to be able to name “a spade a spade”. Learning a foreign language is also an excellent way to rediscover English.

You can buy or order these books from Armstrong Booksellers, Juta’s bookshop, Van Schaick’s, Amazon, Protea bookshop and Kalahari. The prices vary from one bookshop to the next. However, they are approximately as follows:

The French Experience 1	R280.00
The French Experience 1 Activity book	R180.00
The BBC French grammar	R120.00

ISSUES TO NOTE

- The use of translation applications like Google translate

We have experienced serious problems from students who deliberately make use of such applications to translate work that they have done in English. Firstly, this practice is a violation of the rules and regulations regarding plagiarism at Unisa. Secondly, these applications translate word for word and the lecturers can easily spot the problem. Thirdly, a student will and can never learn a new language by using such applications. Lastly, any student found to engage in such malpractice will be penalised and the assignment will not be marked, and the student will be subjected to disciplinary action by the university.

- Francophones doing the work for local students

Lecturers are disappointed by this unforgivable behaviour from dishonest students. We are quite aware of fraudsters who complete the assignments for our students for a fee. We have since taken drastic steps in dealing with the said students. Anyone implicated in this type of behaviour will be disqualified from the module and will forfeit their registration fees and will not be admitted to the examination.

- Prescribed books

Most leading bookshops keep all the prescribed books in stock. However, at times their supplies are very limited. We suggest that you also explore online book sellers like Amazon.com, loot.co.za and Kalahari.

UNITÉ 0

D'INTRODUCTION BIENVENU(E)(S)!

Pages 10 to 13 (BBC French Experience 1)

OUTCOMES OF THIS UNIT

On completion of this study unit, you will be able to do the following:

- Greet in French.
- Spell the name in French.
- Ask basic questions.
- Count up to 20 and understand the numbers in French.

0.1 SALUTATION (GREETINGS) (PAGE 10)

- In any language, greetings are very basic and should be mastered from the very beginning. In French, like in many languages, greetings are grouped into two categories: (i) different greeting for different times of the day, and (ii) greetings for familiar and unfamiliar people.
- Bonjour/Bonsoir

We use *bonjour* to greet any person in the morning and during the day. From late afternoon until we go to sleep, we use *bonsoir*. We may add the title *Monsieur*, *Madame* or *Mademoiselle*.

- *Bonjour/Bonsoir Madame*
- *Bonjour/Bonsoir Monsieur*
- *Bonjour/Bonsoir Mademoiselle*

When we know the name of the person, we can add the name after *bonjour*:

- *Bonjour/Bonsoir Mandla*
- *Bonjour/Bonsoir Madame Nkosi*
- *Bonjour/Bonsoir Sandra*

- Salut

We make use of *salut* when greeting friends and people we know very well. This greeting can be used any time of the day.

Caution! We never use *salut* to greet people in authority.

- Enchanté(e)

Enchanté(e) is the equivalent of “Pleased to meet you”. This expression can be used at any time when you greet a person you have just met for the first time.

Note that there is an (e) which is used to indicate that the person who says *enchantée* is a female. Check this example, Paul and Amanda are greeting each other and have just met:

Paul: Bonjour mademoiselle.
 Amanda: Bonjour monsieur.
 Paul: Je m'appelle Paul, et vous?
 Amanda : Enchantée, Paul, je m'appelle Amanda.
 Paul : Enchanté.

- e. Au revoir/Salut/Ciao/Bonne nuit/Bonne journée/Bonne soirée

After we have conversations we usually say our goodbyes.

- Parting with the person – *Au revoir*
- Parting with a friend/someone very familiar – *Salut/Ciao*
- Parting to go to bed – *Bonne nuit*
- Good wishes for the day further – *Bonne journée*
- Good wishes for the evening – *Bonne soirée*

0.2 SIMPLE EXPRESSIONS (PAGE 12)

- a. Excusez-moi; pardon; s'il vous plaît

These expressions have various functions. These expressions can be used to call on a person's attention when you need help or to ask for something. They can also be used to ask for pardon.

- *S'il vous plaît* also means “please”.

0.3 GENDER (PAGE 12)

In French, common nouns have gender. In other words, there are nouns that are masculine and others that are feminine. At this stage, we need to introduce articles.

0.3.1 Indefinite/Definite articles

Indefinite	Definite	Noun
un (m)	l' ; le (m)	Homme, monsieur
une (f)	l' ; la (f)	Femme, eau
des (pl.)	les (pl.)	Tables, écureuils

The table above lists the articles each with a noun as an example. Each common noun should be used with an article. The article indicates the gender of the noun. In the table we have indicated the gender of the article with (m) masculine, (f) feminine and (p) plural. Note that plural is not a gender but refers to the number.

See pages 26–27 of the BBC French grammar and page 232 of the BBC French Experience 1 for further information on articles.

0.4 NUMBERS (PAGE 13)

Listen to the CD for the pronunciation of numbers from 0 to 20.

Example:

A young man and a young lady are meeting and greeting each other on campus. They are of the same age group. Their greetings are of an informal manner. Follow the dialogue below.



La mademoiselle : Salut !

Le monsieur : Salut !

La mademoiselle : Comment ça va?

Le monsieur : Ça va bien. Et toi?

La mademoiselle : Oui, ça va! Comment t'appelles-tu?

Le monsieur : Je m'appelle Marc, et toi?

La mademoiselle : Moi, je m'appelle Marie. D'où viens-tu Marc?

Le monsieur : Je viens du Canada. Je suis canadien, et toi?

La mademoiselle : Moi, je viens des États-Unis, je suis américaine! Où habites-tu?

Le monsieur : J'habite à Québec, et toi?

La mademoiselle : J'habite à l'université Laval, je suis étudiante, j'étudie le français.
Toi, qu'est-ce que tu fais?

Le monsieur : Je suis photographe, je travaille pour un journal.

La mademoiselle : Ça me fait plaisir de te rencontrer, Marc!

Le monsieur : Moi aussi, Marie! Au revoir.

La mademoiselle : Au revoir et à la prochaine!

SELF-ASSESSMENT

EXERCISE 1

Complete the activities on pages 2–3 of the Activity book.

EXERCISE 2

Write a short dialogue where you greet and introduce yourself to someone your age using the informal manner.

UNITÉ 1

PRÉSENTATIONS

Pages 14 to 23 (BBC French Experience 1)

OUTCOMES OF THIS UNIT

On completion of this study unit, you will be able to do the following:

- Conjugate the verbs: *être*, *avoir*, *habiter* and *appeler*.
- Introduce yourself by giving your name, age, occupation, country of origin, and your nationality.

1.1 CONJUGATION

It is very important for you to understand how the grammar of French functions. Like in English, all verbs have infinitive and conjugated forms. Below are four verbs in both forms. Study the table carefully.

Infinitive form	Conjugated form – Present tense
Etre	Je <u>suis</u> Tu <u>es</u> Il/Elle/On <u>est</u> Nous <u>sommes</u> Vous <u>êtes</u> Ils/Elles <u>sont</u>
Avoir	J' <u>ai</u> Tu <u>as</u> Il/Elle/On <u>a</u> Nous <u>avons</u> Vous <u>avez</u> Ils/Elles <u>ont</u>
Habiter	J' <u>habite</u> Tu <u>habites</u> Il/Elle/On <u>habite</u> Nous <u>habitons</u> Vous <u>habitez</u> Ils/Elles <u>habitent</u>

S'appeler	Je m' appelle Tu t' appelles Il/Elle/On s' appelle Nous nous appelons Vous vous appelez Ils/Elles s' appellent
-----------	---

Note:

- a. *Je, tu, il/elle/on, nous, vous* and *ils/elles* are personal pronouns representing different persons. For example:

Pronoun	Person
<i>Je</i>	First person singular
<i>Tu</i>	Second person singular
<i>Il/elle/on</i>	Third person singular (masculine, feminine and neutral)
<i>Nous</i>	First person plural
<i>Vous</i>	Second person plural
<i>Ils/elles</i>	Third person plural (masculine/feminine)

- b. Notice that the form of the verb changes for each person (*je, tu, il/elle/on, nous, vous* and *ils/elles*).
- c. The suffix (ending) of the conjugated verb is different from one person to the next.
- d. Check the conjugation of the verb *s'appeler*. Notice that the “s” in the infinitive form has changed from one person to the other.

NB: Refer to the BBC French grammar book, pages 164–181, and the BBC French Experience 1, pages 238–244, for the conjugation of verbs.

1.2 AGE

In French we say how old we are by using the verb *avoir* (to have). This is very important to note. Examples:

- *Sandile a 22 ans.*
- *J'ai 35 ans.*

Refer to page 138 of the BBC French grammar.

1.3 OCCUPATION

- a. We refer to what we do, our occupation, by making use of the verb *être* (to be).
- b. Occupation and gender: In French, as we have indicated earlier, common nouns have gender. Since names of occupations are common nouns, they also have gender.
- c. The name of the occupation takes the gender of the agent (the person who exercises the occupation/profession). See the table below.

Masculine	Feminine
L'étudiant	L'étudiante
L'avocat	L'avocate
L'infirmier	L'infirmière
L'enseignant	L'enseignante
Le coiffeur	La coiffeuse

NB: We have used (l') for all nouns that begin with a vowel. This is a general rule in the French language.

Rule: When the definite articles for singular (*la* and *le*) precede a noun beginning with (h) or a vowel (a, e, i, o, u), the vowel of the article (a or e) falls away and is replaced with an apostrophe.

- d. There are always exceptions to the rule. Some occupations are the same for both male and female agents. For example:
 - *médecin*
 - *docteur*
 - *professeur*

See page 32 of the BBC French grammar for more information on occupations.

1.4 COUNTRY OF ORIGIN

- a. Country names

All countries of the world have French names. Much as country names are proper nouns, in French each country has a gender. Remember that gender is indicated in the article. Only definite articles are used for country names since they refer to particular countries. See the table below for examples.

Gender	Country name	Preposition	Nationality	
			Male	Female
La	France	en	français	française
Le	Mozambique	au	mozabicaïn	mozambicaine

Les	Etats-Unis	aux	américain	américaine
La	Colombie	en	colombien	colombienne
L'	Afrique du sud	en	sud-africain	sud-africaine
La	Namibie	en	namibien	namibienne
Le	Lesotho	au	sotho	sotho
L'	Angola	en	angolais	angolaise
L'	Angleterre	en	anglais	anglaise
Le	Mexique	au	mexicain	mexicaine
La	Chine	en	chinois	chinoise

NB: The names of countries always begin with a capital letter.

b. Prepositions used for countries

There are three prepositions used when locating countries (*au*, *aux* and *en*). Notice the examples in the table above. *Au* is used for masculine singular country names. *Aux* is used for plural names of countries whereas *en* is used for female country names.

c. Citizenship (nationality)

Citizenship has everything to do with the status of a person in a particular country. Most of the time it is the country of origin of the person. As you may have noticed in the table, that the gender of the person is always taken into account when referring to their nationality. Study the spelling of the names and citizenships.

Some examples:

- *Thierry est français. Il habite en France.*
- *Alice et Pierre habitent aux États-Unis. Ils sont américains.*
- *Les Mexicains sont au Brésil pour la coupe du monde de foot.*

Please refer to pages 30–31 of the BBC French grammar to learn more about countries and how to refer to them.

SELF-ASSESSMENT

EXERCISE 1

Complete the exercises on pages 4–5 in the Activity book.

EXERCISE 2

Write down the occupation/profession in the spaces provided.

- a. François travaille à l'université. Ses étudiants apprennent le français. Il est
- b. Annick travaille dans un bureau. Elle répond au téléphone et elle utilise un ordinateur. Elle est
- c. Franck aime les voitures. Il travaille dans un garage. Il est
- d. Sa passion : les ordinateurs. Pascal est

EXERCISE 3

Choose the correct preposition and complete the sentences.

(à; au; aux, en)

- a. Paul habite Brésil.
 - b. Ces femmes habitent États-Unis.
 - c. Madame Dupuis va France.
-

UNITÉ 2

LA FAMILLE

Pages 24 to 35 (BBC French Experience 1)

OUTCOMES OF THIS UNIT

On completion of this study unit, you will be able to do the following:

- Converse about their marital status
- Talk about and describe their family.
- Count up to 100.

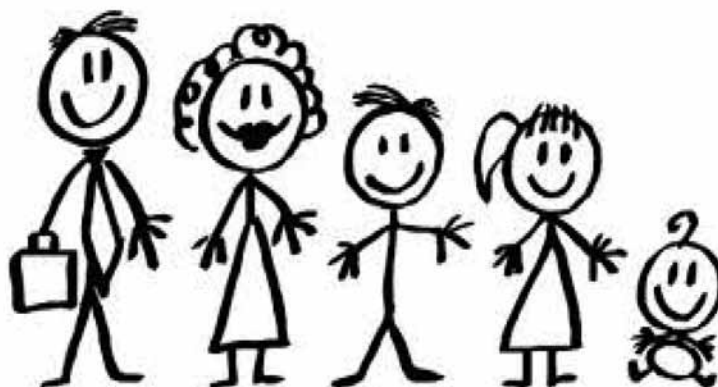
2.1 MARITAL STATUS

By now you can introduce yourself, say how old you are, talk about your nationality and your occupation. In this unit, we will continue with family matters.

- In order to describe one's marital status, we make use of adjectives such as *célibataire*; *marié(e)*; *séparé(e)*; *divorcé(e)*; *veuf/veuve*, etc.
- To indicate one's marital status, we make use of the verb être.







Examples: *Je suis célibataire.*
Elle est mariée.
Sipho et Emma sont mariés.
Madame Dupuis est veuve.





2.2 THE FAMILY



- *le père/mari*
 - *la mère/femme*
 - *le fils/frère*
 - *la fille/sœur*
 - *le bébé*
- Les enfants

Example:

Membres de la famille	
<p>Monsieur Roux</p> 	<p>est</p> <ul style="list-style-type: none"> — le mari de madame Roux. — le père de Marie et de Jean. — le beau-père de Marc et Lucie. — le grand-père de Laurent, Léa, Pierre et Lise.
<p>Madame Roux</p> 	<p>est</p> <ul style="list-style-type: none"> — la femme de monsieur Roux. — la mère de Marie et de Jean. — la belle-mère de Marc et Lucie. — la grand-mère de Laurent, Léa, Pierre et Lise.
<p>Marie</p> 	<p>est</p> <ul style="list-style-type: none"> — la fille de monsieur et madame Roux. — la sœur de Jean. — la femme de Marc. — la mère de Laurent et de Léa. — la belle-sœur de Lucie. — la tante de Pierre et Lise.
<p>Jean</p> 	<p>est</p> <ul style="list-style-type: none"> — le fils de monsieur et madame Roux. — le frère de Marie. — le mari de Lucie. — le père de Pierre et Lise. — le beau-frère de Marc. — l'oncle de Laurent et Léa.
<p>Marc</p> 	<p>est</p> <ul style="list-style-type: none"> — le mari de Marie. — le père de Laurent et de Léa. — le beau-fils ou le gendre de monsieur et madame Roux. — le beau-frère de Jean et Lucie. — l'oncle de Pierre et Lise.
<p>Lucie</p> 	<p>est</p> <ul style="list-style-type: none"> — la femme de Jean. — la mère de Pierre et Lise. — la belle-fille ou la bru de monsieur et madame Roux. — la belle-sœur de Marie et de Marc. — la tante de Laurent et Léa.

<p>Laurent</p> 	<p>est</p> <ul style="list-style-type: none"> — le fils de Marie et de Marc. — le frère de Léa. — le petit-fils de monsieur et madame Roux. — le cousin de Pierre et de Lise. — le neveu de Jean et Lucie.
<p>Léa</p> 	<p>est</p> <ul style="list-style-type: none"> — la fille de Marie et de Marc. — la sœur de Laurent. — la petite-fille de monsieur et madame Roux. — la cousine de Pierre et de Lise. — la nièce de Jean et Lucie.
<p>Pierre</p> 	<p>est</p> <ul style="list-style-type: none"> — le fils de Jean et de Lucie. — le frère de Lise. — le petit-fils de monsieur et madame Roux. — le cousin de Laurent et de Léa. — le neveu de Marie et Marc.
<p>Lise</p> 	<p>est</p> <ul style="list-style-type: none"> — la fille de Jean et de Lucie. — la sœur de Pierre. — la petite-fille de monsieur et madame Roux. — la cousine de Laurent et de Léa. — la nièce de Marie et Marc.

2.3 POSSESSION

Possessive adjectives are used to describe ownership. In French, unlike in English, the possessive adjectives also indicate gender (feminine/masculine) and number (singular/plural). The possessive adjective indicates the gender and number of the possession and not the possessor.

Pronoms personnels	Pronoms possessifs		
	Féminin	Masculin	Pluriel
Je	ma	mon	mes
Tu	Ta	tu	tes
Il/elle	Sa	son	ses
Nous	notre	notre	nos
Vous	votre	votre	vos
Ils/elles	leur	leur	leurs

See pages 48–50 in the BBC French grammar book for more information on “pronoms possessifs”. Also refer to pages 233–234 in BBC French Experience 1.

2.4 NUMBERS UP TO 100

20	–	<i>vingt</i>
21	–	<i>vingt-et-un</i>
22	–	<i>vingt-deux</i>
23	–	<i>vingt-trois</i>
30	–	<i>trente</i>
31	–	<i>trente-et-un</i>
40	–	<i>quarante</i>
42	–	<i>quarante-et-un</i>
60	–	<i>soixante</i>
70	–	<i>soixante-dix</i>
71	–	<i>soixante et onze</i>
71	–	<i>soixante-douze</i>
79	–	<i>soixante-dix-neuf</i>
80	–	<i>quatre-vingts</i>
81	–	<i>quatre-vingt-un</i>
82	–	<i>quatre-vingt-deux</i>
89	–	<i>quatre-vingt-neuf</i>
90	–	<i>quatre-vingt-dix</i>
91	–	<i>quatre-vingt-onze</i>
92	–	<i>quatre-vingt-douze</i>
99	–	<i>quatre-vingt-dix-neuf</i>
100	–	<i>cent</i>

See number on pages 138–139 in the BBC French grammar book.

SELF-ASSESSMENT

EXERCISE 1

Complete the exercise of unit 2 on pages 6–7 in the Activity book.

EXERCISE 2

Follow the example of the family above to complete the following sentences.

- Lorette est la femme de
- Paul est le de Cindy.
- Luc est le de Philippe.
- Cindy est la de Luc.
- Denise a pour bru
- Christian est le de Paul.
- Théo et Julien sont

EXERCISE 3

Choose the correct word to complete the sentences.

(mon; ma; ta; ton; sa; son; mes; tes; ses)

- a. J'ai un cahier cahier est rouge.
 - b. Lucille a une trousse verte trousse est verte.
 - c. Pierre, tu as un très joli crayon crayon est très joli.
 - d. J'ai une règle grise règle est grise.
 - e. Le réveil de Jean-Luc est marron réveil est marron.
 - f. Amélie, tu as une petite table blanche petite table est blanche.
 - g. J'ai des crayons de toutes les couleurs crayons sont de toutes les couleurs.
 - h. Benjamin a trois livres rouges livres sont rouges.
 - i. Marie, tu as deux dictionnaires gris dictionnaires sont gris.
 - j. J'ai un père, il a les yeux verts père a les yeux verts.
 - k. J'ai une sœur, elle a dix-huit ans sœur a dix-huit ans.
 - l. Isabelle, tu as un grand frère frère est plus âgé que toi.
-

UNITÉ 3

LES PROFESSIONS

Pages 36 to 45 (BBC French Experience 1)

OUTCOMES OF THIS UNIT

On completion of this study unit, you will be able to do the following:

- Talk about your place of work.
- Say the time.
- Say the days of the week.

3.1 VERBS

In French there are three groups of verbs. See the table below.

1er groupe	2ème groupe	3ème groupe
Habiter (to live/stay) J'habite Tu habites Il/elle/on habite Nous habit ons Vous habitez Ils/Elles habit ent	Finir (to finish) Je finis Tu finis Il/elle/on finit Nous finis sons Vous finis sez Ils/elles finis sent	Prendre (to take) Je prends Tu prends Il/elle/on prend Nous pren ons Vous prenez Ils/elles pren nent
Appeler (to call) J'appelle Tu appelles Il/Elle/on appelle Nous appel ons Vous appelez Ils/Elles appell ent	Choisir (to choose) Je choisis Tu choisis Il/elle/on choisit Nous choisiss ons Vous choisiss ez Ils/elles choisiss ent	Dire (to say) Je dis Tu dis Il/elle/on dit Nous dis ons Vous dites Ils/elles dis ent
Travailler (to work) Je travaille Tu travailles Il/elle/on travaille Nous travaill ons Vous travaillez Ils/elles travaill ent		Naître (to be born) Je nais Tu nais Il/elle/on naît Nous nais sons Vous nais sez Ils/elles nais sent

Commencer (to begin/start) Je commence Tu commences Il/elle/on commence Nous commen çons Vous commence z Ils/elles commencent		Voir (to see) Je vois Tu vois Il/elle/on voit Nous voy ons Vous voye z Ils/elles voient
Manger (to eat) Je mange Tu manges Il/elle/on mange Nous mange ons Vous mange z Ils/elles mangent		Vouloir (to want) Je veux Tu veux Il/elle/on veut Nous voul ons Vous voule z Ils/elles veulent
Parler (to speak/talk) Je parle Tu parles Il/elle/on parle Nous parl ons Vous parle z Ils/elles parlent		Partir (to leave/go) Je pars Tu pars Il/elle/on part Nous part ons Vous partez Ils/elles partent

- a. It is important to note that the three groups of verbs require a lot of practise to master the changes that occur from one group to the next and from one verb to the other. I suggest that you keep a notebook for the conjugation of verbs. Especially because, as the tenses change, more variations come into play.
- b. *Group 1 verbs*

This is the simplest group of the three. All verbs in this group end with “er” in the infinitive form. The only exception to this rule is the verb *aller*. You will notice that the verb has very minimal changes in the conjugation. For the person *je*, the verb drops the “r”. In the person *tu*, the verb drops the “r” and takes an “s”. Then, the verb for *il/elle/on* remains the same as for the person *je*. Moving to the plurals, the first person plural *nous* drops the “er” suffix and takes on “ons” which is the suffix for all verbs in all groups in the present tense. The person *vous* drops the “r” and adds a “z”. Lastly, the third person plural *ils/elles* drops the “r” and takes up the “ent” suffix.

Groups 2 and 3

These groups are a bit more complex. Here you need to pay close attention to the conjugation of these verbs.

3.2 THE VERB *TRAVAILLER*

As you may have noticed, this verb belongs to the first group. Therefore, it is very easy to conjugate once you have understood how the conjugation works.

3.3 TIME



- a. In French, like in many other languages, time is counted in a 24-hour cycle, i.e. 1 to 24 hours. There are many ways of asking for the time and as many ways of telling time.
- b. Asking for time

Quelle heure est-il?

Il est quelle heure?

Vous avez quelle heure?

- (i) *une heure* – the hour is feminine
une minute – the minute is also feminine
une seconde – the second is feminine as well

(ii) *Quelle* is an interrogative. It is also in the feminine form since the object of the sentence is feminine.

(iii) We use the verb *être* to ask for and tell the time.

- c. Telling the time/giving time.

- 03:10 *Il est trois heures dix.*
- 20h30 *Il est vingt heures trente/il est vingt heures et demie.*
- 16:45 *Il est dix-sept heures moins le quart/il est dix-sept heures moins quinze.*

3.4 DAYS OF THE WEEK

dimanche

lundi

mardi

mercredi

jeudi

vendredi

samedi

SELF-ASSESSMENT

EXERCISE 1

Go to the Activity book and complete all the exercises for unit 3.

EXERCISE 2

Look at the time on the images below and write down the time in words.



A



B



C



D



E



F



G



H

EXERCISE 3

Identify the group to which each verb belongs:

- a. Nager
 - b. Finir
 - c. Chanter
 - d. Pouvoir
 - e. Venir
 - f. Prolonger
 - g. Partir
 - h. Attendre
 - i. Pleuvoir
-

UNITÉ 4

LA VILLE ET LA CAMPAGNE

Pages 46 to 55 (BBC French Experience 1)

OUTCOMES OF THIS UNIT

On completion of this study unit, you will be able to do the following:

- Give directions and distances.
- Use adjectives to describe nouns.

4.1 DIRECTIONS

To give direction, you need to know your compass, the destination, the point of departure, street names, landmarks as well as verbs that show which actions one needs to carry out to get to the destination. Below is a table with some useful vocabulary for directions.

Street names	Landmarks	Verbs	Distance	Prepositions
Rue Dorp Rue Marchal Rue Maseko Rue Preller Rue Visagie Rue Foche	La gare L'église Le marché Le magasin Le carrefour Le coin	Continuer Tourner Traverser Marcher Chercher Passer	à 50 mètres	à droite ► à gauche ◀ tout droit après en face de à côté de à de

NB: When you write or say the street name, you begin with *rue* and then state the name. The verb must be conjugated in accordance with the correct person. When giving directions, we make use of the imperative mode of the verb.

4.2 ADJECTIVES

- An adjective is describing word. It qualifies the noun. Adjectives take the number and gender of the noun(s) they describe. When the noun/pronoun is feminine and singular, the adjective must also be feminine and singular.
- When a noun/pronoun consists of both masculine and feminine, the masculine form is always applied.
- Adjectives assume a particular position in the sentence relative to the noun. Some adjectives come before the noun, others come after the noun. There are some that can be either before or after the noun.

- d. There are various types of adjectives. It is the type that determines the position vis-à-vis the noun.

Adjectives: masculine	Adjectives: feminine	Rules
petit (small) grand (big/tall) joli (nice/lovely)	petite grande jolie	Usually, the feminine of the adjective is formed by adding an -e at the end.
aimable (friendly) drôle (funny) agréable (nice)	aimable drôle agréable	Adjectives ending in -e do not change for the feminine.
vrai (true) parti (gone) lu (read)	vraie partie lue	Adjectives ending in the vowels i, u and ai take an -e for the feminine.
bon (good) ancien (former)	bonne ancienne	Adjectives ending in -on or -ien double their final consonant for the feminine.
cruel (cruel) nul (nonsense) pareil (same)	cruelle nulle pareille	Adjectives ending in -el, -ul or -eil double their final consonant for the feminine.
coquet (coquet- tish)	coquette	Adjectives ending in -et double their consonant for the feminine, except for discret > discrète (discreet), inquiet > inquiète (worried), complet > complète
gris (grey)	grise	Adjectives ending in -s take an -e for the feminine, except for bas > basse (low), épais > épaisse (thick), which double their -s.
nerveux (nervous) eureux (happy) curieux (curious)	nerveuse eureuse curieuse	Adjectives ending in -x take -se for the feminine, except for doux > douce (soft) faux > fausse (false) roux > rousse (red-haired).
léger (light)	légère	Adjectives ending in -er take the ending -ère for the feminine.
neuf (new) sportif (sportive)	neuve portive	Adjectives ending in -f take the ending -ve for the feminine.
franc (honest) blanc (white)	franche lanche	Adjectives ending in -c take the ending -che for the feminine.

See page 233 in the BBC French Experience 1 and pages 36–39 for further study on adjectives.

- Examples:**
- La princesse Maryne est très belle.*
 - Ma grand-mère a les cheveux blancs, doux et bouclés.*
 - La maison est rouge.*
 - Les fleurs sont jolies.*
 - La femme blonde est française.*

- More examples:**
- un pantalon noir → une chemise noire*
un grand garçon → une grande fille
un pays merveilleux → une ville merveilleuse
un élève sérieux → une élève sérieuse
un paquet léger → une valise légère
un fruit amer → une boisson amère
un beau chien → ***de beaux*** chiens
un livre nouveau → ***des*** livres nouve***aux***
un exercice oral → ***des*** exercic***es*** or***aux***
un sourire amical → ***des*** souri***res*** amic***aux***

SELF-ASSESSMENT

EXERCISE 1

Complete all activities for unit 4 in the Activity book, pages 11–13.

EXERCISE 2

Complete the sentence with the correct form of the adjective.

- Les filles sont vraiment (intelligent).
- Ces pantalons sont trop (grand).
- Il y a des fleurs (blanc).
- Louis a une veste (bleu).
- Le garçon est (gentil).

EXERCISE 3

Write down the correct form of the adjective.

- (petit): une fille
 - (neuf): une voiture
 - (fou): une entreprise
 - (blanc): une feuille
 - (coûteux): une erreur
 - (agrégé): une personne
 - (malheureux): une action
 - (natif): une femme
 - (profond): une blessure
 - (saignant): une viande
-

UNITÉ 5

LES COURSES

Pages 60 to 69 (BBC French Experience 1)

OUTCOMES OF THIS UNIT

On completion of this study unit, you will be able to do the following:

- Make use of “le partitif” (page 62).
- Report past activities – past tense (page 62).
- Use the expression *il y a*.

5.1 “LE PARTITIF”

Since this unit deals with shopping for groceries and food in general, it is important to master the quantities. “Le partitif” is the grammatical aspect that tackles specified and unspecified quantities of foodstuffs. Just a reminder of what we mentioned earlier – all nouns are to be accompanied by an article (*la, le, l’* and *les*).

a. Foods with definite articles

La viande	–	meat
Le lait	–	milk
Le pain	–	bread
L’eau	–	water
Le poisson	–	fish
La glace	–	ice cream
Les fruits	–	fruit
Les légumes	–	vegetables
Le beurre	–	butter
Les pâtes	–	pasta

b. Unspecified quantities

This is a quantity that cannot be quantified. In English, we say “some water” for unspecified quantities. For this quantity, we introduce *de* in front of the article.

De + la viande	=	De la viande
De + le lait	=	Du lait
De + le pain	=	Du pain
De + l’eau	=	De l’eau
De + le poisson	=	Du poisson
De + la glace	=	De la glace
De + les fruits	=	Des fruits
De + les légumes	=	Des légumes
De + le beurre	=	Du beurre
De + les pâtes	=	Des pâtes

Note the following:

- (i) De + le = du. In French, the preposition **de** and the article **le** following each other in a sentence, are fused into **du**.

c. Specified quantities

Une tasse de thé	a cup of tea
Une tranche de fromage	a slice of cheese
Un kilo de pommes	a kilogram of apples
Un verre d'eau	a glass of water
Une boîte de tomates	a can/tin of tomatoes
Une bouteille de jus	a bottle of juice
Une douzaine d'œufs	a dozen of eggs
Un paquet d'oranges	a pocket of oranges

Note: When you use specified quantities, the article of the noun is left out. Look at the list above again.

Refer to page 34 of the BBC French grammar book as well as page 232 of the BBC French Experience 1.

5.2 “LE PASSÉ COMPOSÉ” (THE PAST TENSE)

Whenever a tense is mentioned, we know that it has to do with verbs. In French, there is more than one tense in the past. However, for this unit, we will concentrate on the “passé composé”.

The “passé composé” expresses an action that has taken place in the past and which has been completed.

- a. The name of the tense is self-explanatory, a past composed of elements. The tense consists of two elements. The first element is an auxiliary. An auxiliary is a helping word. The second element of the tense is the past participle of the verb that carries the action in the sentence.

Example: passé composé = auxiliary + past participle of the verb

- b. The auxiliary can either be the verb *être* or the verb *avoir*. This means that the two elements are both verbs. However, the forms of these verbs are different.

Example: être + past participle of the verb
avoir + past participle of the verb

The auxiliary être is used for transitive and reflexive verbs. The auxiliary avoir is used for all other verbs.

- c. The auxiliary **must** be conjugated in terms of the correct person of the subject.

Examples:

1. Je suis née en Afrique du Sud.

- *suis* is the conjugated form of the auxiliary être. Note that the auxiliary is conjugated according to the person of the subject. In this sentence, the subject is *je*, first person singular.
- *née* is the past participle of the main verb *naître* of the sentence.

2. Pauline est arrivée aux Etats-Unis.

- *est* is the conjugated form of the auxiliary être conjugated according to the third person singular “Pauline”.
- *arrivée* is the past participle of the main verb *arriver*.

3. *Ils sont **devenus** artistes.*

- *sont* is the conjugated form of the auxiliary être conjugated according to the third person plural *ils*.
- *devenus* is the past participle of the main verb *devenir*.

d. Concord

Do you remember this word from your high school English class? Concord refers to the agreement or harmony between words in the sentence. In French, we refer to it as “l'accord”. When you conjugate the verb in the “passé composé” making use of the auxiliary être, there should always be agreement between the subject and the past participle.

Examples: *Je suis **née** en Afrique du Sud.*

*Pauline est **arrivée** aux Etats-Unis.*

The second (e) in the past participle is an addition to the past participle because the latter must agree with the gender and number of the subject which in the above examples is feminine.

Example: *Ils sont **devenus** artistes.*

The (s) in the past participle is an addition to the past participle because the latter must agree with the gender and number of the subject, in the case above the subject is plural.

e. The past participles

Refer to lesson 40.2 in the BBC French grammar on pages 122 to 124. For further information on the “passé composé”, see page 240 in the BBC French Experience 1.

5.3 THE EXPRESSION IL Y A

This expression is commonly used in the French language. It can be used for both singular and plural, feminine and masculine nouns. It simply means “there is or there are”.

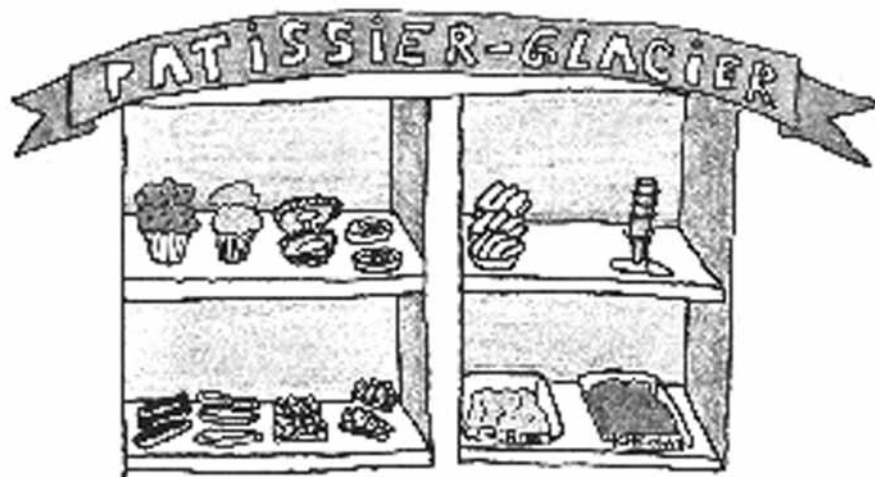
Examples : *Il y a deux filles dans la classe.*

Il y a une table à côté de la chaise.

SELF-ASSESSMENT

EXERCISE 1

Below is a drawing of the goods on display in the shop window of a pâtisserie. Describe what you can see in the window display of this pâtisserie:



Dans la vitrine, il y a des gâteaux au chocolat et ... 1 ... café. Il y a aussi des babas ... 2 ... rhum et des éclairs ... 3 ... chocolat et ... 4 ... vanille. On peut acheter des tartes ... 5 ... framboises, ... 6 ... fraises, ... 7 ... citron et ... 8 ... meringue. Il y a de la glace ... 9 ... chocolat et ... 10 ... menthe.

EXERCISE 2

Go to page 253 of BBC French Experience 1 and read the transcript of the dialogue again. Then write down all the articles denoting an unspecified quantity together with their nouns that appear in the text.

Example: *du pain, de la viande*

Complete activités 1, 2 and 3.

EXERCISE 3

Now let us practise the above. In each instance below, match the subject with the correct form of the past tense formed from the infinitive given:

Example: *travailler/je*

- (1) The subject is *je*?
- (2) The correct form of the auxiliary *avoir* that agrees with *je* is *ai*. Together, they form *j'ai*.
- (3) The past participle of the verb *travailler* – the verb ends in -er, so the past participle ends in -é: *travaillé*.

The past tense of the verb *travailler* that agrees with *je* is *j'ai travaillé*. Complete the rest of this exercise. Then translate the sentences into English and check your answers.

- (1) habiter/tu
- (2) regarder/nous
- (3) finir/il
- (4) dépenser/elle
- (5) vendre/je

Go to the activity book and do all the activities on pages 14 to 16.

UNITÉ 6

TOUTES DIRECTIONS

Pages 70 to 79 (BBC French Experience 1)

OUTCOMES OF THIS UNIT

On completion of this study unit, you will be able to do the following:

- Ask for and understand directions and how to get there.
- Use verbs related to directions.
- Use the imperative mode of the verbs.

We have covered directions in unit 5. In this unit, we will turn our attention to asking for directions.

- 6.1 There are several ways of posing questions in French. In this unit we will concentrate on three ways.
- a. **Est-ce que.** This interrogative is used in many instances for asking questions. It can be equated to “is” or “are” in a question in English. *Est-ce que* needs another interrogative such as:
- | | |
|-------------------|--------------------|
| <i>qui</i> – | who |
| <i>où</i> – | where |
| <i>il y a</i> – | there is/there are |
| <i>que</i> – | what |
| <i>comment</i> – | how |
| <i>pourquoi</i> – | why |
| <i>combien</i> – | how many/how much |
| <i>quand</i> – | when |

Examples:

- Est-ce qu'il y a une poste ici?*
- Comment est-ce que je vais à la gare?*
- Est-ce que je tourne à gauche ou à droite?*

- b. **Où.** As you can see in the list above, *où* is an interrogative of location.

Example:

- Où est l'église?*
- Où se trouve le marché?*
- Où est la pharmacie?*

For further information on the interrogative form, refer to page 237 in BBC French Experience 1.

6.2 Verbs used for giving directions. Below is a table of such verbs with their conjugation in the present tense.

<p>Aller (to go)</p> <p>Je vais Tu <u>vas</u> Il/elle/on va Nous <u>allons</u> Vous <u>allez</u> Ils/elles vont</p>	<p>Continuer (to continue)</p> <p>Je continue Tu <u>continues</u> Il/elle/on continue Nous <u>continuons</u> Vous <u>continuez</u> Ils/elles continuent</p>
<p>Tourner (to turn)</p> <p>Je tourne Tu <u>ournes</u> Il/elle/on tourne Nous <u>tournons</u> Vous <u>tournez</u> Ils/elles tournent</p>	<p>Prendre (to take)</p> <p>Je prends Tu <u>prends</u> Il/elle/on prend Nous <u>prenons</u> Vous <u>prenez</u> Ils/elles prennent</p>
<p>Monter (to climb/to go up/to ascend)</p> <p>Je monte Tu <u>montes</u> Il/elle/on monte Nous <u>montons</u> Vous <u>montez</u> Ils/elles montent</p>	<p>Descendre (to descend/to go down)</p> <p>Je descends Tu <u>descends</u> Il/elle/on descend Nous <u>descendons</u> Vous <u>descendez</u> Ils/elles descendent</p>
<p>Traverser (to go across)</p> <p>Je traverse Tu <u>traverses</u> Il/elle/on traverse Nous <u>traversons</u> Vous <u>traversez</u> Ils/elles traversent</p>	

NB: The table above illustrates a combination of verbs in the first and the third groups. The underlined verbs will be explained in the next section where we will explain the use of the imperative mode of verbs.

Examples:

- Allez tout droit et tournez à gauche.*
- Au coin, tourne à droite.*
- Traversons la rue Maréchal et continuons tout droit.*

6.3 THE IMPERATIVE MODE

When giving directions, we actually give instructions. These instructions are in the form of verbs. As you may know, instructions can only be given to three persons, i.e. the second person singular *tu*, the first person plural *nous* and the third person plural *ils/elles*.

Look at the examples in point 2. You will notice that the imperative mode is the same as the present tense, with only one exception.

Exception. When you give instructions in the second person singular *tu* the “s” at the end of the conjugated form of the present tense falls away. Another exception is that only the verb *aller* keeps the “s” in *vas*.

To consolidate the use of the imperative mode, see page 240 in BBC French Experience 1.

SELF-ASSESSMENT

EXERCISE 1

Complete all activities in the Activity book, pages 17 to 19.

EXERCISE 2

Write down the correct form of the verb in brackets.

- a. (tourner) Vous à droite.
- b. (descendre) Nous à la deuxième rue.
- c. (monter) Ils au troisième étage.
- d. (traverser) Je la grande route.

EXERCISE 3

Use the verbs below to make sentences where you give directions.

- a. Continuer
- b. Traverser
- c. Tourner
- d. Descendre
- e. Aller

EXERCISE 4

Complete the sentences with the correct form of the instruction.

- a. Tu ne dois pas jouer sous la pluie sous la pluie.
 - b. Vous devez prendre ces comprimés 3 fois par jour ces comprimés 3 fois par jour .
 - c. Tu dois beurrer le moule e moule.
 - d. Nous devons nous estimer heureux heureux.
 - e. Vous ne devez pas laisser ces produits à la portée des enfants ces produits à la portée des enfants.
 - f. Nous devons tous combattre l'analphabétisme tous l'analphabétisme.
 - g. Tu dois mettre ton manteau ton manteau.
 - h. Vous devez vous brosser les dents les dents.
 - i. Vous devez faire de ce monde un paradis de ce monde un paradis.
 - j. Nous ne devons pas enfreindre la loi la loi.
-

UNITÉ 7

À TOUTE VITESSE

Pages 80 to 91 (BBC French Experience 1)

OUTCOMES OF THIS UNIT

On completion of this study unit, you will be able to do the following:

- Make use of the interrogations *quel* and *quelle*.
- Construct sentences in the negative form.

7.1 QUEL AND QUELLE

Note that the spelling of these two words is different. *Quel* is masculine and *quelle* is feminine. Both words have two functions in grammar.

- a. As an exclamation for grandeur, beauty, surprise, etc.

Examples: *Quelle belle femme!*
Quelle horreur!
Quelle beauté!

- b. As an interrogation (which).

Examples: *Quelle couleur aimez-vous?*
Quel bâtiment est plus beau?
Quels livres faut-il acheter?

NB: For more information on interrogations refer to pages 57–58 in BBC French grammar as well as page 237 in BBC French Experience 1.

7.2 THE NEGATIVE FORM

A sentence is negative when it negates something. In French, the negative form is composed of two elements. There are five forms of negation.

- a. *ne* *pas* (not)
b. *ne* *plus* (not any more)
c. *ne* *jamais* (never)
d. *ne* *rien* (nothing)
e. *ne* *personne* (no one)

The verb that is negated is always placed in between the two elements of the negation. This is true for the present and the imperfect tenses which have only one element. In the case of tenses with more than one element, such as the passé composé and the future proche.

Examples: (i) *Sylvie n'est pas française.*

- (ii) **Ne** tournez **plus** dans cette rue.
 (iii) Je **n'ai jamais** vu **de** telle femme.
 (iv) Les enfants **n'ont rien** mangé aujourd'hui.
 (v) Il **n'a vu personne**.
 (vi) Elles **n'ont jamais** vu de lions.

Important points to note:

- The indefinite articles (*un, une, des*) in the sentence must always change to become *de* when the sentence is in the negative form. See example (iii) above.
- The negation *ne ... personne* is an exception to the rule of putting only the auxiliary of the “passé composé” in between the negation. In the case of *ne ... personne*, both the auxiliary and the past participle are placed in between the negation.

7.2.1 All types of sentences can be in the affirmative or negative form.

Type	Affirmative form	Negative form
Declarative	Les étudiants passent un examen.	Les étudiants ne passent pas d'examen.
Interrogative	Ce garagiste répare-t-il la voiture?	Ce garagiste ne répare-t-il pas la voiture?
Exclamative	Cette femme travaille trop!	Cette femme ne travaille pas trop!
Imperative	Donnez la main.	Ne donnez pas la main.

7.2.2 The different meanings of the negation

The negation can express different meanings depending on the adverb of negation employed.

Affirmative form	Negative form
J'aime les fruits.	Je n'aime pas les fruits.
J'aime beaucoup de fruits.	Je n'aime aucun fruit.
Je mange encore des fruits.	Je ne mange plus de fruits.
Je mange toujours des fruits.	Je ne mange jamais de fruits.
Je vois quelque chose.	Je ne vois rien .
Je vois quelqu'un.	Je ne vois personne .

SELF-ASSESSMENT

EXERCISE 1

Complete all the activities on pages 20–22 in the Activity book.

EXERCISE 2

Faites des réponses négatives:

- Vous préparez un concours.....
- Tu remplis une fiche d'inscription.
- Elle obtient un diplôme.
- Je donne un cours de français à 6 h.
- Ils ont des examens.....

EXERCISE 3

Mettez les phrases suivantes à la forme négative:

- Sa blessure est déjà guérie.
- Didier me bat toujours aux échecs.
- Tu ranges ta chambre.
- Je prends souvent l'autobus.
- Tiens! Il pleut encore!
- Vous connaissez cet hôtel.
- J'ai déjà mangé du caviar.
- Nous mangeons souvent des fruits.

EXERCISE 4

RIEN et PERSONNE avec préposition.

- À qui écris-tu?.....
- Avec qui travailles-tu?
- De quoi parlez-vous?
- En qui avez-vous confiance?
- Contre qui es-tu fâché?
- Pour qui chantez-vous?
- À quoi penses-tu?.....

EXERCISE 5

Mettez le texte à la forme négative:

J'ai de la chance! J'ai des amis, des frères, des voisins! Mes parents sont encore là pour m'aider. Je suis déjà marié, j'ai une femme et des enfants. Mon travail est intéressant, mes collègues sont très aimables, j'ai souvent des vacances, et je gagne beaucoup d'argent! Je ris tout le temps, je sors souvent, j'ai des distractions! J'ai une vie facile, je suis très heureux.

EXERCISE 6

Répondez à la forme négative:

- Bonjour Madame Lefèvre et merci d'être là. Voilà, c'est au sujet de votre fille Corinne. Son comportement a changé en classe. A-t-elle des problèmes à la maison? Est-elle différente?
- Non, elle a problèmes. Elle est différente.
- Elle a des frères et des sœurs? Vit-elle encore avec son père?

- Non, elle a frère soeur. Elle vit chez son père.
 - Quelqu'un l'ennuie chez elle? Quelque chose la préoccupe?
 - Non, l'ennuie. la préoccupe.
 - Peut-être pleure-t-elle quelquefois? Elle est toujours triste? Cache-t-elle quelque chose?
 - Non, elle pleure Elle est triste. Elle cache Je ne crois pas.
 - Est-ce qu'elle connaît quelqu'un?
 - Non, elle connaît
-

UNITÉ 8

LES HÔTELS ET LE CAMPING

Page 92–101 (BBC French Experience 1)

OUTCOMES OF THIS UNIT

On completion of this study unit, you will be able to do the following:

- Conjugate the verbs in the future tense.
- Make use of the future tense in sentences.

THE FUTURE TENSE

In French we have three tenses used to express an action still to come. In this unit we will pay attention on the “futur simple” tense.

- The “futur simple” is made up of the infinitive form of the verb plus suffixes (*ai; as; a; ons; ez* and *ont*).
- Notice that the suffixes are actually the conjugated form of the verb *avoir* in the present tense.
- Since we are dealing with verbs, we will tackle the verbs according to the three groups of verbs.

8.1 FIRST-GROUP VERBS

- Just to remind you, the first group consists of verbs that end with “er” in the infinitive form.
- In this group we also have verbs that end with “yer”. For these verbs, the “y” changes to “i” in the infinitive form.
- In general, verbs that end in “eler” and “eter” in the infinitive form the “l” and the “t” are doubled in the future tense.
- The verbs *peler* and *acheter* also undergo a change when they are in the future tense. The change takes place on the first “e” of the verb. This “e” gets an accent “è”.

LE FUTUR SIMPLE			
Travailler Je travaillerai Tu travailleras Il/elle/on travaillera Nous travaillerons Vous travaillerez Ils/elles travailleront	Habiter J'habiterai Tu habiteras Il/elle/on habitera Nous habiterons Vous habiterez Ils/elles habiteront	Continuer Je continuerai Tu continueras Il/elle/on continuera Nous continuerons Vous continuerez Ils/elles continueront	Monter Je monterai Tu monteras Il/elle/on montera Nous monterons Vous monterez Ils/elles monteront

Payer (to pay) Je paierai Tu paieras Il/elle/on paiera Nous paierons Vous paierez Ils/elles paieront	Essuyer (to wipe) J'essuierai Tu essuieras Il/elle/on essuiera Nous essuierons Vous essuiez Ils/elles essuieront	Nettoyer (to clean) Je nettoierai Tu nettoieras Il/elle/on nettoiera Nous nettoierons Vous nettoierez Ils/elles nettoieront	Appuyer (to press) J'appuierai Tu appuieras Il/elle/on appuiera Nous appuierons Vous appuierez Ils/elles appuieront
Appeler J'appellerai Tu appelleras Il/elle/on appellera Nous appellerons Vous appellerez Ils/elles appelleront	Jeter (to throw) Je jetterai Tu jetteras Il/elle/on jettera Nous jetterons Vous jetterez Ils/elles jetteront		
Peler (to peel) Je pèlerai Tu pèleras Il/elle/on pèlera Nous pèlerons Vous pèlerez Ils/elles pèleront	Acheter (to buy) J'achèterai Tu achèteras Il/elle/on achètera Nous achèterons Vous achèterez Ils/elles achèteront		

8.2 THE SECOND GROUP

Obéir (to obey) J'obéirai Tu obéiras Il/elle/on obéira Nous obéirons Vous obéirez Ils/elles obéiront	Choisir Je choisirai Tu choisiras Il/elle/on choisira Nous choisirons Vous choisirez Ils/elles choisiront
---	--

8.3 THE THIRD GROUP

- Most verbs in the third group form their future tense like the first and second groups. However, there are many exceptions. We are going to consider the exceptions in this section.
- Verbs ending with “e” lose the “e” and this is replaced by a suffix.
- Some verbs in this group ending with “ir” or “i” double the “r” and lose the “i”.
- Certain verbs do not fall into any of the categories mentioned above. Study the table below for verbs in the third group.

<p>Prendre (to take)</p> <p>Je prendrai Tu prendras Il/elle/on prendra Nous prendrons Vous prendrez Ils/elles prendront</p>	<p>Rire (to laugh)</p> <p>Je rirai Tu riras Il/elle/on rira Nous rirons Vous rirez Ils/elles riront</p>
<p>Courir (to run)</p> <p>Je courrai Tu courras Il/elle/on courra Nous courrons Vous courrez Ils/elles courront</p>	<p>Mourir (to die)</p> <p>Je mourrai Tu mourras Il/elle/on mourra Nous mourrons Vous mourrez Ils/elles mourront</p>
<p>Être (to be)</p> <p>Je serai Tu seras Il/elle/on sera Nous serons Vous serez Ils/elles seront</p>	<p>Avoir (to have)</p> <p>J'aurai Tu auras Il/elle/on aura Nous aurons Vous aurez Ils/elles auront</p>
<p>Faire (to make/to do)</p> <p>Je ferai Tu feras Il/elle/on fera Nous ferons Vous ferez Ils/elles feront</p>	<p>Savoir (to know)</p> <p>Je saurai Tu sauras Il/elle/on saura Nous saurons Vous saurez Ils/elles sauront</p>

For more information, refer to lesson 35, pages 110–112 in BBC French grammar and page 241 in BBC French Experience 1.

Examples:

- a. *Les enfants joueront dans le jardin.*
- b. *Nous enverrons un message aux étudiants.*
- c. *Il jettera le stylo sur le sol.*
- d. *Dupont appellera son fils.*
- e. *Elles achèteront des livres.*
- f. *Vous obéirez les lois.*
- g. *Les joueurs courront dans le terrain.*
- h. *Tu seras contente.*
- i. *J'aurai beaucoup de choses.*
- j. *Vous irez à l'école demain.*

SELF-ASSESSMENT

EXERCISE 1

Complete the activities on pages 23–25 in the Activity book.

EXERCISE 2

1. Je (visiter) Paris cet été.
2. Les Lebrun (déménager) la semaine prochaine.
3. Nous (acheter) une nouvelle voiture en décembre.
4. Il (dîner) avec sa fiancée samedi soir.
5. Elle nous (présenter) ses parents dimanche.
6. Vous (arriver) à quelle heure?
7. L'avion (décoller) à 13h25.
8. Tu me (téléphoner) quand?
9. Ils (changer) de vêtements avant la cérémonie.
10. Vous (demander) des renseignements en arrivant.
11. Nous (finir) à quelle heure?
12. Elle (partir) au Maroc avec des amis.
13. Demain, je (ouvrir) la porte à 8h30.
14. Ils (finir) les travaux dans un mois.
15. Je (dormir) dans des hôtels cinq étoiles.
16. Tu (sortir) dimanche?
17. Qu'est-ce que vous lui (offrir) pour son anniversaire?
18. Nous (choisir) la plus belle robe pour ton mariage.
19. Ils (ouvrir) la lettre en arrivant à Paris.
20. Demain, elle (dormir) chez sa sœur.

EXERCISE 3

Conjugate these verbs in the “futur simple”.

Verbes du 1er groupe

- en ~er : aimer, cacher, dîner et laisser
- en ~er : laver, trouver, donner et parler
- en ~ier : colorier, confier, copier et crier
- en ~ayer : balayer, payer, essayer et rayer
- en ~cer : placer, avancer, forcer et lancer
- en ~ger : manger, arranger, corriger et diriger
- en ~eler et en ~eter : acheter, geler, celer et voleter
- en ~ecer, ~emer, ~eper, ~erer, ~eser, ~ever, ~evrer : achever, crever, peser et semer
- en ~ébrer, ~écer, ~écher, ~écrer, ~éder, etc ... : aérer, céder, préférer et répéter

Verbes du 2ème groupe

Verbes en ~ir : applaudir, nourrir, finir et réussir

Verbes du 3ème groupe de conjugaison similaire

- attendre, entendre, rendre et vendre
- cuire, conduire, traduire et construire

- tordre, mordre, perdre et rompre
- pondre, fondre, tondre et répondre

Verbes divers (à conjuguer à la 2ème personne du singulier et à la 1ère personne du pluriel)

- appeler, finir, répondre et prévoir
 - habiter, manger, obéir et prendre
 - aimer, choisir, plaire et boire
 - acheter, agir, battre et rendre
 - parler, tomber, bondir et rire
-

UNITÉ 9

LES INTÉRIEURS

Pages 106–115 (BBC French Experience 1)

OUTCOMES OF THIS UNIT

On completion of this study unit, you will be able to do the following:

- Describe the place where you live.
- Construct the imperfect tense.
- Use different types of pronouns.

9.1 PLACE RELATING TO YOUR HOME

Everyone of us has a place where we live. There are different types of places or homes. We are going to look at the vocabulary related to this topic.

Places to stay at	Pieces of furniture	Other
Une maison – a house Un appartement – an apartment/a flat Un bâtiment – a building Un immeuble – a block of flats Une chambre – a room Un studio – a bachelor’s flat Un hôtel – a hotel Une pièce – a room	Une table Une chaise – a chair Un placard – a cupboard Un lit – a bed Un canapé – a sofa Un four – an oven Une cuisinière – a cooker/stove Un fauteuil – an armchair	Une porte – a door Une fenêtre – a window Un mur – a wall Le sol – the floor Une lampe – a lamp La vaisselle – crockery
Rooms in a house or apartment Une cuisine – a kitchen Une salle des bains – a bathroom Un salon – a lounge Une salle à manger – dining room Une chambre à coucher – a bedroom Un WC – a rest-room		

9.1.1 A description of where you live

J'habite dans une maison. Cette maison a six pièces. Il y a une cuisine, deux chambres à coucher, un salon, une salle à manger et une salle des bains. Puis, dans la cuisine, il y a des placards, une cuisinière avec un four, de la vaisselle, une table et quatre chaises. Ensuite, dans le salon, il y a des fauteuils, une télévision et un poste radio. Dans les chambres, il y a des placards et des lits. Enfin, dans la salle des bains, il y a une baignoire, une douche et le WC.

For further lessons on the home, check the Language Summary number 14 in BBC French Experience 1 and pages 39 and 74–76 in BBC French grammar.

9.2 THE IMPERFECT TENSE

- This tense is known as “l'imparfait”. This tense expresses an event or action that has already taken place at the time it is reported but this fact or action could repeat itself.
- This tense can also be used to describe a scene or the landscape.
- The “imparfait” is constructed by taking the present tense of the second person plural (*nous*) of any verb. Remove the suffix (*ons*). Then add the suffixes (*ais, ais, aît, ions, ie \tilde{z} , aient*) to the stem.

Example:

Verb (*monter*)–*nous montons*: – *je mont + ais*
 – *tu mont + ais*
 – *il/elle mont + aît*
 – *nous mont + ions*
 – *vous mont + ie \tilde{z}*
 – *ils/elles mont + aient*

	Les terminaisons	1 ^{er} groupe	2 ^e groupe	3 ^e groupe
je/j'	-ais	aimais	finissais	mettais
tu	-ais	aimais	finissais	mettais
il/elle/on	-ait	aimait	finissait	mettait
nous	-ions	aimions	finissions	mettions
vous	-iez	aimiez	finissiez	mettiez
ils/elles	-aient	aimaient	finissaient	mettaient

NB: See pages 102–105 in the BBC French grammar book as well as the Language Summary on pages 98–101 in BBC French Experience 1.

9.3 TYPES OF PRONOUNS (LES PRONOMS)

	Sujet	COD (complement d'objet direct)	COI (complement d'objet indirect)	Accentué
Pronoms personnels	Je	Me	Me	Moi
	Tu	Te	Te	Toi
	Il/elle/on	Le	Lui/en/y	Lui/Elle
	Nous	Nous	Nous	Nous
	Vous	Vous	Vous	Vous
	Ils/ells	Leur	Leur	Eux/Elles

Pronoms démonstratifs	Singulier		Pluriel	
	Féminin	Masculin	Féminin	Masculin
	ce; c'; ça cela; ceci; celle celle-ci	ce; c'; ça cela; ceci; celui celui-ci	celles celles-ci celles-là	ceux ceux-là

Pronoms personnels	Pronoms possessifs			
	Singulier		Pluriel	
	Féminin	Masculin	Féminin	Masculin
Je	La mienne	Le mien	Les miennes	Les miens
Tu	La tienne	Le tien	Les tiennes	Les tiens
Il/elle	La sienne	Le sien	Les siennes	Les siens
Nous	La nôtre	Le nôtre	Les nôtres	Les nôtres
Vous	La vôtre	Le vôtre	Les vôtres	Les vôtres
Ils/elles	La leur	Le leur	Les leurs	Les leurs

Pronoms de lieu
En; y

SELF-ASSESSMENT

EXERCISE 1

Complete all the activities on pages 26–29 in the BBC French grammar.

EXERCISE 2

Describe the place where you live in one paragraph. Do this in French.

EXERCISE 3

1. Maryline (jouer) avec son frère pendant que leurs parents regardaient la télévision.
2. Nous (aller) à la mer chaque matin avec le club de plongée.
3. Je (revenir) chaque jour en autobus.
4. Vous (être) au bord des larmes en apprenant la nouvelle.
5. Tu (attendre) cette promotion avec impatience.
6. Le jardin (paraître) plus beau qu'avant.
7. Le téléphone (sonner) toutes les cinq minutes.
8. Mon chien (faire) des trous dans le sable et je riaais.
9. Mes parents (s'arrêter) toujours à mi-chemin pour se reposer.
10. Mon professeur de maths m' (appeler) par mon prénom.

EXERCISE 4

Identify the function of the words in brackets in the sentences below, i.e. pronom complément du nom; pronom démonstratif; COD; COI; pronom personnel accentué; pronom sujet; pronom possessif.

1. Cette année, je (me) suis abonné à plusieurs spectacles.
 2. Mon père pense que je ne suis pas en âge de comprendre (ce) qui se passe.
 3. Je n'ai pas hésité une seconde et je (leur) ai loué ma maison.
 4. Tous les jours (je) prends le métro.
 5. Le moment que je préfère est (celui) où nous chantons tous ensemble à Noël.
 6. Nous aimons les livres surtout (ceux) qui racontent des histoires.
 7. Les mots difficiles sont regroupés dans un lexique, ce qui (en) facilite la compréhension.
 8. Cette photo (me) servira pour mon exposé.
 9. Pouvez-vous me prêter vos crayons, j'ai oublié les (miens)?
 10. (Moi), je suis vraiment heureuse depuis que j'ai quitté la ville!
-

UNITÉ 10

LES LOISIRS

Pages 116–125 (BBC French Experience 1)

OUTCOMES OF THIS UNIT

On completion of this study unit, you will be able to do the following:

- Talk about leisure and sports.
- Express what you like or dislike.
- Make use of the pronouns *en* and *y*.

10.1 VERBS *FAIRE*, *JOUER* AND *PRATIQUER*

- When we talk about what we do for leisure or sports, we make use of these three verbs. It is therefore important to be able to conjugate them in the correct person and tense when using them in a sentence.
- We have already conjugated the verb *faire* in the present, future and past tense. The verbs *jouer* and *pratiquer* are verbs of the first group. It should be easy to conjugate them since we have covered this group extensively.

10.2 LES ARTICLES CONTRACTÉS: *DU*, *DE LA*, *DE L'*, *DES*, *AU*, *À LA*, *AUX*

These are called “les articles contractés” because they consist of a preposition plus an article.

Examples: préposition + article = article contracté

de + le = du

Le vélo = Je fais du vélo.

La gymnastique = Elle fait de la gymnastique.

Nous jouons du piano.

Ils jouent au foot.

10.3 There are things that people like doing and things that they do not like. To express your likes and dislikes, you can make use of verbs and adverbs to express the degree of your likes or dislikes and the negative form.

- Verbs
 - *Aimer* (to like/love)
 - *Adorer* (to adore)
 - *Détester* (to dislike)
 - *Haïr* (to hate)

- b. Adverbs
- *Bien* (well)
 - *Beaucoup* (a lot)
 - *Moins* (less)
- c. The negative form
- *Je n'aime pas.*
 - *Il ne déteste pas.*

10.4 LE PRONOM PERSONNEL COMPLÉMENT Y ET EN

As we know, pronouns replace nouns and help us to avoid repetition. These two pronouns have specific functions in grammar.

- a. *y* replaces objects, abstract notions and places. For *y* to replace an object, an abstract notion or a place, it has to be preceded by a preposition.

Examples:

Il pense à sa voiture. (object)

- *Il y pense.*

Nous allons chez le médecin. (place)

- *Nous y allons.*

Elles réfléchissent à leur avenir. (abstract notion)

- *Elles y réfléchissent.*

NB: The prepositions in red indicate the object that the action refers to. For further study on the pronoun *y*, see page 73 in BBC French grammar.

- b. *en* replaces a noun phrase preceded by the preposition *de*.

Examples:

Elle parle souvent de son enfance.

- *Elle en parle souvent.*

Pierre revient de Durban.

- *Pierre en revient.*

- c. The position of *y* and *en* in the sentence.

These pronouns always come before the conjugated verb in the sentence.

For further study on the pronoun *y*, see pages 70–72 in BBC French grammar.

SELF-ASSESSMENT

EXERCISE 1

Complete the exercises for this unit in the activity book, pages 29–31.

EXERCISE 2

Fill in the correct pronoun in the space provided.

1. Tu veux aller au super marché? Oui on va!
 2. Veux-tu de la sauce? Oui j' veux bien.
 3. Je ne suis jamais allée à Paris mais Laurent habite.
 4. Qui t'emmène en cours? C'est mon père qui emmène tous les matins.
 5. Je peux me rendre à mon travail en bus, il a deux qui s'arrêtent devant l'entreprise.
 6. Je voudrais avoir une voiture, si vous saviez comme j' rêve!
 7. As-tu parlé à ton professeur de tes difficultés? Oui, je ai parlé.
 8. Ce manteau est à Lucien, il appartient.
 9. As-tu déjà réfléchi à ton choix de profession? Oui, j' pense depuis longtemps.
 10. Demain je vais chez le pédicure. J' vais tous les mois.
-

UNITÉ 11

BON APPETIT

Pages 126 to 135 (BBC French Experience 1)

OUTCOMES OF THIS UNIT

On completion of this study unit, you will be able to do the following:

- Make use of the definite and indefinite articles.
- Put sentences in the negative form.

- 11.1 Look at Language Summary number 55. For more information, see your BBC French grammar book, chapitre 21, pages 61 to 64. But for information relating directly to the Info Langue of this chapitre, see chapitre 10.1, page 35.

La négation avec *avoir*

Definite articles and negation (**le, la, les** > *pas le, pas la, pas les*)

<i>J'ai la photo de Géraldine.</i>	>	<i>Je n'ai pas la photo de Gérald.</i>
<i>J'ai l'adresse de Sophie.</i>	>	<i>Je n'ai pas l'adresse de Marc.</i>
<i>J'ai le numéro de téléphone de Marion.</i>	>	<i>Je n'ai pas le numéro de téléphone d'Arnaud.</i>
<i>J'ai les clés de Léonard.</i>	>	<i>Je n'ai pas les clés d'Amélie.</i>

In French the **definite article** does not change in negative sentences with the verb *avoir*!

This is the same as in English:

I have **the** grammar book you were talking about. > I do not have **the** grammar book you were talking about.

Indefinite articles and negation (**un, une, des** > *pas de*)

<i>J'ai un chien.</i>	>	<i>Je n'ai pas de chien.</i>
<i>J'ai une télévision.</i>	>	<i>Je n'ai pas de télévision.</i>
<i>J'ai des enfants.</i>	>	<i>Je n'ai pas d'enfants.</i>

In French the indefinite articles all change into **de** in negative sentences with *avoir*, and you need not worry about the gender or the number of the noun.

Take special note of this rule, because in English the indefinite article does not change in negative sentences with *avoir*:

I have a dog. > I do not have a dog.

Example:

Dans le contexte de la leçon

- Serveuse:* Bonjour monsieur, qu'est-ce que vous désirez?
Client: Bonjour, je voudrais **une** bière pression.
Serveuse: Oui monsieur, qu'est-ce que vous prenez pour manger?
Client: Vous avez **des** sandwichs au jambon-tomate?
Serveuse: Non, nous n'avons pas **de** sandwichs.
Client: Il vous reste **des** quiches?
Serveuse: Non, je suis désolée monsieur, nous n'avons plus **de** quiches.
Client: Vous n'avez pas **de** croque-monsieur?
Serveuse: Si, il nous **en** reste, vous **en** voulez?
Client: Oui, s'il vous plaît.

SELF-ASSESSMENT

EXERCISE 1

Complete the activities on pages 38–41 in the Activity book.

EXERCISE 2

After completing **all the exercises in this unit**, read the text below about French eating habits. Are there any similarities or differences with regard to your culture? Can you speak about the eating habits of your culture in French?

Culture française

Manger est très important pour les Français. La nourriture fait vraiment partie de la culture et de la tradition française, c'est pourquoi la plupart des familles aiment respecter des horaires réguliers pour manger.

Le matin, les Français mangent un petit déjeuner rapide: du café ou du chocolat au lait avec des tartines ou bien des céréales et un yaourt.

A midi, le repas est important et peut sembler copieux pour les étrangers. Pour ceux qui travaillent, des cantines scolaires ou des réfectoires au travail offrent des repas composés d'une entrée, d'un plat de résistance chaud, de fromage et d'un dessert pour une somme très raisonnable. C'est le déjeuner.

Au retour de l'école, vers 16h30, les enfants prennent ce qui s'appelle «le goûter». Il est généralement composé de tartines ou de biscuits.

Le soir, le dîner se prend aux environs de 19h et réunit toute la famille. Les Français aiment se retrouver à table en famille le soir pour discuter de leur journée.

Les Français n'aiment pas avoir recours aux «fast food», et ils «grignotent» (nibble, have snacks) rarement comparés aux Anglo-saxons.

Check the outcomes for this particular study unit on page 133 in the textbook – have you reached them all? Do you perhaps need to revise before doing the exercises in the activity book?

The last few study units have been about leisure activities, food, holidays, etc., but the next one, Unité 12, will be about things which are not as pleasant – yet you may find these to be very useful when in a French-speaking country. We are going to talk about health next.

UNITÉ 12

LA FORME ET LA SANTÉ

Pages 136 to 145 (BBC French Experience 1)

OUTCOMES OF THIS UNIT

On completion of this study unit, you will be able to do the following:

- Say where it hurts.
- Say how you feel.
- List the body parts.
- Make use of the imperative form.

This study unit is about health. Within this context you will learn about the imperative mood, which is a mood used for giving not only orders, but also advice.

The vocabulary concerning this topic will come in handy when reading articles in the newspaper about social matters, but this is on another level of studies which you will reach before long. This is the last study unit before Etape 3.

Look at Mot à Mot on page 136 and study the vocabulary.

Then increase your vocabulary by doing the following word search (make sure you know the gender and meaning of each word to increase the usefulness of this exercise):

Le corps humain

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

BOUCHE, BRAS, CHEVEUX, JAMBE, CHEVILLE, LÈVRES, CŒUR, MAIN, COU, MOLLET, COUDE, NEZ, CUISSE, OREILLES, DENTS, PIED, DOIGT, TÊTE, DOS, VENTRE, ÉPAULE, ESTOMAC, VISAGE, GORGE, YEUX

- Look at the list of words you need to find in the grid, and then look up the words in a dictionary in order to find the gender of the words.
- Now, with each word you found, point to the part of your body that is described by the word. (Do not forget to use the correct article.)

You may think that this is a childish activity, but remember you may have a more visual memory and that associating the words with the visual aspect will help you memorise the vocabulary easier.

The word search will also help you pay attention to the spelling.

12.1 The French for “pain” or “ache” is *mal*. If you wish to say that you are in pain, you can say: *J’ai mal* (literally: “I have pain”).

To say exactly where the pain is, add *à* followed by the particular part of the body and its article, but remember that one says: *J’ai mal au pied*.

Examples:

the arm	>	<i>le bras (masculine)</i>	>	<i>J’ai mal au bras.</i>
the throat	>	<i>la gorge (feminine)</i>	>	<i>J’ai mal à la gorge.</i>
the eyes	>	<i>les yeux (plural)</i>	>	<i>J’ai mal aux yeux.</i>
the ear	>	<i>l’oreille</i>	>	<i>J’ai mal à l’oreille.</i>

(word beginning with a vowel)

Look at Language Summary number 45 at the back of BBC French Experience, which is about *il faut* and *il ne faut pas*. This expression is generally used to express obligation, i.e. if you would like to express the need to do something. So, for example, to express the need to bake a cake, you would say: *Il faut faire un gâteau*.

Language Summary number 46 contains a very brief summary of the imperative mood. See your BBC French Grammar book (ch 41) for more details.

NB: 41.2.1 The imperative of reflexive verbs:

Se dépêcher (to hurry) > *Dépêche-toi! Dépêchez-vous!*

12.2 This is how one forms the imperative mood:

Take the infinitive of the verb – for example, *travailler*.

Conjugate the verb in the present tense:

- *Je travaille*
- *Tu travailles*
- *Il/elle/on travaille*
- *Nous travaillons*
- *Vous travaillez*
- *Ils/elles travaillent*

Only *tu*, *nous* and *vous* (it does not exist with *je* or *il*) can take the imperative form:

- *Tu travailles*
- *Nous travaillons*
- *Vous travaillez*

Now drop the pronoun:

- *Travaille!* (drop the -s with -er verbs only)
- *Travaillons!*
- *Travaillez!*

Remember that some verbs do not end in -er, so revise your conjugations. Other verbs are also irregular and you will need to learn their new stems. Some of these irregular and frequently used verbs are *être* and *avoir*:

<i>Être</i>	>	<i>sois (tu)</i>	>	<i>soyez (nous)</i>	>	<i>soyez (vous)</i>
<i>Avoir</i>	>	<i>aie (tu)</i>	>	<i>ayons (nous)</i>	>	<i>ayez (vous)</i>

12.3 LE COMPARATIF

Look at Language Summary number 27 and the section on the “superlatif” below, and then complete the exercises on the worksheet entitled “Manger sainement” (see below). The worksheet has an evolutive approach which will help you use the “comparative” and then the “superlative”.

12.4 LE SUPERLATIF

Now look at Language Summary number 29, and for more information see chapter 16 in your BBC French grammar book. To form the superlative you simply use *le*,

la or *les* followed by *plus* or *moins*. Of course you need to pay attention to the gender and number of the noun defined:

- For a masculine singular noun, use *le*: *C'est le médecin le plus compétent de la ville.*
- For a feminine singular noun, use *la*: *C'est l'histoire la plus intéressante du livre.*
- For a feminine or masculine plural noun, use *les*: *Ce sont les amis les plus sympas du monde.*

Watch out for any irregularities!

SELF-ASSESSMENT

Now complete the exercise that follows.

EXERCISE 1

Un ami vous demande des conseils car il ne va pas bien du tout. Il est fatigué et déprimé, tout est négatif. Mettez à l'impératif les expressions suivantes.

A friend of yours asks you for advice because he is not feeling well at all. He is tired and depressed, and sees everything in a negative light. Change the sentences that follow into the imperative mode.

Example: Prendre des vitamines: Prends des vitamines!

1. Partir en vacances:
2. Profiter de la vie:
3. Faire du sport:
4. Aller chez le psychiatre:
5. Avoir confiance en l'avenir:
6. Se reposer:
7. Avoir du courage:
8. Arrêter de boire de l'alcool:
9. Aller en discothèque:
10. Aller à la montagne:

EXERCISE 2

Maintenant c'est votre patron qui ne va pas bien. Donnez-lui les mêmes conseils. (Ici, vous utiliserez la forme formelle)

Now it is your boss who is not feeling well. Give him or her the same advice. (Use the formal way of addressing someone.)

EXERCISE 3

MANGER SAINEMENT

I. Trouve les bons conseils pour Julien, Adrien et Stéphane:
(Give some good advice to Julien, Adrien and Stéphane.)

1. *Julien:* Au petit déjeuner, je mange des biscuits et je bois du café. A midi, je mange des frites et des pâtes. Au dîner, je bois du coca et je mange une pizza.

2. *Adrien:* Au petit déjeuner, je mange des céréales et je bois du thé. A midi je mange des pâtes avec du jambon, et au dîner, je mange des pâtes avec du fromage et des légumes.
 3. *Stéphane:* Au petit déjeuner, je mange des céréales et je bois un coca. A midi je mange de la salade et du jambon et je bois un coca. Au dîner, je mange du fromage et un yaourt.
- A. *Il boit trop de coca. Il faut boire plus d'eau!*
 - B. *Il mange trop de frites et de pâtes. Il faut manger plus de légumes verts!*
 - C. *Il mange trop de pâtes. Il faut manger plus de produits laitiers!*

EXERCISE 4

Remplis les trous avec les mots donnés ci-dessous puis traduis la phrase en anglais:

(Fill in the gaps with the words provided below, then translate the sentence into English.)

Example: Je mange trop de chocolat, il faut manger plus de fruits. Je ne mange pas assez de fruits.
I eat too much chocolate, you/one must eat more fruits. I do not eat enough fruits.

1. Je mange trop de frites, il faut manger plus de
2. Je trop de il manger plus de fruits.
3. bois trop de café, faut plus d'eau.
4. Je bois trop , il faut boire plus lait.
5. Je mange de biscuits, il faut manger de

il	trop	légumes	de	Coca
Suceries	Fruits	faut	mange	
de	je	plus	boire	

Now it is time to do a general revision, because you have just reached Unité Etape 3!

EXERCISE 5

Go to pages 35–37 of the Activity book and complete all the activities.

UNITÉ 13

AU TRAVAIL

Pages 150–159 (BBC French Experience 1)

OUTCOMES OF THIS UNIT

On completion of this study unit, you will be able to do the following:

- Understand the two future tenses.
- Conjugate verbs in the immediate future tense.
- Conjugate verbs in the future tense.

We dealt with the topic of work in Unité 3, so quickly revise it. Unité 13 builds on what you learnt before; and do not forget to use the vocabulary or grammar you learnt in Unité 3.

Explaining what your job entails; making comparisons.

This chapter contains mostly revision, but also new vocabulary. You know how to go about it!

13.1 THE IMMEDIATE FUTURE TENSE

One can use the present tense to express the future, but as is shown in the question, *Qu'est-ce que tu fais demain?*, *demain* is a time indicator which tells you about the period in time of the question.

Read chapter 35.3.1 on page 112 in your BBC French grammar book.

In French there are three future tenses which may be used more or less interchangeably in the spoken language. The future tense dealt with in this second paragraph of your textbook is called “*le futur proche*” (the near future), emphasising the idea that the action will occur soon.

Example: *Demain je vais aller à la bibliothèque.*
Le week-end prochain nous allons commencer nos révisions pour les examens.

Read chapter 35.3.2 on page 112 in your BBC French grammar book.

How to form the futur proche:

Pronoun	The verb “aller” (to go), in the present tense	A verb describing what you will do, in the infinitive form
Je	vais	aller, parler
Tu	vas	finir

il/elle/on	va	camper, travailler
Nous	allons	acheter, lire
vous	allez	dormir
ils/elles	vont	regarder, etc.

In order to use the futur proche correctly, you need to know the verb “to go” (*aller*) in the present tense and after that you may use any verb in the dictionary. It is quite an easy tense, with no irregularities (wonderful, is it not?).

Examples:

- *L'année prochaine je vais aller au Canada.*
- *Dans trois mois, tu vas passer tes examens. (Note: “passer” = “sit”, and not “pass”)*
- *La semaine prochaine, elle va travailler à Paris pour un stage.*
- *Le mois prochain, nous allons camper en Auvergne.*

13.2 THE FUTURE TENSE

How to form the *futur simple*

Read the third paragraph of Info Langue, but skip the fourth one – rather consult your BBC French grammar book and study chapters 35.1 and 35.2 on pages 110 to 112.

In summary:

Because there is always an “r” in the infinitive, the “r” sound is characteristic of the *futur simple*. The converse, however, is not true: an “r” sound in the conjugation of a verb does not necessarily signify that it is the *futur simple*.

For regular verbs, find a stem which ends in r:

For -er verbs you will leave the verb in the infinitive (*manger* > *manger*)

For -re verbs you will drop the “e” (*prendre* > *prendr*)

For -ir verbs you will also use the infinitive (*finir* > *finir*)

Je	Verb ending in -r	-ai	Vous	-ez
Tu		-as	Ils/elles	-ont
Il/elle/on		-a		
Nous		-ons		

You may remember that this topic was discussed in Unité 8 on page 94 in your textbook. So this is mostly a matter of revision: make sure that you reinforce and expand your previous knowledge of this matter.

SELF-ASSESSMENT

EXERCISE 1

Voici une liste d'activités prévues pour des touristes qui visitent l'Europe. Ils sont à Paris pour deux jours et doivent voir le plus de choses possible. C'est le premier matin à Paris et le guide touristique explique aux visiteurs ce qu'ils vont faire. La bonne nouvelle est que VOUS êtes le guide touristique!

Here is a list of activities planned for tourists visiting Europe. They are in Paris for two days and must see as many things as possible. It is their first morning in Paris, and the tour guide is explaining to the visitors what they are going to do. The good news is that YOU are the tour guide!

Example:

Nous allons visiter la tour Eiffel, nous allons monter au troisième étage et nous allons admirer la vue.

If you are confident enough, you may try to change the pronouns (and therefore the form of the verb!), add as many linking words as possible (*d'abord, ensuite, après*, etc.), and also expand the sentences. Remember, you are the tour guide, so try to make it sound as interesting as you can.

This exercise is of use only if you know the conjugation of *aller* by heart.

Jeudi 18 juillet

- Visiter la tour Eiffel (monter au troisième étage et admirer la vue).
- Marcher sur le Champ de Mars.
- Prendre le métro.
- Manger au restaurant «Chez Maurice».
- Faire des courses dans le Marais/voir la Place des Vosges (visiter la maison de Victor Hugo).
- Le soir, visiter le quartier de Montmartre.
- Manger au restaurant «Le Chat Noir», Place du Tertre.
- Regarder les peintres sur la place.

Vendredi 19 juillet

- Petit-déjeuner à 8 heures.
- Visiter l'Opéra.

EXERCISE 2

Look at the text below treating the same topic as Culturoscope in your textbook and rewrite it in the “futur simple”.

Do you feel as though you will never be able to do this exercise? Do it in the following order:

- Read the text.
- Underline the verbs (we will help you).
- Identify the infinitives of these verbs.
- Consult the list on page 111 of your BBC French grammar book to see which of those underlined verbs have an irregular conjugation in the *futur simple*.
- Apply the rules and add the correct ending for the subject concerned.

Le Bac est l'examen de fin de scolarité des Français. Deux ans avant l'examen (à l'âge de 16 ans environ) les écoliers doivent choisir une filière. Il y a le Bac Général ou le Bac Technique. Le Bac Général est le plus courant et offre trois possibilités. Chaque filière comporte les matières suivantes : le français, les mathématiques, la philosophie, deux langues étrangères, la biologie, la physique et la chimie, le sport, l'histoire et la géographie. Les étudiants peuvent aussi choisir des options spécifiques comme l'art, le théâtre, le latin, le grec ou le sport.

La filière économie (ES): les écoliers étudient l'économie en plus des autres matières, mais ont moins d'heures de matières scientifiques et littéraires.

La filière littéraire (L): les écoliers ont plus d'heures de philosophie, de français, de langues étrangères et d'histoire géographie et ont moins d'heures de matières scientifiques.

La filière scientifique (S): les écoliers apprennent plus de mathématiques et de sciences et ont moins d'heures de matières littéraires.

Les écoliers travaillent beaucoup, mais à la fin de leurs études scolaires ils ont une bonne culture générale.

EXERCISE 3

Do all exercises on pages 38–41 in the Activity book.

UNITÉ 14

PLAIRE ET SEDUIRE

Pages 160–169 (BBC French Experience 1)

OUTCOMES OF THIS UNIT

On completion of this study unit, you will be able to do the following:

- Ask for help in a shop.
- Express your choice.
- Buy clothes.
- Describe a person's character.
- Write a thank-you card.

Shopping will obviously form part of your holidays in a French-speaking country because you may not only wish to bring your friends souvenirs, but also need to buy people who invited you a present or you might just wish to buy French clothes or perfume, wine, etc.

14.1 DEMONSTRATIVE PRONOUNS

Look at Language Summary number 21 and chapter 18.2.1 on pages 51 and 52 in your BBC French grammar book.

14.2 DIRECT- AND INDIRECT-OBJECT PRONOUNS

Pay particular attention to the use of “me” in the sentences – see Language Summary number 19 on page 235, and read chapter 23 on pages 67 to 69 in your BBC French grammar book.

Before you begin, you need to know what is meant by direct and indirect objects. See page 13 in your BBC French grammar book under the heading “objet”.

A direct object is the answer one gets when asking the question “What?”.

Example: He says hello. > *Il dit bonjour.*

What does he say? Hello – that is the direct object.

Qu'est-ce qu'il dit ? Bonjour – l'objet direct.

An indirect object is the answer one gets when asking, for instance, the question, “To whom?”, “To what?”, “With what?”, etc. It is a question containing a preposition:

Example: He talks to his friend. > *Il parle à son ami.*

To whom does he talk? To his friend – indirect object.
A qui parle-t-il? A son ami – l'objet indirect.

Once you know this, you can identify direct- or indirect-object pronouns as words used instead of a direct or indirect object, bearing in mind that a **pronoun replaces a noun or a noun phrase in a sentence**.

As far as direct and indirect object pronouns are concerned, you need to know the following:

- (i) In French these pronouns are placed **before** the verb in the sentence, whereas in English they are placed after the verb.

Examples:

I say it. > *Je **le** dis.* (direct object pronoun)
I talk to him. > *Je **lui** parle.* (indirect object pronoun)

- (ii) What is an indirect-object pronoun in English may be a direct-object pronoun in French, and vice versa. You therefore need to start learning verbs together with the preposition in order to know whether it is a direct- or an indirect-object complement.

Examples:

- a. To speak to someone > *parler à quelqu'un* (in this case, in both languages the verb is followed by an indirect object complement).

*Je parle **à Marie*** > I speak **to Marie**.
*Je **lui** parle* > I speak **to her**.

- b. To phone someone > *téléphoner à quelqu'un* (In English, the verb is followed by a direct object complement, whereas in French it is followed by an indirect object complement.)

Je téléphone à Gérard pour inviter Gérard à mon anniversaire. > I am phoning Gérard to invite Gérard to my birthday party.
Je lui téléphone pour l'inviter à mon anniversaire. > I am phoning him to invite him to my birthday party.

- Les pronoms objet direct sont: *le/la/les/l'*
- Les pronoms objet indirect sont: *lui/leur* (notice how there is no difference in gender for indirect pronouns)
- Les autres pronoms: *y/en*

L'ordre des pronoms dans une phrase (the order of pronouns)

You might want to use more than one pronoun in a sentence. There is a specific order in a sentence that pronouns need to follow.

In the sentence

*Michelle donne **les clefs** à Pierre.*

we observe two different objects.

- (i) the direct object: *les clefs*
(ii) and the indirect object: *à Pierre*

The correct way to use the pronouns in this sentence will render the following reformulation:

*Michelle **les lui** donne.*

The general order for pronouns is as follows:

Personal pronouns – Direct object pronouns – Indirect object pronouns – other pronouns

Me/te/se/nous/vous – le/la/les/l' – lui/leur - y/en

When you use pronouns with combined tenses such as the *passé composé* (see unité 16) remember to put the pronoun before the auxiliary verb:

*J'ai fait **mon travail** > je **l'**ai fait.*

Also remember that you need to ensure concordance of the past participle of the *passé composé* if you use **direct-object pronouns only**:

*J'ai mangé **la tarte** > Je **l'**ai mangée (we add the -e because of the feminine noun la tarte)
J'ai fait mes devoirs > Je **les ai** faits (we add the -s because of the plural noun les devoirs)
J'ai acheté les fleurs > Je **les ai** achetées (we add the -es because of the feminine plural noun les tartes)*

Remember this only happens with direct object pronouns. With indirect object pronouns there is no change:

*J'ai parlé à John > Je **lui ai** parlé
J'ai parlé à Marie > Je **lui ai** parlé*

SELF-ASSESSMENT

EXERCISE 1

Remplissez les trous avec le bon pronom disjoint (disjunctive pronoun).

A : *Veux-tu te marier avec, Jacqueline?*

B : *Voyons, tu exagères, Frédéric.*

A : *..... et moi ensemble, ce n'est peut-être pas idéal ...*

B : *....., tu flirtes toujours.*

A : *Et si je ne flirtais qu'avec ?*

B : *Restons bons amis, Frédéric. C'est plus sage.*

A : *Georges, j'ai peur de ma femme.*

B : *Peur d'..... ? Tu blagues! Elle est si petite!*

A : *Mais elle est plus forte que*

(à voix basse) Sais-tu qu'elle est haltérophile (weightlifter)?

B : *(Regard d'étonnement)*

A : *Regarde mon bras. Tu ne vois pas les bleus? Quand elle se met en colère contre, elle me bat (battre – to beat).*

EXERCISE 2

Remplacez les mots soulignés par le pronom d'objet direct ou indirect qui convient.

In the sentences below, replace the underlined words with the correct direct- or indirect- object pronoun:

Example: Je regarde souvent la télévision souvent. Je la regarde souvent.

(The underlined words form a direct-object complement because the verb is not followed by *à*. Also, it is a feminine singular noun, so it is replaced by *la*. The *la* needs to be placed in front of the verb.)

Take note of the gender and number of the nouns you need to replace! *A vous de jouer!*

1. Je ne comprends pas cet exercice.
2. Je n'ai jamais lu les romans d'Emile Zola.
3. J'ai demandé à mon professeur de m'expliquer la leçon.
4. J'ai donné rendez-vous à Stéphanie à midi, devant la gare.
5. Il n'a pas regardé les informations ce matin.
6. Je n'ai pas encore écrit à mes parents.
7. Vous parlez à vos enfants.
8. Nous voyons la mer!
9. Nous avons acheté le gâteau.
10. Ils ont mon livre.

EXERCISE 3

Complete the exercises on pages 42–45 in the Activity book.

UNITÉ 15

PAR TOUS LES TEMPS

Pages 170 to 177 (BBC French Experience 1)

OUTCOMES OF THIS UNIT

On completion of this study unit, you will be able to do the following:

- Talk about the weather.
- Understand weather reports.
- Talk about the sports you play or might have played in the past.
- Understand winter sport brochures and talk about sporting equipment.

15.1 THE WEATHER

If you are talking about what the weather is like now, you need to use the **present tense**:

Il fait chaud, il y a de l'orage, c'est un temps ensoleillé. Il fait 26° (degrés).

If you are talking about the weather in general, during a particular season or in a particular country, you also need to use **the present tense**:

En Bretagne, en automne, il pleut et il y a du vent. Il fait souvent gris, mais il ne fait pas trop froid, la température est d'environ 13°.

If you are talking about the weather during your recent holidays, you will use the **imperfect tense**:

Je suis allé(e) en vacances dans le sud de la France l'été dernier, il faisait très chaud, il y avait souvent des orages dans la soirée et il pleuvait pendant la nuit. La température était d'environ 28° pendant la journée.

If you are talking about a weather forecast, you need to use the **future tense**:

Demain, dans le nord-est de la France, il fera froid, il y aura du brouillard le matin et il neigera en fin d'après-midi. La température à Reims sera de 1° dans la journée.

15.2 Before looking at the Language Summary or any grammar book, try to see how a sentence is constructed:

Si + verb in the tense, verb in the tense (or tense).

In order to write a correct sentence expressing a hypothesis in the future, you will need the following:

Si + verb in the **present tense**, verb in **the future tense** (or verb in the present tense).

Example: *Si j'ai des vacances cet été, j'irai à Marseille.*

The part of the sentence introduced by *si* is never expressed in the future tense.

If the sentence expresses a general idea or advice, the second part of the sentence will be either in the present tense or in the imperative.

Example: *Si on n'étudie pas, on trouve les cours difficiles.*
Si tu vas au cinéma, ne rentre pas trop tard.

SELF-ASSESSMENT

EXERCISE 1

Conjuguiez les verbes entre parenthèses au temps correct.

In the sentences below, write down the right form of the verb in brackets in the right tense (remember that many verbs in the future tense are irregular, so check the tables of verbs on pp 243–244):

1. Si j'ai le temps, je (manger) au restaurant.
2. Si tu es là demain soir, nous (aller) au cinéma.
3. S'il pleut ce week-end, ils (faire) des crêpes.
4. S'il (neiger), nous (pouvoir) faire du ski.
5. Si tu (vouloir), nous (pouvoir) aller au concert dimanche prochain.

EXERCISE 2

Que ferez-vous si Imaginez.

Example: aller en vacances en France (Paris/le sud de la France/la Corse)

Si je vais en vacances en France, j'irai à Paris, je visiterai le sud de la France et j'irai en Corse.

1. aller au bord de la mer (faire du bateau/nager/pêcher)
2. faire du shopping (acheter un pantalon/des magazines/prendre un café à une terrasse)
3. partir en voyage (Canada/Australie/Angleterre)
4. avoir le temps (lire un livre/regarder la télé/faire du sport)
5. pleuvoir (rester à la maison/aller chez ami/louer une vidéo)

EXERCISE 3

Complete the activities on pages 46–48 in the Activity book.

UNITÉ 16

VOYAGES

Pages 178–185 (BBC French Experience 1)

OUTCOMES OF THIS UNIT

On completion of this study unit, you will be able to do the following:

- Talk about your past holidays.
- Talk about your future plans.

16.1 THE PAST PERFECT TENSE

In your book, you are referred to Language Summary number 48, but you also need to look at Language Summary number 47. We have already dealt with the *passé composé*. It will be a good idea at this stage to go through your notes in Unité 5 to revise this.

- **Révisions du passé composé**

Remember that for the *passé composé* you need the following three things:

- a subject
- an auxiliary verb: the form of *avoir* or *être* that agrees with the subject
- the past participle of the particular verb

1	2	3	
<i>Je</i>	<i>suis</i>	<i>arrivé(e)</i>	<i>en France.</i>
<i>J'</i>	<i>ai</i>	<i>pris</i>	<i>l'avion.</i>

- **Être ou avoir?**

Comment former le passé composé?

Remember that except for a few select verbs and all reflexive verbs, all French verbs use *avoir* as an auxiliary verb.

An easy way to remember which verbs use *être* is to remember the mnemonic **DR & MRS P VAN DER TRAMP**.

These verbs are thus:

D(escendre) *R*(ester) *M*(onter) *R*(evenir) *S*(ortir) *P*(asser) *V*(enir) *A*(ller) *N*(aître) *D*(evenir)
E(ntre) *R*(etourner) *T*(omber) *R*(entrer) *A*(rriver) *M*(ourir) *P*(artir)

Refer to the previous study units, your verb lists and dictionaries to learn the past participles of verbs. You will notice that certain verbs are regular and forming their past participles is quite easy, i.e. the past participle of -er verbs are normally formed by taking away the -er and adding -é.

At this stage go back to unit 14 and revise the usage of the *passé composé* with direct object pronouns.

16.2 THE FUTURE TENSE

Remember that there are two types of future tense in French, both interchangeable, which means that you can use either the one or the other. You need to know that the *j'irai* form has a higher language register than *je vais aller* (they both mean “I shall go”).

Note that the first part of the sentence is in the present tense, and that the second parts are in the infinitive. Look at Language Summary number 43 and chapter 39 on pages 118 and 119 in your BBC French grammar book.

SELF-ASSESSMENT

EXERCISE 1

Below, change the verbs given in the infinitive into the perfect tense. Proceed as in the example.

Beware though! If you use *être* and are a woman you may need to add an “e” to the past participle!

Bonjour à tous,

Mes vacances étaient géniales! Je (partir) en France. Je (prendre) l'avion de Johannesburg et je (arriver) à Paris le matin du 14 juillet. C'était impressionnant de voir les défilés sur les Champs Elysées et ensuite les feux d'artifice. Mais j'étais fatigué(e), alors je (se coucher) à vingt-deux heures. Paris est une belle ville et je (visiter) beaucoup de musées magnifiques. Je (préférer) le musée du Louvre, c'était fascinant! Même si Paris est une belle ville, je (devoir) poursuivre mon voyage et je (aller) dans le sud de la France. Il faisait très chaud et il y avait des orages tous les soirs. Je (prendre) le train pour aller à Nice et je (rencontrer) mon cousin à la gare. Nous (manger) dans un bon restaurant sur le port et nous (se promener) dans les rues de la ville. Je (acheter) une belle chemise bleue pour l'été. Je (adorer) Nice et mon cousin et mon oncle et ma tante (être) heureux de me revoir. Je (rentrer) début août, et à Prétoria il faisait très froid!

Bisous à tous, à très bientôt au Cap!

Exercice 2

Complete the exercises on pages 49–51 in the Activity book.

UNITÉ 17

LES LANGUES ET LE TRAVAIL

Pages 190 to 197 (BBC French Experience 1)

OUTCOMES OF THIS UNIT

On completion of this study unit, you will be able to do the following:

- Talk in more depth about work and work-related topics.
- Talk about short work experiences (summer jobs and internships).

This study unit is an extension of the topics of work and languages. You will notice no new grammar is introduced as from this Unité. It comprises topics all related to work and requires you to do some revision. Therefore please revise Unités 1 and 13 before continuing.

After having done the required revision, start at the beginning of this Unité and work through it chronologically by doing all the activities.

Please be diligent in your work as you do the exercises in this Unité as they will help you to build vocabulary and feel more at ease with the language.

SELF-ASSESSMENT

EXERCISE 1

For your revision, complete all the exercises on pages 52–54 in the Activity book.

UNITÉ 18

VACANCES

Pages 198 to 206 (BBC French Experience 1)

OUTCOMES OF THIS UNIT

On completion of this study unit, you will be able to do the following:

- Talk in more depth about holidays, especially in the countryside and at the coast.
- Talk about different types of holiday accommodation.

In order to make the most of this study unit, revise the following study units:

- Unité 4, on the topic of town and countryside
- Unité 8, on the topic of hotel and campsite bookings
- Unité 9, on the topic of accommodation, and likes and dislikes
- Unité 10, on the topic of hobbies and leisure activities

Study the vocabulary and the grammar, and if you feel that it has been a while since you studied Unité 15, revise that study unit as well – not only for the tenses, but also for the vocabulary.

After having done the required revision, start at the beginning of this Unité and work through it chronologically by doing all the activities.

Please be diligent in your work as you complete the exercises in this Unité. They will help you to build vocabulary and to feel more at ease with the language.

SELF-ASSESSMENT

EXERCISE 1

For revision, complete all the exercises on pages 55–57 in the Activity book.

UNITÉ 19

CULTURE: SEJOUR A PARIS

Pages 206 to 213 (BBC French Experience 1)

OUTCOMES OF THIS UNIT

On completion of this study unit, you will be able to do the following:

- Identify cultural aspects which are particular to Paris.
- Broaden your general knowledge on language usage and cultural matters.

Pages 206 à 213

The following topics will be dealt with in *Unité 19*:

- *le logement provisoire*
- *au restaurant*
- *les visites culturelles*
- *les courses*

Therefore before starting this *Unité*, revise the following study units:

- *Unité 3*: les horaires
- *Unité 5*: les courses
- *Unité 11*: au restaurant
- *Unité 14*: le shopping

After having done your revision, start at the beginning of this *Unité* and work through it chronologically by doing all the activities.

Please work through the exercises diligently in this *Unité* as they will help you to build vocabulary and to feel more at ease with the language.

SELF-ASSESSMENT

EXERCISE 1

For your revision, complete all the exercises on pages 58–60 in the Activity book.

UNITÉ 20

LES FRANCOPHONES

Pages 214 to 221 (BBC French Experience 1)

OUTCOMES OF THIS UNIT

On completion of this study unit, you will be able to do the following:

- Understand the term *francophone*.

This is the last study unit of the course and your last chance to practise for the examination.

Many people consider French an “endangered” language, especially as it used to be the language used by diplomats to communicate with each other before being replaced by English. This is why being a “francophone” conveys a sense of identity, a kind of pride of keeping the francophone culture alive, even though French-speaking countries display a vast variety of cultures.

To read more on what it means to be francophone and about *l’Organisation Internationale de la Francophonie* you can consult the following webpage: <http://www.francophonie.org/>

Before studying the different *chapitres*, please revise *Unité 1* about introducing yourself and nationalities, and also *Unité 15*, particularly with regard to the weather forecast.

SELF-ASSESSMENT

EXERCISE 1

For revision, complete all the exercises on pages 61–65 in the Activity book.

PRÉPARATIONS POUR L’EXAMEN

The last five study units have helped you understand the printed text, and the questions you asked have helped you revise the work you have done. If you have been serious about your work and honest with yourself when evaluating your work, and if you have obtained good marks, you have completed 90% of your revision for the examination; and it should not take you too long to finish, so that you will be able to relax a little. Cramming for the examination is not a good way to prepare for the exams. You will not be able to cope confidently with the work and your lack of application to your studies will definitely be noticed if not in this examination, then at the latest in the modules to come.

Now you need to revise and pay attention to the following:

Your vocabulary book, and remember to recite the words both in French and in English; check the spelling.

All the tenses you have learnt: le passé composé, l'imparfait, le présent, le futur simple and le futur proche, and know how and when to use them.

The prepositions, for example: *j'habite **en** Afrique du Sud; je vais **au** restaurant.*

The grammar rules you have summarised and if you are not sure of them, you need to revise them in the book or the study guide, and do some of the exercises again to ensure that you can really apply these rules with confidence.

Do not try to do too much work in one session— rather do several short sessions of one hour at a time than one long session.

Take frequent short breaks— go for a walk, exercise, play with your pet, make yourself some tea and drink enough water throughout the day.

It is better to master most of the grammar rules, tenses and vocabulary than to have just a superficial knowledge of everything.

Find ways to relax the night before the examination— a good night's sleep is probably best. Even if you have not had time to revise a *chapitre* or two, rather go to bed. If you are tired on the day of the examination you may get confused and thus overlook some basic mistakes.

Remember all Unités are equally important and you need to revise all of them!

Do not forget that an e-mail or a visit to your lecturer can help you solve your problems, so do not hesitate to contact the French Section when you feel confused or need help.

Bonne chance!
