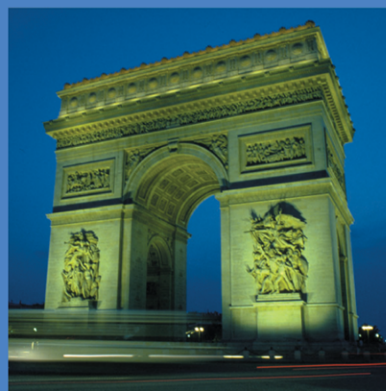


contains
two CDs



second edition



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annie fontaine lewis

french 2

language series editor: tom carty

palgrave *foundations*



Foundations French

2

Second Edition

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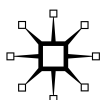
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OVERVIEW

Topics/functions and grammar points covered in each unit

Unit	Topics/functions	Grammar
1 Ah! Les vacances	Information about self and others; asking questions and interviewing; giving and understanding information about holidays, travel, vacation jobs	● The present tense – recap ● The perfect tense – recap ● Questions and question words
2 Tu es sortie hier?	Recounting a series of events; following a spoken or written account of an incident	● Further work on the perfect tense – questions and negation ● Reflexive verbs
3 Temps libre	Interacting in a social context; informal and formal usage	● Direct and indirect object pronouns ● Position of pronouns ● y and en
4 Dans le passé	Talking about situations in the past; expressing opinions; expressing agreement and disagreement	● The imperfect tense
5 Qui et où?	Talking about age, weight, height, appearance; understanding descriptions of people and places; making comparisons, stating preferences and interests	● Adjectives – recap ● Adverbs ● Comparison of adjectives and adverbs ● Modal verbs – devoir, pouvoir, savoir and vouloir

Unit	Topics/functions	Grammar
6 Poser sa candidature	Applying for a temporary job abroad; understanding written information, small ads; giving information about oneself	● Expressing wishes and wants – recap ● Relative clauses – recap ● Demonstratives
7 J'arrive mardi	Making and understanding arrangements, describing plans, using timetables and travel information; booking a hotel room	● Future tense ● Imperative – recap ● Times and dates – recap
8 L'entretien d'embauche	Talking about hypothetical situations; taking part in an interview; negotiation	● 'If' sentences ● The conditional
9 Je cherche un logement	Finding accommodation; making enquiries; negotiation; understanding written and spoken information	● The passive and its avoidance
10 Pêle-mêle	Revision material: focus on oral presentation skills; extended reading	● The subjunctive ● Revision of all structures covered in the course

CD TRACK LIST

Two CDs are supplied with this book. They contain all the audio material to accompany the exercises in this book.

- Where there is an audio element for an exercise it is marked with a  icon.
- Every exercise has its own track which will help you locate the material very easily.
- CD1 covers Units 1–10, CD2 the **Exercices Supplémentaires**.
- Tutors who require digital licences for this audio material should visit <http://www.palgrave.com/modernlanguages/license.asp#Digital>.

Track **Unité 1 Ah! Les vacances**



- 01 Exercice 1
- 02 Exercice 3
- 03 Exercice 7
- 04 Extra! Exercice 10

Unité 2 – Tu es sortie hier?

- 05 Exercice 1
- 06 Exercice 3b
- 07 Exercice 7
- 08 Extra! Exercice 10

Unité 3 – Temps libre

- 09 Exercice 1
- 10 Exercice 4
- 11 Exercice 6
- 12 Exercice 11
- 13 Extra! Exercice 12

Unité 4 – Dans le passé

- 14 Exercice 1
- 15 Exercice 3
- 16 Exercice 5
- 17 Extra! Exercice 10 a
- 18 Extra! Exercice 10 b

Unité 5 – Qui et où?

- 19 Exercice 1
- 20 Exercice 5
- 21 Exercice 8
- 22 Extra! Exercice 11 – 1
- 23 Extra! Exercice 11 – 2
- 24 Extra! Exercice 11 – 3
- 25 Extra! Exercice 11 – 4

Unité 6 – Poser sa candidature

- 26 Exercice 1
- 27 Exercice 4
- 28 Exercice 7
- 29 Extra! Exercice 10

Unité 7 – J'arrive mardi

- 30 Exercice 1
- 31 Exercice 4
- 32 Exercice 6
- 33 Exercice 7 Petit rappel
- 34 Extra! Exercice 11 – Baird
- 35 Extra! Exercice 11 – Drakapoulou
- 36 Extra! Exercice 11 – Roussel
- 37 Extra! Exercice 11 – Dufain

**Unité 8 – L'entretien
d'embauche**

- 38 Exercice 1
- 39 Exercice 4
- 40 Exercice 7
- 41 Extra! Exercice 11 – Pierre
- 42 Extra! Exercice 11 – Cécile
- 43 Extra! Exercice 11 – Roger
- 44 Extra! Exercice 11 – Karin

**Unité 9 – Je cherche
un logement**

- 45 Exercice 1
- 46 Exercice 4
- 47 Exercice 8
- 48 Extra! Exercice 10

Unité 10 – Pêle-mêle

- 49 Exercice 1
- 50 Exercice 3
- 51 Exercice 5

Exercices Supplémentaires



- 01 U1 Exercice 1
- 02 U1 Exercice 2
- 03 U2 Exercice 1
- 04 U2 Exercice 2
- 05 U3 Exercice 1
- 06 U3 Exercice 2
- 07 U4 Exercice 1
- 08 U4 Exercice 2
- 09 U5 Exercice 1
- 10 U5 Exercice 2
- 11 U6 Exercice 1
- 12 U6 Exercice 2
- 13 U7 Exercice 1
- 14 U7 Exercice 2
- 15 U8 Exercice 1
- 16 U8 Exercice 2
- 17 U9 Exercice 1
- 18 U9 Exercice 2
- 19 U10 Exercice 1
- 20 U10 Exercice 2
- 21 U10 Exercice 4 – Cazettes
- 22 U10 Exercice 4 – Fournand
- 23 U10 Exercice 4 – O'Reilly
- 24 U10 Exercice 4 – Benaissa

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INTRODUCTION

Mainly for the tutor

See also the *Mainly for the student* section which follows ...

Foundations French is a post-beginners'/intermediate course, principally aimed at students taking a language module on an Institution-Wide Languages Programme (IWLP) or as an option on their degree. It forms part of the *Foundations Languages Series*, which is specifically designed for IWLPs and similar provision.

The structure and content of *Foundations French* are informed by research and consultation within the HE sector, where the authors are experienced tutors. We keep closely in touch with departments using *Foundations Languages* courses and are particularly grateful to the members of the *Foundations French* Review Panel for their feedback and ideas, which contribute to this second edition. To find out more about the series, visit the dedicated website at www.palgrave.com/modernlanguages.

Structure of the course

The course is designed to fit the typical university teaching year and assumes two or three hours of class contact per week. Intensive courses with more contact hours will take commensurately less time. There are ten units, structured in the same way except for Unit 10, which contains some revision. Extension work, pairwork pages and a private study strand provide flexibility. Grammar and vocabulary are fully supported within each unit as well as in the reference pages. The format is as follows:

Element	Pages	Function	Skills*
Core	6/8	Introduces, practises new material	LSRW
Extra!	1	Extension work (e.g. longer dialogues, more demanding reading)	LR
Grammaire	2	One page exposition, one page exercises	
Vocabulaire	1	French-English, listed by exercise	
Avec un partenaire	2	Consolidation	S
Exercices supplémentaires	2	Consolidation, private study	LSRW

*Skills – L = Listening, S = Speaking, R = Reading, W = Writing

Introduction

Methodology

The introduction of new material is carefully prepared and dosed. Typically, inputs are based on listening items. Once the input is introduced, follow-up exercises apply and develop it.

To facilitate the use of French in the classroom, the exercises in the unit cores are marked with an icon indicating the linguistic activity or activities involved. They are listed and explained on page xvi.

Recorded material

Two audio CDs accompany the course. Digital licences are also available. Visit www.palgrave.com/modernlanguages/license.asp#Digital for more information.

Mainly for the student

What follows is a guide to the textbook. Take time to read it so you get maximum benefit from your course.

Structure of the course

There are ten units. These have the same clear, consistent structure (except for Unit 10, which includes some revision) that you will soon get used to. Each unit is focused on one or more topics or situations in which the language is used. The short **summary/heading** tells you what the topics are and describes what you will be able to *do* with the language once you have completed the unit.

Core

The half a dozen pages that follow are **the core** of the unit. The core contains the *input* (new language) for the unit and various tasks designed to help you master it and make it your own. Icons indicate the language skill or skills you will be using (listening, reading, speaking, writing). These are explained on page xvi. There are boxes highlighting and explaining grammatical points in context as they occur, with a summary and exercises on the unit **Grammaire** pages. Answers to the various tasks and exercises set can be found at the end of the book.

Extra!

The unit core is followed by a page headed **Extra!** As the heading implies, this material is a bit more challenging. It gives you the opportunity to develop further your understanding of French, taking listening and reading skills beyond the confines of the core input material while staying on related topics.

Grammaire & Vocabulaire

Two pages are then devoted to the **grammatical structures** you have encountered in the unit. The first gives you a clear overview of the grammar, the second provides a set of short exercises so you can test yourself (answers at the back of the book). Don't skip these pages: they simply clarify and check off grammatical structures you have met with and used in the course of the unit. This is how you become aware of the French language as a system. The **Vocabulaire** page gives the new words occurring in the unit core, exercise by exercise. Learn and revise them.

Avec un partenaire

Each unit also has two **pairwork pages** giving prompts for each partner in a structured dialogue. This material can be used in or out of the classroom to develop communication skills. The scenarios are always based on the material in the unit core, so you are securely in a known context. The challenge is to use the language you have learnt to communicate information your partner needs and to respond to what he or she says.

Exercices supplémentaires

The **Exercices supplémentaires** beginning on page 133 give further practice on a unit-by-unit basis and are designed to be used in private study. Answers are given at the back of the book. Work outside the classroom, both that set by the tutor and that done on your own initiative, is an essential part of a taught language course.

For reference, as well as the **answers to exercises**, there is an overall **grammar summary**, supported by a **guide to grammatical terms**. There is also an **alphabetical vocabulary list** or **glossary**.

Getting the most out of the course

The key inputs (usually dialogues) are carefully designed to introduce new vocabulary and/or structures. It is absolutely vital to spend time and effort on this material. Be guided by your tutor. He or she will introduce it in class or ask you to prepare it in advance. If there's a word or phrase you're unsure of, turn to the **Vocabulaire** page for the unit or the **vocabulary** at the end of the book. Use the recorded dialogues for listening *and* pronunciation practice.

Developing listening skills

When we listen to a complicated train announcement we put a different stress on detail compared with when a radio DJ is babbling away in the background as we drive the car. Similarly in listening to French you will need to develop different skills for different types of listening.

The core inputs in this book are mostly via listening items. When working your way into new audio material:

Introduction

- It is a good idea to begin by covering up the script and listening to the whole piece a couple of times.
- Above all, don't try to work through it word by word. Remember you're not an interpreter: relax and focus on what you do understand, instead of fretting about what you don't.
- Once you've got an overall idea of what's going on, the next step will usually be to listen to shorter sections of the piece, which will enable you to do some more concentrated listening.
- There might be a section you need to listen to a few times, but remind yourself again that you're not interpreting or translating.

You will now be ready to do more detailed work on the material. After listening without reference to the script, this next phase will involve turning to the book. By this stage you will probably be clear as to the content of the piece but there may be the odd word or phrase you're unsure of. Turn to the Vocabulaire page and check. Similarly, if a grammatical point really puzzles you, refer to the unit Grammaire pages.

Developing reading skills

Just as for listening, there are many ways to go about reading, depending on your purpose – quickly scanning a magazine article in search of specific information is quite different from trying to read a news story from beginning to end. You will need to develop different kinds of reading skills for understanding written French. For any passage you should read through it a couple of times to get the sense of it, before you spend time working on the detail.

Practice

The material introduced in an input exercise flows into exercises in the section(s) immediately following, enabling you to practise and master this language. After you have done the exercises in class (or gone over them there, having prepared them in advance), make sure you *revise* the input material and key structures in your private study time.

Speaking and writing in French

When you have practised and mastered material on a given topic, you will want to produce your own French (especially in speech but also, where appropriate, in writing). There are exercises to enable you to do this, through work involving role-plays, discussion with a partner or in larger groups, for example.

Now you have a clear idea of how the book is designed to be used, read the section on *Learning a language* which follows. It gives detailed practical advice which will help you to get maximum benefit from your course.

LEARNING A LANGUAGE

A language-learning programme is essentially workshop-based rather than lecture-based. It involves active classroom sessions and a variety of social interactions, including working with a partner, small-group activity and role-play, as well as answering questions and working through exercises. Feeding into the classroom sessions and flowing from them is what is called directed study, set by your tutor but allowing you a lot of flexibility in organising your work in ways that suit you. Beyond that there is private study, where you determine the priorities.

Increasing attention is now paid to **transferable skills**, that is skills which are acquired in one context but which can be used in others. Apart from competence in the language itself, successful language learning is also recognised to be rich in skills particularly valued by employers, such as communication skills and self-management.

How can you make sure you get maximum benefit from your language course?

1. A practical point first. Check the course or module guide and/or **syllabus** to see exactly what is required of you by your university or college. In particular, find out how the course or module is assessed. The course guide and assessment information will probably be expressed in terms of the four language skills of listening, speaking, reading and writing. The relative importance of these skills can vary between institutions.
2. Remember this is a taught course – you're not on your own. **Your tutor** is there to guide you. Using the material in the book, he or she will introduce new structures, ensure you practise them in class and then enable you to produce similar language until you develop the capacity to work autonomously. The first rule of a taught language course, then, is to follow your guide.
3. Of course a guide can't go there for you. While your tutor will show you the way, **only you can do the learning**. This means hard work both in the classroom and outside the timetabled hours.
4. **Regular attendance** at the language class is vital. This isn't like a lecture-based course, where you can miss one session and then catch up from a friend's notes or even live with the fact that there is going to be a gap in your knowledge. A language class is a workshop. You do things. Or to put it more formally, you take part in structured activities designed to develop your linguistic competence.

Learning a language

5. But mere attendance isn't enough. Being there isn't the same thing as learning. You have to **participate**. This means being an active member of the class, listening carefully, working through the exercises, answering questions, taking part in dialogues, contributing to group work, taking the risk of speaking without the certainty of being right. It also means preparing before classes and following up afterwards ...
6. ... because what you do **outside the classroom** is vital, too. While new topics will normally be introduced in class, your tutor will also set tasks which feed in to what you will be doing in the next session. If you don't do the preparation, you can't benefit from the classroom activity or the tutor will have to spend valuable time going over the preparation in class for the benefit of those who haven't done it in advance. Classroom contact time is precious, normally no more than two or three hours a week, and it's essential to use that time to the best effect. Similarly, the tutor will sometimes ask you to follow up work done in class with tasks designed to consolidate or develop what you have done.
7. You should also take time to **review** and reflect on what you have been doing, regularly going over what you have done in class, checking your learning. This will also enable you to decide your priorities for private study, working on areas you find difficult or which are particular priorities for you (see point 9 below).
8. This assumes that you are **organised**: keep a file or notebook, in which you jot down what you have done and what you plan to do. It's a good idea to work for several shortish bursts a week rather than for a long time once a week.
9. While a lot of out-of-class work will be done at home, your university or college will probably have a Learning Centre, **Language Centre** or similar facility in the library. Check this out and use whatever you can to reinforce and supplement what you are doing in class and from this textbook. Make sure any material you use is suitable for your level: it will probably be classified or labelled using categories such as *beginners*, *intermediate* and *Advanced*.

Possible resources: CDs and DVDs, videos, satellite TV, computer-based material, the internet, books (language courses, grammar guides, dictionaries, simple readers), magazines and newspapers, worksheets. Possible activities: listening comprehension, pronunciation practice, reading comprehension, grammar exercises, vocabulary exercises. Computer-based materials and worksheets will usually have keys with answers.

It is possible your tutor will set specific work to be done in the Language Centre

or that you will be expected to spend a certain amount of time there, otherwise you should find times during your week when you can drop in. The course assessment schedule may include a **portfolio** for which you choose coursework items according to guidelines set by the tutor/course.

10. Don't be afraid of **grammar**. This is simply the term for how we describe the way a language works. Learn it and revise it as you go along. There are boxes with grammar points throughout each of the units in this book, a grammar summary for each unit and a grammar overview for the whole book. You probably feel hesitant about grammatical terms such as *direct object* or *definite article* but they are useful labels and easily learned. There is a guide to such terms towards the end of the book.
11. In addition to listening-based work in class, you should regularly work in your own time on the accompanying audio material. Try to reproduce the **pronunciation and intonation** of the native speakers on the recording. It's easier if you work at this from the start and establish good habits than if you approximate to the sounds of the language and have to correct them later. It's important that you repeat and speak out loud rather than in your head. Why not work with a friend?
12. Always bear in mind that, in learning a foreign language, you can normally understand (listening and reading) more than you can express (speaking and writing). Above all, relax when listening or reading, remember **you don't have to be sure of every word** to get the message and you don't need to translate into your native language.
13. Regular **practice** is the key. Remember *fluency* comes from the Latin for 'to flow': it means speaking 'flowingly', not necessarily getting everything perfectly right. It is also a good idea to dip back into earlier units in the book to test yourself.
14. Universities and colleges are increasingly international and you will almost certainly be able to make contact with **native speakers** of French. Try out your language, get them to correct your pronunciation, find out about their country and culture.
15. And finally, **enjoy** your language learning!

Tom Carty, Series Editor

En classe

These symbols appear next to the rubric of most exercises and indicate the type of skill or activity required.



Ecoutez

Listen



**Travail
à deux**

Pair work



Parlez

Speak



En groupe

Group work



Lisez

Read



**Trouvez
le mot**

Vocabulary matching



Ecrivez

Write

En français, s'il vous plaît!

Comment dit-on/Ou'est-ce que c'est "Pleased to meet you" en français?

"A house-warming party" comment ça se dit en français?

Quel est l'équivalent en français de "Business Studies"?

Excusez-moi, est-ce qu'on peut dire "windsurf" en français?

Est-ce que le verbe "monter" se conjugue avec "être"?

"Tu" ou "vous"?

Tu est généralement utilisé entre les membres d'une famille et entre les jeunes. Quand vous parlez pour la première fois à un(e) jeune Français(e), il est préférable d'utiliser **vous** et d'attendre qu'il/elle vous dise "on se dit **tu**".

Vous est utilisé quand on parle à des personnes d'un certain âge ou à des personnes à qui on doit le respect (votre patron, votre responsable de stage, votre professeur).

Vous est aussi utilisé quand vous vous adressez à une personne que vous ne connaissez pas, par exemple quand vous arrêtez quelqu'un dans la rue pour demander un renseignement ou si vous parlez à un serveur ou une serveuse dans un restaurant.

Enfin **vous** est utilisé quand vous vous adressez à plusieurs personnes.

Si vous faites une erreur, ne vous inquiétez pas, les Français vous pardonneront car vous êtes étranger !

1 Ah! Les vacances

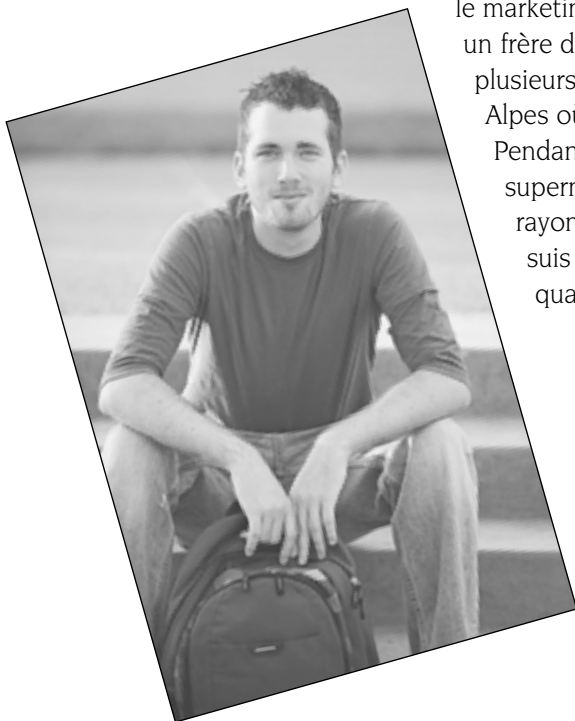
In this unit you will revise ways of introducing yourself and others and practise asking questions, interviewing people, and giving and understanding information about holidays, travel and part-time jobs.

You will also revise question words, the present tense and the perfect tense.



1 Je me présente ...

Bonjour. Permettez-moi de me présenter. Je m'appelle Paul Turner. Je suis étudiant à l'université de Bristol. Je fais des études de commerce. Ce qui m'intéresse, c'est surtout



le marketing. Je viens de Taunton dans le Somerset. J'ai un frère de 22 ans et une sœur de 16 ans. Je suis allé plusieurs fois en France. J'adore Paris et la région des Alpes où je suis allé l'année dernière pour faire du ski. Pendant le week-end, j'ai un petit boulot dans un supermarché. Je travaille à la caisse et je remplis les rayons. J'aime la télévision et le football mais je ne suis pas très sportif. Je fais du vélo et du jogging quand j'ai le temps. Voilà. C'est à peu près tout.

vocabulaire

Je suis étudiant à l'université de ...
Je fais des études de commerce.
Je viens de Taunton.
J'ai un petit boulot dans un supermarché.
Je suis allé ...
Je fais du vélo.

I am a student at the University of ...
I'm doing business studies.
I am from Taunton.
I have a job in a supermarket.
I went ...
I go cycling.



2 Présentations

- a Présentez-vous à la personne qui est assise à côté de vous.
Ecoutez bien la présentation de votre partenaire – vous allez le/la présenter aux autres.
- b Présentez votre partenaire à la classe entière.



vocabulaire

- Comment dire "I'm studying law/history/politics/medicine"?
l'étudie le droit/l'histoire/la politique/la médecine.
- ou Je fais des études de droit/d'histoire/de politique/de médecine.
- ou Je suis étudiant(e) en droit/en histoire/en politique/en médecine.

Vous trouverez aussi les expressions suivantes:

Je fais des études d'ingénieur/de vétérinaire/d'informaticien.
(I'm studying engineering/veterinary medicine/computer science.)

- J'ai un petit boulot. = J'ai un petit job.
Je suis serveur (m), serveuse (f) (a waiter, waitress).
Je travaille comme vendeur (m), vendeuse (f) (as a sales assistant).
Je travaille dans un centre d'appels (in a call centre).



Je vous présente Caroline/Bob (la personne qui est à côté de vous).

Il/Elle fait des études de ...

Ce qui l'intéresse, c'est ...la littérature/le cinéma/le sport.

Il/Elle vient de (= Il/Elle est de ...) Bristol dans le sud-ouest de l'Angleterre, de Cardiff au pays de Galles, de Dundee en Ecosse ...

Il/Elle a ... frères et ... sœurs.

Il est fils unique./Elle est fille unique.

Il/Elle travaille dans un bureau/dans un magasin/dans un hôpital.

Il/Elle aime la musique/le tennis/la planche à voile/la natation.



3 Questions

- M. CHEBLI: Excusez-moi, j'ai oublié votre nom. Comment vous vous appelez?
- SARAH: Sarah.
- M. CHEBLI: Et qu'est-ce que vous faites comme études?
- SARAH: Je fais des études d'ingénieur.
- M. CHEBLI: Ça vous plaît?
- SARAH: Oui, assez, mais il y a beaucoup de travail!
- M. CHEBLI: Bien sûr. Vous êtes d'où exactement?
- SARAH: De Cardiff au pays de Galles.
- M. CHEBLI: C'est joli, le pays de Galles. Combien de frères et de sœurs avez-vous?
- SARAH: Je n'ai pas de frères mais j'ai une sœur.
- M. CHEBLI: Vous habitez le campus de l'université?
- SARAH: Non, j'ai un petit studio en ville.
- M. CHEBLI: Vous avez un petit job le week-end?
- SARAH: Oui, je travaille dans un bar comme serveuse le samedi soir.
- M. CHEBLI: Qu'est-ce que vous faites de votre temps libre?
- SARAH: J'adore le cinéma!



vocabulaire

Comment vous appelez-vous?

= Quel est votre nom?

What's your name?

Combien de frères ou de sœurs avez-vous?

How many brothers and sisters have you got?

Qu'est-ce que vous faites comme études?

= Qu'est-ce que vous étudiez?

What are you studying?

Vous êtes d'où?

= De quelle région venez-vous?

Where do you come from?

Vous habitez (sur) le campus de l'université?

= Vous vivez sur le campus?

Do you live on the university campus?

Vous avez un petit job/boulot le week-end?

Do you have a part-time job ...?

Qu'est-ce que vous faites de votre temps de libre?

= Quels sont vos loisirs?

What do you do in your spare time?



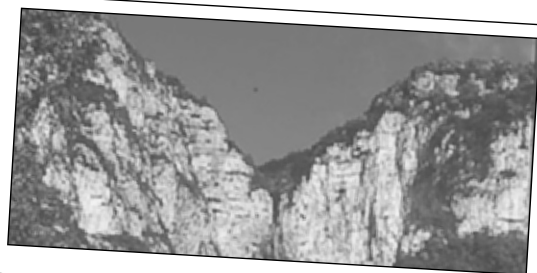
4 Mini-sondage

Posez les questions ci-dessus à 5 personnes autour de vous. Notez leurs réponses et, à la fin du sondage, faites le total pour chaque question.

	Nombre de personnes		Nombre de personnes
Qui s'appelle Dave?		Qui vient de la région?	
Qui s'appelle Claire?		Qui habite sur le campus?	
Qui est fils unique?		Qui a un petit boulot le week-end?	
Qui est fille unique?		Qui aime le cinéma?	
Qui fait des études de commerce?		Qui aime les jeux vidéo?	



5 Evasion



LES GORGES DU VERDON

Haute Provence

Ce "Grand Canyon" français est un terrain d'aventures incroyables !
Si vous êtes passionné d'escalade, de canoë et de randonnées, vous trouverez le stage qui vous convient dans les Gorges du Verdon.

Le centre

Le centre de stage se trouve dans la plus vieille maison d'un petit village provençal, près de Castellane.

Les sports

Rafting

Tous niveaux.

Si vous savez nager, si vous aimez les sensations fortes, alors vous êtes prêt pour la descente des gorges !

Escalade

Niveau avancé.

Si vous n'avez pas peur de descendre la célèbre falaise de l'Escalès, à la verticale sur 200 mètres, il faut être un assez bon grimpeur pour suivre ce stage.

Multisports

Pour les débutants.

De l'escalade, du rafting et de la randonnée ... un cocktail pour les vrais aventuriers.

Randonnée sauvage

Pour les débutants.

La route passe du sommet du Canyon, au fond des Gorges, le long de la rivière, et remonte sur les massifs environnants. Prenez des sacs légers et des appareils photo !



Vrai ou faux?

Lisez le texte sur les Gorges du Verdon, et dites si les phrases suivantes sont vraies (V) ou fausses (F):

- a Pour faire de la randonnée sauvage, il faut savoir nager.
- b Le stage "Escalade" convient aux bons grimpeurs.
- c Il faut avoir un niveau avancé pour faire le stage "Multisports".
- d Vous aimez marcher? Le stage "Randonnée sauvage" est idéal.
- e Le centre se trouve dans la ville de Castellane.
- f Il faut un appareil photo quand vous faites du rafting.
- g Si vous n'êtes pas très sportif, il vaut mieux choisir les stages "Multisports" ou "Randonnée sauvage".
- h Pour le rafting, il faut savoir nager et être plutôt aventurier!
- i Pour les gens qui ont le vertige, il faut choisir le stage "Escalade".
- j Les Gorges du Verdon: destination idéale pour les amateurs de sports extrêmes.



6 Camping dans le Lot

Je m'appelle Louise. Je suis étudiante en géographie à l'Université de Cardiff. L'année dernière, je suis allée à St. Cirq Lapopie dans le département du Lot en France. Je suis partie avec trois amis. On a fait du camping près de la rivière. Il a fait très beau temps. On a pu nager dans la rivière et on a fait la descente du Lot en canoë. La ville de St. Cirq Lapopie est très intéressante. C'est une ville médiévale. De petites ruelles descendent du haut en bas de la ville et vous avez une vue panoramique sur la rivière. Il y a beaucoup de petites boutiques et de restaurants où on peut manger ou prendre un pot le soir – c'est très agréable. Au camping aussi il y a des soirées spéciales, avec un bal et un feu d'artifice, c'est super sympa! Je vous recommande d'y aller un de ces jours!



Répondez aux questions:

- | | | | |
|---|--|---|---|
| a | Comment s'appelle-t-elle? | f | Comment est la ville de St. Cirq Lapopie? |
| b | Où fait-elle ses études? | g | Où ont-ils logé? |
| c | Qu'est-ce qu'elle étudie? | h | Qu'est-ce qu'ils ont fait? |
| d | Est-ce qu'elle est déjà allée en France? | i | Qu'est-ce qu'on peut faire le soir? |
| e | Est-elle partie toute seule? | j | Est-ce qu'il a fait mauvais temps? |

grammaire

Le passé composé

Le passé composé est formé de deux parties:

un auxiliaire (**avoir** ou **être**)+ un participe passé (**-é, -i, -u**)

- **Avoir** est employé pour la plupart des verbes:
ex: j'ai visité, tu as fini, il/elle a entendu,
nous avons travaillé, vous avez choisi, ils/elles ont vendu.
- **Etre** est employé avec:
 - les verbes **aller, arriver, descendre, entrer, monter, mourir, naître, partir, passer, rentrer, rester, retourner, tomber, sortir, venir**.
 - les verbes pronominaux, ex: s'**habiller**, se **lever**, etc.

Le participe passé s'accorde avec le sujet après **être**

ex: je suis parti(e), tu es venu(e), il/on est tombé, elle est montée,
nous nous sommes amusé(s), vous êtes descendu(s),
vous vous êtes habillé(s), ils sont arrivés, elles sont arrivées.

Notez que certains verbes ont un participe passé irrégulier.

ex: **faire** → fait **prendre** → pris **avoir** → eu
j'ai fait tu as pris il/elle a eu



7 Vous êtes déjà allé en Angleterre?

- Etes-vous déjà allé en Angleterre?
- Oui, j'ai visité Londres et j'ai passé deux semaines à Oxford.
- Qu'est-ce que vous avez fait à Oxford?
- J'ai suivi un stage linguistique.
- Qu'avez-vous fait?
- On a beaucoup travaillé le matin et puis l'après-midi il y avait des sorties culturelles. Samedi soir on est sorti au cinéma et en discothèque.
- Où avez-vous logé?
- J'ai logé dans une famille anglaise tout près de l'école. Ils étaient très gentils.
- Et la nourriture anglaise vous a plu?
- Oui, beaucoup. En Angleterre on mange énormément de pâtes et de pizzas et j'adore ça!

On first meeting someone, it is safer to use the **vous** form rather than **tu** to address them.



8 La France, j'adore

Ecrivez la question qui correspond à chacune des réponses suivantes (voir Grammaire page 8).

Exemple: **a** *Vous êtes déjà allé en France?*

- a** Oui, j'ai visité Paris et je suis allé aussi à Avignon dans le sud de la France.
- b** J'ai vu la Tour Eiffel, les Champs-Élysées, et le Musée d'Orsay.
- c** Non, je n'ai pas visité le Louvre.
- d** Nous avons fait du camping.
- e** Oui, la nourriture française est excellente – mais pour les végétariens, c'est difficile.
- f** Oui, le soir je suis allé au cinéma.



9 Corinne, qu'a-t-elle fait hier?

Redites ce que Corinne a fait, utilisant "elle" comme dans l'exemple.

Exemple: **a** *Hier, elle a pris le train pour Caen.*

- a** Hier, j'ai pris le train pour Caen.
- b** Je suis arrivée à la gare vers 8h30.
- c** J'ai déjeuné dans le train.
- d** J'ai passé l'après-midi à lire un magazine.
- e** J'ai dormi un peu.
- f** J'ai raté la gare de Caen!
- g** J'ai téléphoné à mes amis et ils ont beaucoup rigolé!

