Find a mix that’s as individual as you are

You can complement this text with other great resources, all designed to work together and create an experience better suited to you. Choose from the selection below and find the perfect mix of resources that suits you.

**Student eBook**
*Reader*+ is our eBook platform. Students can read, take notes, save bookmarks and more — *anywhere, anytime*. The eBook has resources including audio, grammar animations, videos, interactive games and worksheets. All designed to enhance and extend the learning experience, helping to engage students, and give them choice and flexibility in their learning. All Student Books come with an eBook.

**Teacher eBook**
Educators can access the same eBook as their students, plus a whole lot more, using *Reader*+. Teachers can make the most of *a wealth of extra materials*, including editable chapter tests and associated audio, answers to all tests and worksheets, audio scripts, all Activity Book pages with answers ready for projection, editable rubrics, weblinks and curriculum grids. Audio downloads are also available for ease of access on a dedicated webpage.

**Student Book**
The *Student Book* explores French language and culture through *bandes dessinées* drawn by a French artist, up-to-date photographs shot on location and authentic French texts and realia. The book is designed to engage students and support learners’ understanding of the links between language and culture.

**Activity Book**
The *Activity Book* is designed to consolidate learning. Using carefully sequenced activities focused on language structures, macro skills and learning covered in the Student Book, the learners are encouraged to apply their understanding of French, francophone communities and cultures.

**Teacher Guide**
The *Teacher Guide* supports teachers at all levels of experience in lesson preparation and implementation. The Teacher Guide has clearly mapped all resource in this series so that they’re visible and aligned to the Student Book. The guide also has clear learning goals, updated teaching notes plus answers to the Student Book and audio scripts.

Senior resources also available
## Contents

<table>
<thead>
<tr>
<th>CHAPITRE</th>
<th>1</th>
<th>p. 1</th>
<th>2</th>
<th>p. 19</th>
<th>3</th>
<th>p. 37</th>
<th>4</th>
<th>p. 55</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Titre</strong></td>
<td><strong>Sur le départ</strong></td>
<td><strong>En plein air</strong></td>
<td><strong>À ta santé !</strong></td>
<td><strong>Vous payez comment ?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>THÈME</strong></td>
<td>Holidays</td>
<td>Camping</td>
<td>Ailments and food</td>
<td>Transport and shopping</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Talk about holiday and leisure activities</td>
<td>Express how you feel</td>
<td>Explain where it hurts</td>
<td>Buy a train ticket</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make comparisons</td>
<td>Say what you have or have not done in the past</td>
<td>Say what you must and must not do</td>
<td>Talk about transport options</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agree and disagree</td>
<td>Talk about what is necessary</td>
<td>Choose, order and pay for food</td>
<td>Say you are lucky, right or wrong</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Talk about what you want and are able to do</td>
<td>Talk about the weather</td>
<td>Ask for and give advice</td>
<td>Buy souvenirs and talk about prices</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss which clothes to take or wear</td>
<td>Discuss outdoor activities such as trekking and camping</td>
<td>Talk about past events</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Compréhension</strong></td>
<td>Subject pronouns</td>
<td>Avoir expressions</td>
<td>Differentiate between subject pronouns and object pronouns</td>
<td>Verbs with the auxiliary être in le passé composé</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Semi-regular -cer and -ger verbs</td>
<td>Expressions of quantity</td>
<td>Object pronouns me, te, nous and vous</td>
<td>Position of object pronouns</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make comparisons</td>
<td>Semi-regular -er verbs</td>
<td>Avoir mal à...</td>
<td>Emphatic pronouns</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Irregular verbs pouvoir and vouloir</td>
<td>Verbs in le passé composé of regular -er, -ir and -re verbs</td>
<td>Le passé composé with irregular verbs</td>
<td>Irregular verbs partir and sortir</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Object pronouns je, la and les</td>
<td>Il faut – it is necessary</td>
<td>Avoir besoin de + infinitive</td>
<td>No longer, neither, nothing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C’est and ce sont</td>
<td>Irregular adjectives</td>
<td>Il faut + infinitive</td>
<td>Semi-regular -yer verbs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ce/cet, cete, ces</td>
<td>Position of adjectives</td>
<td>Irregular verbs devoir et venir</td>
<td>Position of adverbs with verbs in le passé composé</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Irregular verbs mettre et prendre</td>
<td>Learn how to use tout</td>
<td>Le passé composé with être</td>
<td>C’était and il y avait</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prononciation sau [œ], o [ɔ], en [ɛ], ou [u], y [j], Il [i]</td>
<td>Irregular verb dire</td>
<td>Tricky translations</td>
<td>Prononciation : [c] and [s]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cultural et intercultural</strong></td>
<td>Discover the Occitanie region</td>
<td>Discover the region of Nouvelle-Aquitaine</td>
<td>Discover France’s south</td>
<td>Learn about means of transport</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learn about some famous people who come from Montauban</td>
<td>Learn about the Basque culture</td>
<td>Learn about Roquefort</td>
<td>Explore the department of la Haute-Savoie and the French Alps</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Find out about Le Canal du Midi</td>
<td>Find out about native animals and la pelote basque</td>
<td>Find out about ancient Roman and modern landmarks</td>
<td>Find out about Geneva, in francophone Switzerland</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learn about le 14 juillet</td>
<td>Find out about a French learning experience in Nouvelle-Calédonie</td>
<td>Compare ‘eating out’ customs</td>
<td>Use the C’est pas donné ! gesture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use the comme ci, comme ça gesture</td>
<td>Use the avoir un poil dans la main gesture</td>
<td>Use the Délicieux ! gesture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Textes</strong></td>
<td>Map</td>
<td>Map</td>
<td>Map</td>
<td>Map</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bande dessinée</td>
<td>Bande dessinée</td>
<td>Bande dessinée</td>
<td>Bande dessinée</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Blog</td>
<td>Blog</td>
<td>Blog</td>
<td>Blog</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brochure</td>
<td>Brochure</td>
<td>Brochure</td>
<td>Brochure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biography</td>
<td>Menu</td>
<td>Online encyclopedia</td>
<td>Advertisement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Song lyrics</td>
<td>Online encyclopedia</td>
<td>Biography</td>
<td>Newspaper article</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Poster</td>
<td>Online encyclopedia</td>
<td>Tourism website</td>
<td>Advertorials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Website</td>
<td></td>
<td>Brochure</td>
<td>Article</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cartoon</td>
<td></td>
<td></td>
<td>Blog</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cartoon</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How to use


Classroom expressions
You can find some useful classroom expressions that your teacher will be using and you can learn to say on page xii. Practise these expressions and use them during your French lessons.

Chapter opener page
The first page of every chapter offers a selection of authentic spark visuals that allow you to predict what you will cover in the chapter. Take time to discuss these in class. What’s interesting? What similarities and differences do you see compared with where you live?

Avant de commencer… asks three inquiry questions that you can consider as a group. The first question is factual, the second is conceptual and the third debatable. These questions act as prompts to allow you to tap into your personal understanding and experience of life and general knowledge.

Your eBook provides a video you may want to watch now and revisit later on, or you could wait until you get into the chapter to watch it. Each episode features a French teenager and their friends and family, and gives you the opportunity to discover real-life situations. The Learning goals list what you will be able to do, talk about, ask about and read about when you have finished the chapter.

• Communication – outlines the new communication skills you will be acquiring
• Compréhension – lists the different language points you will be covering
• Culturel et interculturel – shows some of the cultural information you will explore and opportunities to help develop your intercultural understanding.

Before you start
There is a link to the Activity Book where you will find related intercultural thinking tasks to complete before you start the chapter and which you can revisit at the end.

Étapes
Quoi de neuf? 3+4 features Charlotte, Eva, Malick and Guillaume, four friends who are spending their summer break travelling around France. In chapters 1–4, they are 18 years old and visiting the south of France and Switzerland. In chapters 5–8, they are 19 and discovering Paris and northern France. Each chapter is divided four Étapes, with Étape 1 and Étape 2 representing the main stops in their trip. At each stop you can make your own observations of interesting aspects of French and francophone culture, and learn new language and expressions you can use to communicate. The Étapes present the language and culture in context through des bandes dessinées (BD), photos and realia. The BD has been drawn by Clémentine Bouvier, the professional graphic artist from Lyon in France who drew the BD in Levels 1 and 2. In your eBook, you will find an interactive version of the BD that allows you to watch it with or without sound and text.

In Étapes 1 and 2 you will follow a four-part trail. Your purpose is to gather information, watch out for clues and problem-solve, until you arrive at a complete understanding of what’s happening in the Étape.

1 Sur la bonne piste
In this part, you will be asked questions in French on the Étape feature text. Challenge yourself and reply in French!

2 Des mots et des sons
This part will help you work on new words and expressions introduced in each Étape. You will notice, reflect and work out meaning. It will also allow you to develop a good French accent.

The Jeux de mots section gets you to start using and memorising the new vocabulary through a variety of tasks.

3 Quel est donc ce mot?
You complete this part of the trail in your Activity Book. Its purpose is to develop your skills in intelligent guessing as you use the Étape context and what you already know to work out the meanings of the Étape’s new words and expressions.

4 À votre tour
This final part will take you back to the Étape feature text to see how much more you now understand. Listen several more times and practise imitating the voices of the characters until you are confident in your pronunciation.

Ça, c’est le français!
Think about and understand how the French language works, and compare it to your own language. The main language points of each chapter are explained with supportive examples, and the À vous drills help you use these new structures with confidence.

You will also practice the new language points by doing the reading, writing and listening tasks in your Activity Book.
Questions et réponses
Presented in chapters 1–4, this section helps you reinforce your confidence using question words and answering questions. This is a necessary skill to language acquisition, and a great way to avoid misunderstandings. You can check how well you’re mastering these by doing the associated task in your Activity Book.

En plus
Here you’ll discover a variety of additional language and useful information that gives you more scope for talking about the themes of each chapter.

Not’blog
This section is a bridge from Étape 1 to Étape 2. It features blog posts written by the four friends from the story, and contains realia and photos from the region visited. It allows you to discover more about the culture and the language. You can do the related Activity Book tasks to check what you have understood, compare, reflect and improve your reading skills.

Faisons le point is a reminder to complete the task in the Activity Book in order to review what you’ve learnt so far in the chapter, before you get started with Étape 2.

Conversations
Now that you can confidently act out the BD, and understand more about the language, you are ready to try these structured conversations. They provide you with secure guidelines, while offering you some choice so you can create a variety of conversations with your classmates.

Étape supplémentaire
This section presents extra reading and listening texts for further practice and to consolidate the language you have learnt in the chapter. There are also tasks for you to complete.

Dernière étape !
This is where you put together what you’ve learnt to develop an oral or written presentation of your own. It’s your chance to show what you can do by the end of the chapter.

The tasks allow you to apply the language and cultural knowledge you have covered in Étape 1 and Étape 2.
There is also a fun authentic cartoon related to the theme of the chapter.

An introduction to Content and Language Integrated Learning
Content and Language Integrated Learning (CLIL) refers to studying subjects such as science, history and geography through another language, such as French. You will find some CLIL lesson tasters at the back of the book. These can also be used as extension content for your learning of French.

Finally, at the back of your book, you’ll find some useful support:

Annexe 1 : Glossary of grammatical terms contains helpful explanations on grammatical terms and lists the grammar covered in the Student Book for quick reference.

Annexe 2 : Tips for writing includes useful tools and information to build on your writing skills. It covers sentence structure, expressions to enrich your writing, as well as time expressions and a list of occupations.

Annexe 3 : Verb tables are a summary of the regular, semi-regular and irregular verbs showing the different tenses.

Dictionnaire : Français–anglais / Anglais–français are French–English and English–French vocabulary lists of the words and expressions that appear in this Student Book. They also include some of the key words you learnt in Quoi de neuf ? 1 and 2.

Icons used in your Quoi de neuf ? Student Book

- Listen to French native speakers and practise your comprehension and pronunciation skills.
- Watch video content to support your learning of French grammar and pronunciation, or view a live action episode related to the chapter.
- Develop your intercultural language learning awareness. Observe, explore, compare and record your point of view.
- Work out French language using deductive and thinking skills.
- Learn something extra about French and francophone culture or language.
- Notice something about the French language.
- Develop your 21st century skills with activities that involve collaboration, communication, critical thinking, creativity and ICT skills.

Languages and their rules can change over time, and French is no exception. The spelling of words in Quoi de neuf ? follows updated official spelling changes. In the Dictionnaire at the back of this book, you will see the old spelling provided as reference too, as both are correct.
À ta santé !

Faire du canoë sous le pont du Gard – une expérience à ne pas manquer !

Il y a beaucoup de lavande en Provence.

Avant de commencer...

What are some important measures to take when you are doing outdoor activities on a sunny day?
What makes a place appealing to artists?
Which would you trust to cure your aches and pains, traditional remedies or modern medicine?

Communication
• Explain where it hurts
• Say what you must and must not do
• Choose, order and pay for food
• Ask for and give advice
• Talk about past events

Compréhension
• Differentiate between subject pronouns and object pronouns
• Use me, te, nous and vous as object pronouns
• Use avoir mal à...
• Use le passé composé with irregular verbs
• Conjugate the irregular verb venir
• Use le passé composé with être
• Use avoir besoin de and il faut + infinitive
• Practise tricky translations
• Conjugate semi-regular é–er verbs

Culturel et interculturel
• Discover the south of France
• Learn about Roquefort
• Find out about ancient Roman and modern landmarks
• Compare ‘eating out’ customs
• Understand and use the Délicieux ! gesture

Before you start, turn to page 45 of your Activity Book.

Éva : Hé, les mecs ! On est au camping !
Malick : Réveille-toi, Guillaume ! On y va !

Guillaume : Aïe ! Ça me fait mal ! Ne me touche pas, s’il te plait !
Malick : Ça te fait mal ? Ben… pourquoi ? Qu’est-ce qu’il y a ?
Guillaume : J’ai pris un méga coup de soleil.
Charlotte : Un coup de soleil ? Quoi ? Tu n’as pas mis de crème solaire ?
Guillaume : Non, j’ai oublié.
Charlotte : C’est malin !

Éva : Qu’est-ce qu’on fait pour un coup de soleil ?
Malick : D’abord, il ne faut pas rester au soleil. Viens ! Tu dois rester à l’ombre.
Charlotte : Et tu dois boire beaucoup. Est-ce que tu as soif ?
Guillaume : Oui. J’ai très soif et j’ai très mal à la tête. On a de l’eau ?
Éva : Oui. Voilà !
Malick : Tu veux un médicament ? Du paracétamol ?

Éva : Tu as mal où ?
Guillaume : Partout ! J’ai mal au cou, j’ai mal au dos, aux bras, aux jambes… Regardez !
Éva : Oh, là, là !
Malick : Aïe, aïe, aïe !
Charlotte : T’es rouge comme un homard !
Malick : T’es vraiment bête ! Tu as fait du canoë sans casquette en plein soleil.

1. Les amis arrivent au camping en bus.
2. Guillaume a un coup de soleil, parce qu’il a oublié de mettre de la crème solaire.
3. Malick dit que le concombre est très bon pour les coups de soleil.
4. Guillaume ne veut pas aller à la pharmacie.
5. La pharmacienne ne peut pas aider Guillaume.
6. Guillaume préfère acheter le gel.

Éva : Ma grand-mère, elle, elle nous conseille de l’huile de lavande pour tout.
Guillaume : Merci pour vos remèdes de grand-mères les filles, mais je préfère aller à la pharmacie acheter des médicaments.

Charlotte : Est-ce qu’on a du concombre ?
Malick : Du concombre ? Mais pourquoi ?
Charlotte : Le concombre, c’est très bon pour les coups de soleil.
Malick : Quoi ? On mange du concombre ?
Charlotte : Mais non ! On ne le mange pas ! On le coupe en rondelles et on les met sur la peau.
Éva : Qui t’a dit ça?
Charlotte : Ma grand-mère m’a dit ça ! Le concombre, ça calme la douleur.

Charlotte : Bonjour, madame.
La pharmacienne : Bonjour. Je peux vous aider ? Oh, mais vous êtes malade ! Vous, vous avez été au soleil trop longtemps !
Guillaume : Oui… J’ai pris un coup de soleil. Je n’ai jamais eu aussi mal… Vous avez quelque chose pour les coups de soleil, j’espère ?
La pharmacienne : Bien sûr ! Voyons… Nous avons cette crème ou ce gel au concombre… ou il y a cette lotion à la lavande. Je vous conseille la lotion. À mon avis, elle est plus efficace que le gel.

Guillaume : Euh… Ça coute combien ?
La pharmacienne : La lotion coute 7,50 euros.
Guillaume : Et le gel, c’est combien ?
La pharmacienne : Le gel, c’est plus cher. C’est 9 euros.
Guillaume : Donnez-moi la lotion, s’il vous plaît.

La pharmacienne : Alors, mettez de la lotion toutes les quatre heures. Et vous devez boire beaucoup d’eau. C’est vraiment important.
Guillaume : D’accord. Je vous remercie, madame.

Réfléchissez
- How similar are your views on sun protection to those expressed here?
- What do you think un remède de grand-mère is? Think of some examples.
Oh no! Some of the meanings of this new vocabulary have been obscured by lavender flowers! Try to work out what they are. Then listen and repeat to practise your French pronunciation.

un pont
revenir
en bus
Réveille-toi !
Ça me fait mal !
toucher
s’il te plaît
Ça te fait mal ?
Qu’est-ce qu’il y a ?
prendre un coup
de soleil
méga
quoi
mettre de la crème solaire
C’est malin !
partout
avoir mal à
le cou
le dos
un bras
une jambe
un homard
bête
un canoë
en plein soleil
rester
au soleil
venir (Viens !)
devoir
à l’ombre (f)
boire
la tête

bridge
to come back
Wake up!
That/It hurts (me)!
Does that/it hurt (you)?
What’s the matter?
to get sunburnt
what

Very clever!
everywhere
to hurt, be hurting
neck
back
arm
leg
lobster
stupid, silly
in full sun
to stay
in the sun
to come (Come on!)
to have to, must
in the shade
to drink
head

un médicament
du paracétamol
un concombre
une rondelle
la peau
calmer
la douleur
conseiller (qch à qn)
l’huile (f) de lavande
un remède
malade
une demi-heure
un pharmacien, une pharmacienne
longtemps
Je n’ai jamais
eu aussi mal
un gel
une lotion
à mon avis
efficace
Ça coûte combien ?
Ça coûte... euros.
donner
important/e
Je vous remercie.
Je vous en prie.
éviter
pendant
plusieurs

medicine
paracetamol
slice
skin
to soothe, to calm
pain
to advise, to recommend
(sth to sb)
lavender oil

sick

I’ve never been so sore. / I’ve never hurt so much.
in my opinion
effective
How much does it cost?
to give

Thank you.
You’re welcome.
to avoid
for, during
several

Jeux de mots

The following activities will help you become familiar with the new Des mots et des sons vocabulary.

1 Conjugate the regular verbs.
2 What words are cognates? List them.
3 What are your three favourite new words or expressions in this chapter?
4 Draw an outline of a body with labels using the new words you have learnt.

Now do the Quel est donc ce mot ? task in your Activity Book.

Now return to the start of Étape 1. Listen several more times, imitating the voices until you are confident.
Ça, c’est le français !

1 Subject pronouns and object pronouns

I love animals and animals love me.

‘I’ and ‘me’ both refer to the same person, so why do we use two different words?

We use ‘I’ for the doer of the action (subject) and ‘me’ for the receiver (object).

What would the English version of this table look like? Write it down.

- Are any French pronouns the same for both subject and object?
- Are any English pronouns the same for both subject and object?

Réfléchissez
Say the following in French.
I love you. / You love me. / They love us. / We love them.

2 Me, te, nous and vous as object pronouns

Vous vous rappelez ?

- pronoun – replaces a noun
- object pronoun – replaces a noun that is the receiver of the action

Me, te, nous and vous can be used before verbs, like the object pronouns le, la and les.

Used as object pronouns, they mean:

me = me / to me

te = you / to you (familiar)

nous = us / to us

vous = you / to you (formal/plural).

Notice:

- as object pronouns, they precede the verb
- before a verb beginning with a vowel, use m’ and t’ instead of me and te:
  J’adore mon chien et mon chien m’adore.
- in negative sentences, the object pronoun remains immediately before the verb:
  Ne me touche pas !

À vous

A Tu me remercie ? (regardes / vois / cherches)
B Oui, je te remercie. (regarde / vois / cherche)

A Est-ce qu’ils nous regardent ? (détestent / parlent / aident)
B Non, ils ne vous regardent pas ! (détestent / parlent / aident)
3 Talking about where it hurts

How do you say what part of your body is hurting?

Notice: avoir mal à… can be expressed in English in different ways. J’ai mal à la tête could be ‘I have a headache’ or ‘My head hurts’ or ‘I have a sore head’.

Réfléchissez
How would you say in French: His back is hurting. / I have a sore back. / She has a backache.

4 Le passé composé with irregular verbs

Le passé composé of irregular verbs is formed using the same two parts as regular verbs:

Present tense of auxiliary verb (avoir) + past participle

Note that the past participles are often irregular and have to be learnt individually. Here are some you’ve seen in this chapter:

À vous
Conjugate prendre and mettre in the passé composé, then dire and faire in the negative.

Réfléchissez
Are past participles always formed the same way in English? Try it out with: to paint, to write, to speak, to think, to go

5 Talking about needs

To say what someone needs to do, you can use avoir besoin de + infinitive, or il faut + infinitive.

• You can also use the verb devoir + infinitive to say what someone must or has to do.
• To say what someone must not do, use ne… pas either side of devoir.

Devoir – to have to (must)

vous devez
ils/elles doivent

Réfléchissez
Devoir is another L-shaped verb. How is it similar to vouloir and pouvoir?

6 The irregular verb venir

Practise conjugating venir, then use it to say where people do and don’t come from.

You also use the present tense of venir + de + infinitive to say what has just happened.

Ils viennent d’arriver au camping.
They have just arrived at the camping ground.

Réfléchissez
How would you say in French: She’s just finished. / We’ve just eaten an omelette.
When someone asks a ‘why’ (pourquoi) question, you naturally answer ‘because ...’ (parce que).

Notice that ‘because’ is written as two words in French and that que becomes qu’ before a vowel.

Q : Pourquoi doit-il rester à l’ombre ?
R : Parce qu’il a pris un coup de soleil.

To answer pourquoi questions about a text:
• use what you can of the question to begin your answer
• use parce que / parce qu’
• adapt appropriate information from the text.

Look at Frame 3 in the BD on page 38. How would you answer the following question?
Q : Pourquoi est-ce que Guillaume a pris un coup de soleil ?
R : Guillaume a pris un coup de soleil, parce qu’il n’a pas mis de crème solaire.

In pairs, talk about where these people feel pain.
Substitute the words in bold and answer all questions with full sentences. Remember to change roles.
A  Il a mal où, Alexis ?
B  Il a mal à la main.
### Le Viaduc de Millau

Posté par : Yomgui

On est maintenant au camping de Nîmes. Hier, on a pris un bus pour aller voir le Viaduc de Millau qui traverse la vallée du Tarn. C’est le pont le plus haut et le plus long du monde. Il fait 2,5 kilomètres de long et 343 mètres de haut. Il est plus haut que la tour Eiffel ! Du haut du pont, on peut voir toute la vallée. Spec-ta-cu-laire !

### Roquefort, un village, un fromage

Posté par : Malick

Hier, on est allés dans le village de Roquefort. On a visité une fromagerie où on a appris comment ils fabriquent le fromage de Roquefort. Ils prennent du lait de brebis, ils ajoutent du *Penicillium roqueforti* (l’ingrédient essentiel qui donne au fromage son gout particulier et sa couleur bleue), ils le mettent dans une cave à température constante et 5 mois plus tard, le fromage est prêt !

Naturellement, on a acheté un beau fromage de Roquefort comme souvenir. C’est bon pour la santé et c’est dé-li-cieux !

PS : *Le Penicillium r.* vient du pain moisi !!

### Je suis au paradis !

Posté par : Éva

Je comprends pourquoi les artistes comme Cézanne, van Gogh, Renoir et Matisse ont toujours aimé cette région avec ses belles couleurs et sa lumière particulière. C’est comme un film de Marcel Pagnol, car on entend toujours le bruit des cigales ! C’est bizarre, on les entend, mais on ne les voit jamais. Charlotte a acheté une broche en forme de cigale, pour sa mère.

### Bravo les Romains !

Posté par : Yomgui

Hier, on a fait du canoë sous le magnifique Pont du Gard… (j’ai pris un méga coup de soleil). En fait, le Pont du Gard n’est pas vraiment un pont ; c’est un aqueduc. Les Romains l’ont construit il y a deux mille ans pour transporter de l’eau de la ville d’Uzès à la ville de Nîmes. Dans le Midi, on peut voir partout l’influence des Romains dans l’architecture, surtout à Nîmes où on a visité les arènes de Nîmes, un superbe amphithéâtre construit pour les combats de gladiateurs. C’est à ne pas manquer !

### Lavender, sweet lavender!

Posté par : Charlotte

The lavender fields of Provence are a stunning sight and the air smells heavenly because they are harvesting.

Today we visited ‘une distillerie’ near Grasse and saw masses of purple lavender flowers being packed into vats and distilled into oil. Grasse is the heart of France’s perfume industry, so we took a tour of a ‘parfumerie’. Our guide was also ‘un nez’ – that’s what you call a person who specialises in creating perfumes!

I found out something else today – the connection between denim and Levi’s! Levi Strauss was a German immigrant during the Californian gold rush in the 1850s. He was looking for a hard-wearing material to make trousers for miners and came upon a tough blue fabric made in Nîmes. He imported it to California and there you have it: Levi’s denim (‘de-Nîmes’)!
Roquefort est un village unique, car c’est là, au plus profond de ses caves, que l’on fabrique le célèbre fromage de Roquefort.

L’HISTOIRE DU FROMAGE

Un jour, un jeune berger garde ses moutons. Il voit une jolie bergère. Il laisse alors son déjeuner, son pain et son fromage, dans une grotte pour aller parler à la jolie jeune fille… et il l’oublie. Quand il revient quelques temps après, il trouve son fromage plein de veinures vert-bleu. Il le goûte et crie au miracle ! Et c’est comme ça que le fromage de Roquefort est né.
Joyeux anniversaire !

Les quatre copains sont dans une pizzeria à Cannes. Ils fêtent l’anniversaire de Guillaume.

Malick, Charlotte et Éva : ... Joyeux anniversaire !
Charlotte et Éva : À ta santé !
Malick : Santé, Guillaume.
Tous ensemble : Tchin tchin !
Guillaume : Merci, les copains. Euh... on est quel jour aujourd’hui ?
Charlotte : Guillaume ! Aujourd’hui, c’est lundi ! Tu as complètement perdu la tête depuis ton coup de soleil ?

Guillaume : J’espère que non... mais j’ai oublié quand nous sommes arrivés à Cannes.
Éva : Euh... vendredi, il y a trois jours.
Charlotte : Mais non, Éva. Nous sommes arrivés à Cannes samedi !

Éva : Non, Charlotte. Écoute... Mercredi, on est allés au Pont du Gard...
Guillaume : Argh ! Stop ! Arrêtez ! Pont du Gard... canoë... coup de soleil... douleur... mal partout. Assez ! Ouille !

Le serveur : Hum hum... Vous avez terminé ? Je peux prendre vos assiettes et vos couverts ?
Éva : Oui, merci. On a terminé.

Le serveur : Vous allez prendre un dessert ?
Éva : Qu’est-ce que vous avez comme tартes maison ?
Le serveur : Tarte aux pommes, tarte aux poires, tarte au citron...
Éva : Qu’est-ce que vous me conseillez ?
Le serveur : À mon avis, la tarte au citron est excellente.
Éva : Bon, eh bien pour moi, la tarte au citron, s’il vous plaît.
Malick : Pas de dessert pour moi, merci. Je fais attention à ma ligne !
Réfléchissez
• What expressions do you know for ‘toast’ someone on a special occasion? Are any of them related to health?
• What do you know about le Festival de Cannes?

SUR LA BONNE PISTE

1 Où sont les quatre copains ?
2 Qu’est-ce qu’ils font ?
3 Qu’est-ce que le serveur conseille comme dessert ?
4 Est-ce que Charlotte prend un dessert ?
5 Qui est sur les photos dans la pizzeria ?
6 Est-ce que les amis paient séparément ?
Unfortunately, ice-cream has been spilled on some of the meanings of this new vocabulary. Try to work out what they are. Then listen and repeat to practise your pronunciation of French.

joyeux/joyeuse
un copain, une copine
une pizzeria
féter
À ta santé!
Tchin tchin!
On est quel jour?
complètement
depuis
il y a (cinq jours)
assez
Ouille!
des couverts (mpl)
un dessert
une tarte
une pomme
une poire
un citron

faire attention à sa ligne
allergique
un régime
une glace (maison)
la vanille
une fraise
changer (d’avis)
un choix
la santé
je voudrais
une boule
tout de suite
une célébrité
là
commander
l’addition (f)
payer
séparément
une carte

to watch what one eats
allergic
diet
ice-cream (homemade)
strawberry
health
I would like
scoop, ball
immediately, straight away
there
to order the bill
Run the words in tout de suite together so the whole expression sounds a bit like ‘toot sweet’.

[s] or [z]?
• Say these words aloud.
  They all have the [s] sound in common, but notice that this sound is not always represented by the letter s. How many different spellings of this [s] sound can you identify?
• Notice that the s in fraise is pronounced [z], not [s]. The [z] sound is represented not only by the letter z as in zéro, but also the letter s when it is between two vowels as in maison, cousin. What other examples can you think of?

Jeux de mots
The following activities will help you become familiar with the new Des mots et des sons vocabulary.
1 List all the words and statements in Des mots et des sons that refer to food.
2 Can you find any synonyms? List them.
3 Create a concept map of the new vocabulary about food, health and diet in Chapitre 3.
4 What have been the most difficult words to remember Chapitre 3? Make a list and discuss with your group to share ideas on how to remember them.

Now do the Quel est donc ce mot? task in your Activity Book.

Now return to the start of Étape 2. Listen several more times, imitating the voices until you are confident.