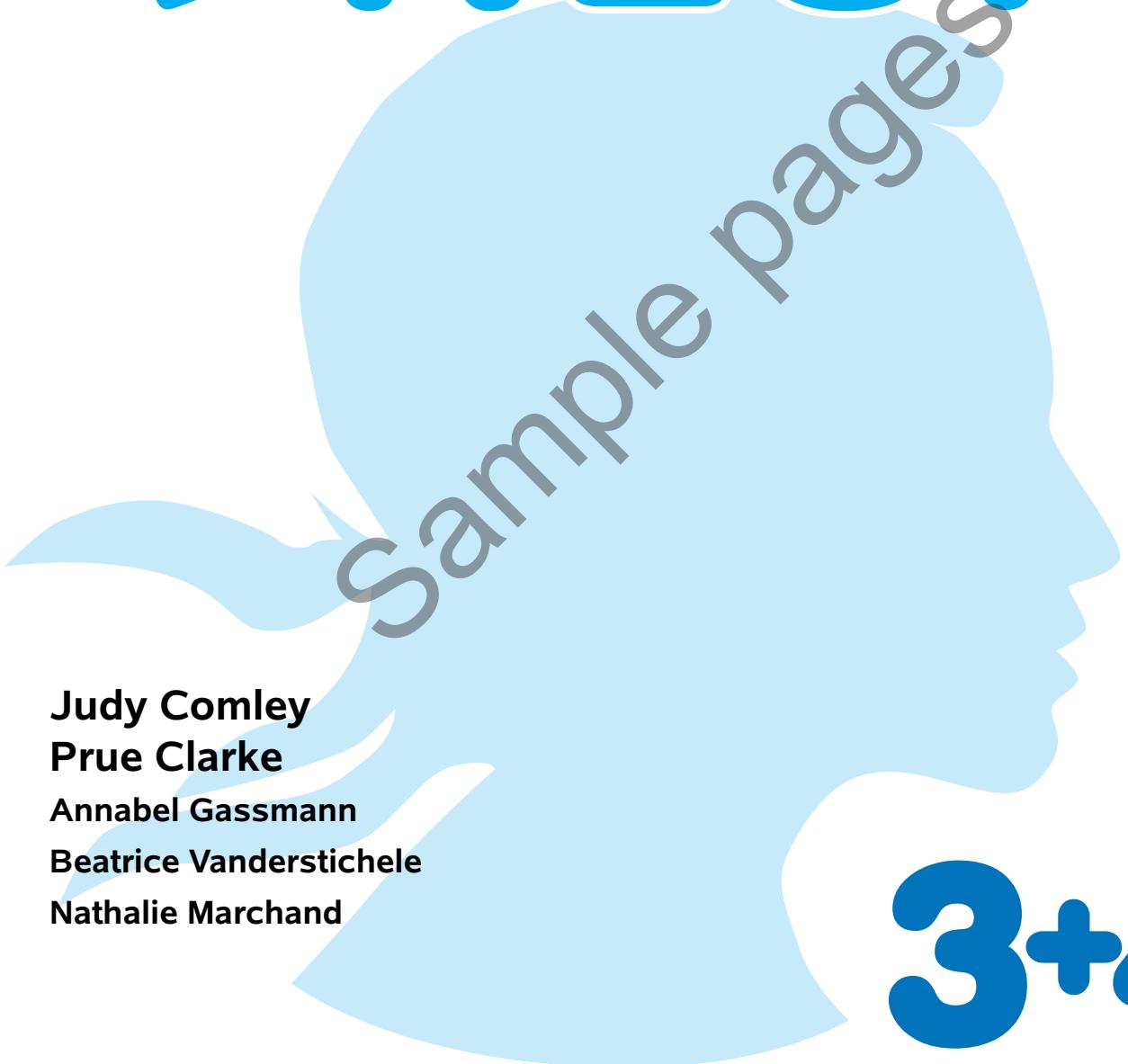


**STUDENT BOOK • 2ND EDITION**

# QUOI DENEUF?



Sample pages

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**3+4**

# 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

Discover more at [pearson.com.au/quoideneuf](http://pearson.com.au/quoideneuf)

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CHAPITRE	1 p. 1	2 p. 19	3 p. 37	4 p. 55
THÈME	<i>Sur le départ</i>	<i>En plein air</i>	<i>À ta santé !</i>	<i>Vous payez comment ?</i>
<b>Communication</b>	Talk about holiday and leisure activities Make comparisons Agree and disagree Talk about what you want and are able to do Discuss which clothes to take or wear	Express how you feel Say what you have or have not done in the past Talk about what is necessary Talk about the weather Describe your holidays Discuss outdoor activities such as trekking and camping	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	Buy a train ticket Talk about transport options Say you are lucky, right or wrong Buy souvenirs and talk about prices
<b>Compréhension</b>	Subject pronouns Semi-regular <b>-cer</b> and <b>-ger</b> verbs Make comparisons Irregular verbs <b>pouvoir</b> and <b>vouloir</b> Object pronouns <b>le</b> , <b>la</b> and <b>les</b> <b>C'est</b> and <b>ce sont</b> <b>Ce/cet, cette, ces</b> Irregular verbs <b>mettre</b> and <b>prendre</b> <b>Pronunciation</b> : au [o], o [ɔ], en [ã], ou [u], u [y], II [i]	<b>Avoir</b> expressions Expressions of quantity Semi-regular <b>e-er</b> verbs Irregular verb <b>dormir</b> <b>Le passé composé</b> of regular -er, -ir and -re verbs <b>Il faut</b> – It is necessary Irregular adjectives Position of adjectives Learn how to use <b>tout</b> Irregular verb <b>dire</b> <b>Pronunciation</b> : final consonants, è [ɛ], gn [ɲ]	Differentiate between subject pronouns and object pronouns Object pronouns <b>me</b> , <b>te</b> , <b>nous</b> and <b>vous</b> <b>Avoir mal à...</b> <b>Le passé composé</b> with irregular verbs <b>Avoir besoin de</b> + <i>infinitive</i> <b>Il faut</b> + <i>infinitive</i> Irregular verbs <b>devoir</b> and <b>venir</b> <b>Le passé composé</b> with <b>être</b> Tricky translations Semi-regular <b>é-er</b> verbs <b>Pronunciation</b> : [s] or [z]	Verbs with the auxiliary <b>être</b> in <b>le passé composé</b> Position of object pronouns Emphatic pronouns Irregular verbs <b>partir</b> and <b>sortir</b> No longer, neither, nothing Semi-regular <b>-yer</b> verbs Position of adverbs with verbs in <b>le passé composé</b> <b>C'était</b> and <b>il y avait</b> <b>Pronunciation</b> : [ɛ] and [e]
<b>Culturel et interculturel</b>	Discover the <b>Occitanie</b> region Learn about some famous people who come from <b>Montauban</b> Find out about <b>le Canal du Midi</b> Learn about <b>le 14 juillet</b> Use the <b>comme ci, comme ça</b> gesture	Discover the region of <b>Nouvelle-Aquitaine</b> Learn about the <b>Basque</b> culture Find out about native animals and <b>la pelote basque</b> Find out about a French learning experience in <b>Nouvelle-Calédonie</b> Use the <b>avoir un poil dans la main</b> gesture	Discover France's south Learn about <b>Roquefort</b> Find out about ancient Roman and modern landmarks Compare 'eating out' customs Use the <b>Délicieux !</b> gesture	Learn about means of transport Explore the department of <b>la Haute-Savoie</b> and the French Alps Find out about Geneva, in <b>francophone</b> Switzerland Use the <b>C'est pas donné !</b> gesture
<b>Textes</b>	Map <b>Bande dessinée</b> Blog Brochure Biography Song lyrics Poster Website Cartoon	Map <b>Bande dessinée</b> Weather map Blog Brochure Postcard Email Poem	Map <b>Bande dessinée</b> Blog Brochure Menu Online encyclopedia Biography Tourism website Cartoon	Map <b>Bande dessinée</b> Blog Brochure Recipe Advertisement Newspaper article Advertisorials Article Cartoon
<b>Dernière étape !</b>	Script Presentation Postcard	Conversation Postcard	Dialogue	Dialogue Story

<b>5</b> <i>Meilleurs copains</i>	<b>6</b> <i>Quelle histoire !</i>	<b>7</b> <i>Vivre écolo</i>	<b>8</b> <i>Projets d'avenir</i>
<b>Paris landmarks and culture</b>	<b>Talking about the past</b>	<b>The environment</b>	<b>School and beyond</b>
Describe yourself and other people Talk about your own personality traits as well as those of your best friends Discuss what activities you want to do Talk about how you get on with others Describe your ideal family and friends	Talk about past events Describe what things were like Say what you used to do Share good memories and bad experiences with others	Discuss environmental issues and solutions, such as sustainable living Talk about future events Talk about chores and routines Discuss volunteering experiences Analyse and choose menu options	Discuss education and career choices Say what you would, could or should do Talk about your study experience Give advice and consider options Prepare your CV and interview for a job Discuss historical connections
Direct or indirect object pronouns Indirect object pronouns <b>lui</b> and <b>leur</b> Indirect object pronoun <b>y</b> Adverbs of frequency and manner Irregular verbs <b>savoir</b> and <b>connaitre</b> Reflexive and reciprocal verbs Ask questions using inversion Irregular verb <b>voir</b> <b>Pronunciation</b> : silent <b>h</b> ; cognates; the <b>-ble</b> sound	<b>L'imparfait</b> (the imperfect past tense) Joining sentences with <b>qui</b> and <b>que</b> No one, nobody Irregular verb <b>lire</b> <b>Le passé composé</b> and <b>l'imparfait</b> together <b>Être en train de + infinitive</b> <b>Venir de + infinitive</b> Reflexive verbs in <b>le passé composé</b> Irregular verb <b>écrire</b> <b>Pronunciation</b> : the [ɛ] and [ɛn] sounds	<b>Le futur simple</b> Superlatives: 'the most', 'the least' ( <b>le plus, le moins</b> ) <b>Pour + infinitive</b> <b>Avant de + infinitive</b> <b>Sans + infinitive</b> Irregular verbs <b>croire</b> and <b>détruire</b> Word order with the imperative <b>Present tense + depuis + time period</b> Future tense of semi-regular verbs Irregular verb <b>rire</b>	<b>Le conditionnel</b> Pronoun <b>en</b> <b>Les métiers</b> Agreements of the past participle in <b>le passé composé</b> Order of object pronouns Irregular verbs <b>boire</b> and <b>ouvrir</b>
Discover <b>Paris</b> Find out what lies beneath <b>Paris</b> Reflect on how you interact with others	Visit <b>le Centre–Val de Loire</b> Learn about troglodyte dwellings Visit Renaissance <b>châteaux</b> Meet famous historical figures from the <b>Loire</b> Valley Learn about France during World War II Use the <b>motus et bouche cousue</b> gesture	Learn about Brittany's Celtic links Find out about some famous landmarks and specialties in <b>la Bretagne</b> and <b>la Normandie</b> Discover <b>le Mont-Saint-Michel</b> Learn about momentous events in Normandy's past	Learn about Claude Monet's house and gardens at <b>Giverny</b> Visit <b>le château de Chantilly</b> Explore France's World War I connections with Australia and New Zealand Use the <b>Ça suffit !</b> gesture
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Magazine questionnaire Interview	Script Police statement Diary entry	Play script Voicemail Speech	Scenario Diary entry

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# How to use

Let's explore what's in your *Quoi de neuf?* Second Edition Student Book, Reader+, our eBook platform, and Activity Book.

## Classroom expressions

You can find some useful classroom expressions that your teacher will be using and some 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**, **Éva**, **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.

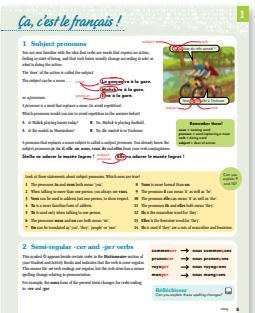


### 3 Quel est donc ce mot ?

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 practise 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 !



Visitez les villages anciens et arrêtez-vous dans un restaurant traditionnel.



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

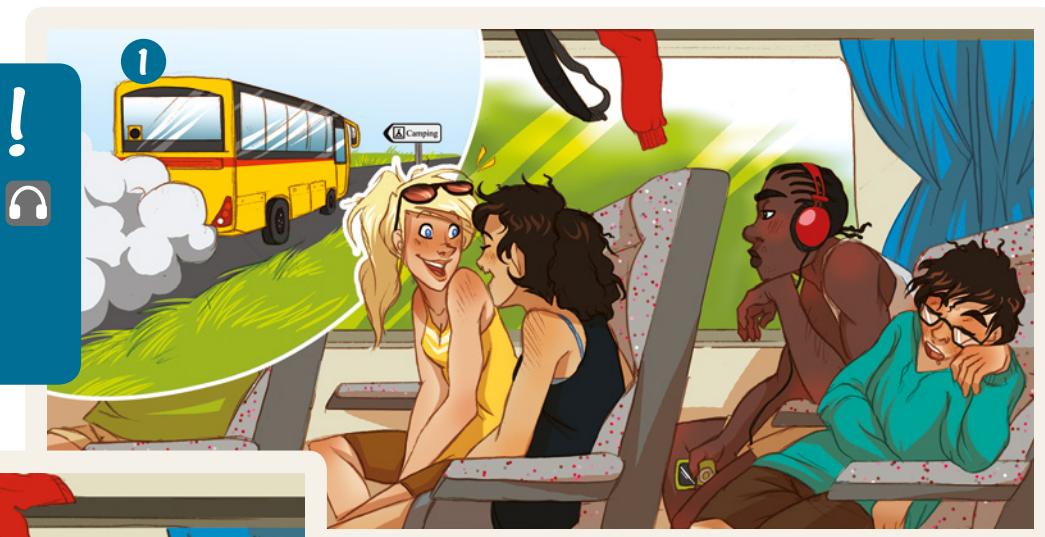
- Discover the south of France
- Learn about **Roquefort**
- Find out about ancient Roman and modern landmarks
- Compare ‘eating out’ customs
- Understand and use the **Délicieux !** gesture

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

# Étape 1

## Aïe, aïe, aïe !

Charlotte, Éva, Malick et Guillaume ont passé la journée au Pont du Gard, près de Nîmes. Ils reviennent au camping à Nîmes en bus. Guillaume dort.



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



**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.



**Guillaume :** Aïe ! Ça me fait mal ! Ne me touche pas, s'il te plaît !  
**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 ?

6



**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.

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**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.

### Une demi-heure plus tard, à la pharmacie...



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**Guillaume :** 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.

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**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.

**La pharmacienne :** Je vous en prie. Et je vous conseille d'éviter le soleil pendant plusieurs jours. Au revoir, jeune homme.

### 1 SUR LA BONNE PISTE

Vrai ou faux ? Corrigez les phrases incorrectes.

- 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.

### 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.

## 2 DES MOTS ET DES SONS



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 coute combien ?**  
**Ça coute... euros.**  
**donner**  
**importante**  
**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

**qch (quelque chose)**  
and **qn (quelqu'un)** are  
dictionary abbreviations  
for sth (something) and  
sb (somebody).



### 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.



## 3 QUEL EST DONC CE MOT ?

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

## 4 À VOTRE TOUR

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.



Subject pronouns	Object pronouns
je	<b>me (m')</b>
tu	<b>te (t')</b>
il	le (l')
elle	la (l')
nous	<b>nous</b>
vous	<b>vous</b>
ils	les
elles	les

Take care not to confuse *subject* pronouns (doers) and *object* pronouns (receivers).

## 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



**On ne mange pas le concombre.**

**On le met sur la peau.**

You don't eat **the cucumber**.

You put **it** on your skin.

**Aïe ! Ne me touche pas ! Ça me fait mal !**

Ouch! Don't touch **me**!

That hurts **me**!

**Ça te fait mal ?**

That hurts **you**?

**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 !

### Réfléchissez

What are the literal meanings of **s'il vous plaît** and **s'il te plaît**? What is the link between these two expressions and what you've learnt in this section?

When do you think you would use **s'il te plaît** and not **s'il vous plaît**?

## À vous

A Tu me **remercies** ? (**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'.

- To say it hurts, use the expression **avoir mal à** followed by the appropriate body part. Keep in mind that:
  - you need to conjugate the verb **avoir**
  - mal** does not change
  - you need to use the appropriate form (**au / à la / à l' / aux**) for the noun that follows.

#### 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 le passé composé, then **dire** and **faire** in the negative.

Infinitif	Passé composé
<b>prendre</b>	<b>j'ai pris</b>
<b>mettre</b>	<b>j'ai mis</b>
<b>dire</b>	<b>j'ai dit</b>
<b>faire</b>	<b>j'ai fait</b>
<b>avoir</b>	<b>j'ai eu</b>
<b>être</b>	<b>j'ai été</b>
<b>devoir</b>	<b>j'ai dû</b>
<b>pouvoir</b>	<b>j'ai pu</b>
<b>vouloir</b>	<b>j'ai voulu</b>

You can find more irregular past participles on pages 163–4.

#### 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)	
<b>je dois</b> I have to, must	<b>nous devons</b>
<b>tu dois</b>	<b>vous devez</b>
<b>il/elle/on doit</b>	<b>ils/elles doivent</b>

**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.

<b>venir</b> – to come	
<b>je viens</b> I come, am coming, do come	<b>nous venons</b>
<b>tu viens</b>	<b>vous venez</b>
<b>il/elle/on vient</b>	<b>ils/elles viennent</b>

Apprenez par cœur

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.

# Questions et réponses

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.**

You may also come across the word **car** as another way of saying **parce que** (but less in speech than in writing). 

**Il doit rester à l'ombre, car 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.

In French, you don't always have to use **parce que** or **car** when answering a **pourquoi** question.

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.**

## En plus

### Les parties du corps



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.





**NOT'BLOG**

Itinéraire Photos Préparatifs Qui sommes-nous ?

RECHERCHE

## Le Viaduc de Millau

Posté par : Yomgui 2 aout 07:42

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 ! 



Le Viaduc de Millau

## Roquefort, un village, un fromage

Posté par : Malick 2 aout 08:33

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 goût 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 2 aout 18:12

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 4 aout 10:03

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 ! 



Les arènes de Nîmes

## Lavender, sweet lavender!

Posté par : Charlotte 4 aout 20:10

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')! 

44

quarante-quatre

## LE MATÉRIEL

Canoës et kayaks haut de gamme, insubmersibles :

- Canoës 2, 3 ou 4 places
- Kayaks 1 ou 2 places

Aides à la flottabilité aux normes européennes.

Conteneurs étanches pour vos pique-niques et vêtements.  
2 bus de 9 places, 2 bus de 17 places et 1 de 30 places.

Le massif des gorges du Gardon est un site classé par l'UNESCO.

- Ne laisser aucun détritus dans les gorges.
- Feu et camping interdits dans les gorges du Gardon

## NOS CONSEILS

Réservation conseillée.

Protection solaire recommandée.

Port de chaussures fermées obligatoire.

Port de l'aide à la flottabilité obligatoire.

Repas et eau en quantité suffisante.

## Conditions

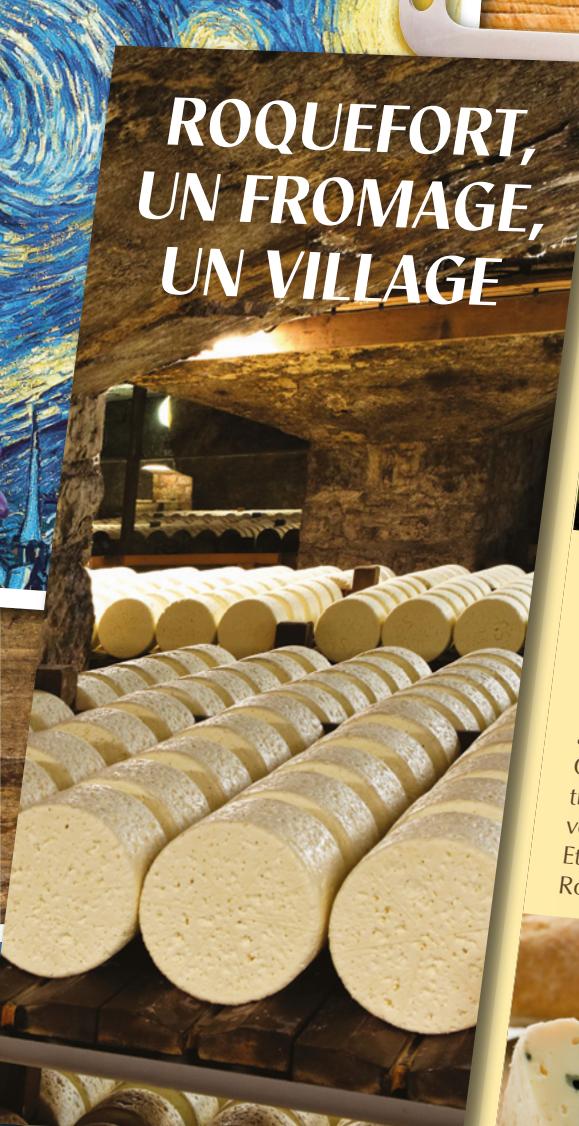
Obligation de savoir nager.

Enfants à partir de 6 ans.

Ne pas avoir peur de l'eau.

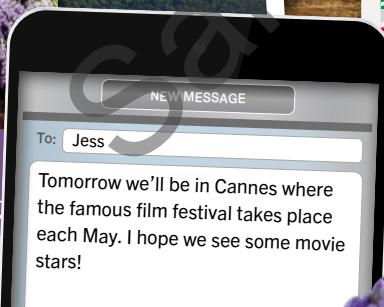
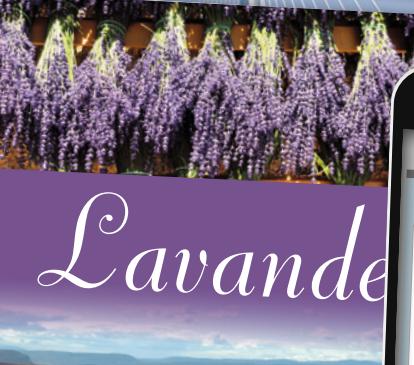


# ROQUEFORT, UN FROMAGE, UN VILLAGE



## L'HISTOIRE DU FROMAGE

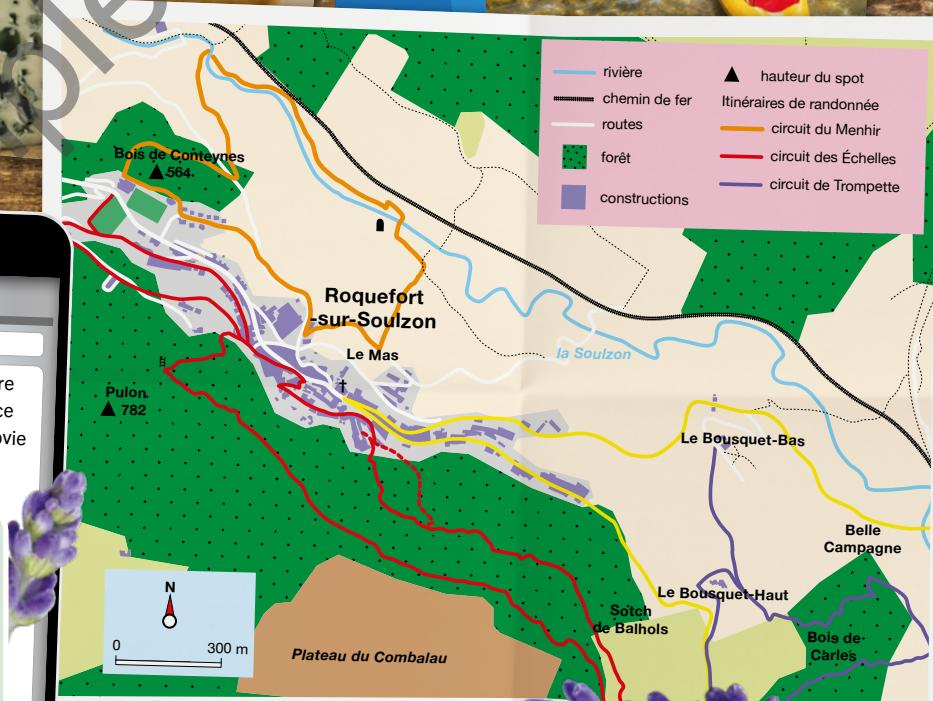
Un jour, un jeune berger garde ses moutons. Il voit une jolie bergère. Il laisse alors son déjeuner, son pain et son fromage, dans une grotte pour aller parler à la jolie jeune fille... et il l'oublie. Quand il revient quelques temps après, il trouve son fromage plein de veinures vert-bleu. Il le goûte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



- **À ne pas manquer !** means 'A must!', 'Not to be missed!'. What would you put in this category if you were recommending sights and/or experiences for a visitor to where you live? Would your advice vary depending on who you were talking to?

- What do you associate with different places or countries? Which of your senses can bring back memories?

- **Parfumerie, fromagerie, boulangerie, pâtisserie...** What do these words have in common? Do they have more than one thing in common? What specialist shops where you live might give visitors an insight into your culture?



## FAISONS LE POINT

Before starting Étape 2, look back on how far you have come!

Turn to page 56 of your Activity Book.

# Étape 2

## Joyeux anniversaire !



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

2



**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 !

1



**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 ?

3



**Éva** : Non, Charlotte. Écoute... Mercredi, on est allés au Pont du Gard...

**Guillaume** : Arrgh ! 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 tartes maison ?

**Le serveur** : Tarte aux pommes, tarte aux poires, tarte au citron...

**Éva** : Qu'est-ce que vous me conseillez ?

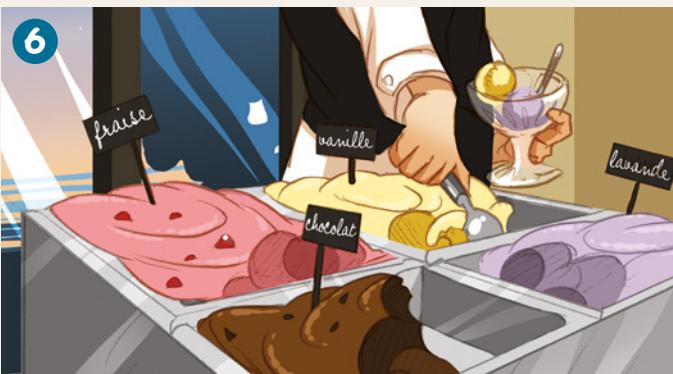
**Le serveur** : À mon avis, la tarte au citron est excellente.

**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 !

5





**Le serveur :** Et pour vous ? Vous avez choisi ?

**Guillaume :** Moi, je suis allergique aux régimes. Qu'est-ce que vous avez comme glaces ?

**Le serveur :** Nous avons de la glace à la vanille, au chocolat, à la fraise ou à la lavande.

**Malick :** Oh, excusez-moi, mais j'ai changé d'avis ! Je vais oublier mon régime. Je vais goûter à la glace à la lavande !



**Le serveur :** Bon choix, monsieur. La lavande, c'est très bon pour la santé et la glace maison est délicieuse !

**Charlotte :** Moi, je voudrais une glace à la fraise, s'il vous plaît.

**Guillaume :** Et moi, je vais prendre une glace à la vanille.

**Le serveur :** D'accord... deux boules de lavande... deux boules de fraise... et deux boules de vanille. Je reviens tout de suite.



**Charlotte :** Hé, Malick ! Regarde derrière toi !

**Malick :** Génial ! Regardez ! Ce sont toutes les célébrités qui sont venues dans cette pizzeria !

**Guillaume :** Ah, pendant le Festival de Cannes !

**Charlotte :** Ouah ! Omar Sy et sa femme sont venus ici !

**Éva :** Ah ouais ? Quand ? Il y a longtemps ?

**Charlotte :** Mais non. Regarde. Il y a une semaine ! Oh là là ! Je suis là où Omar Sy est venu, il y a une semaine !



**Le serveur :** Hum hum... Voici vos desserts. Alors, mademoiselle, vous avez commandé la tarte au citron... la glace à la vanille, c'est pour vous, monsieur... la fraise pour mademoiselle... et la lavande...

**Malick :** C'est pour moi. Merci.

### Quinze minutes plus tard...



**Malick :** On peut avoir l'addition, s'il vous plaît ?

**Le serveur :** Vous payez ensemble ?

**Guillaume :** Non, séparément.

**Malick :** Non, non ! Mettez tout sur ma carte, s'il vous plaît.

**Guillaume :** Mais...

**Éva :** Pas question, Guillaume ! C'est ton anniversaire !

**Guillaume :** Merci, les copains !

### Réfléchissez



- What expressions do you know for 'toasting' someone on a special occasion? Are any of them related to health?
- What do you know about **le Festival de Cannes**?

### 1 SUR LA BONNE PISTE

Répondez en français.

- 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 ?

## 2 DES MOTS ET DES SONS



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**  
**fêter**  
**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**

a (boy/girl)friend, a mate

to celebrate  
Cheers! (To your health!)  
Cheers! / Chin chin!  
What day is it?

since  
(five days) ago

enough

Ouch!

cutlery

apple

pear

lemon

**il y a** also means 'there is/are'.

**assez** can also mean 'quite/rather'. The context will help you decide which meaning is intended.

**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?

How does this compare with the way these [s] and [z] sounds are represented in English?



### Jeux de mots

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

- List all the words and statements in **Des mots et des sons** that refer to food.
- Can you find any synonyms? List them.
- Create a concept map of the new vocabulary about food, health and diet in **Chapitre 3**.
- 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.

## 3 QUEL EST DONC CE MOT ?

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

## 4 À VOTRE TOUR

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