

7

Shopping for food

AIMS OF THE UNIT

- ▶ basic shopping language
- ▶ asking for advice in shops
- ▶ improved comprehension of numbers and prices
- ▶ learning the names of shops

GRAMMAR

- ▶ **je voudrais** + noun or infinitive
- ▶ the full range of regular adjective endings

Exploiting the course material

Conversations 1 and 2

- ▶ Say a series of prices in French and ask the class to write them down in figures.
- ▶ Student 1 says **Je voudrais ...** plus an item of food or drink. Student 2 says **Je voudrais ...**, recaps on what has been said so far and then adds one item. When somebody can't manage the whole list, the next person starts a new one.

Exercise 1

Pronunciation: the sound [r], of which there are several examples in Conversations 1. Students would probably benefit from some individual feedback on their pronunciation of the sound.

Conversation 3

If you have any French food or wine labels (real or in a wine atlas), see how much students can translate from them. You could also ask them for comments on the associated goods, e.g. **le Margaux, c'est un très bon vin; les marrons glacés sont délicieux**. This would have the added advantage of practising adjective endings.

Exercise 7

Students may appreciate the opportunity to ask you to explain some of the language in the advertising blurbs.

(Note: the **-s** of **Gigondas** is pronounced.)

Homework

As a homework exercise, ask students to use a dictionary to help them compile a shopping list of their favourite luxury foods, prefixing each item with **du, de la, de l'** or **des**, as appropriate.

This exercise could be a useful peg on which to hang a warning about word-for-word use of dictionaries – particularly if anyone's list includes gems like **du crapaud dans le trou!**

Notes on the photocopiable worksheets

This unit's coverage of adjective endings is the most densely packed grammar section in the course so far, so both the non-roleplay worksheets include a fairly substantial exercise on the topic.

Exploiting material from the *Breakthrough French Activity Book*

- ▶ In pairs, students act out the script from Exercise 4.
- ▶ Again in pairs, one student asks for between six and ten of the items on the shopping list in Exercise 6. The other student, who plays the shopkeeper, responds with a fictitious price for each one. Each student has to write down what the other one says.

Answers to exercises on the worksheets

PAGE 39: EXERCISE

- a. authenticité, diversité, qualité / They usually end in -té. / beauté, fidélité, capacité
b. une boisson traditionnelle authentique
c. (des) pommes à cidre
d. traditionnel/traditionnelle authentique/authentique
passionné/passionnée unique/unique
doux/douce sec/sèche
fruité/fruitée sucré/sucrée
plein/pleine (full) généreux/généreuse
savoureux/savoureuse (flavoursome) étonnant/étonnante (astonishing)
naturel/naturelle

PAGE 40: EXERCISE 1

- a. Je voudrais travailler à Paris. b. Je voudrais habiter dans un château.
c. Je voudrais être ingénieur. d. Je voudrais avoir six enfants.
e. Je voudrais prendre du champagne. f. Je voudrais vendre ma maison.
g. Je voudrais faire la vaisselle. h. Je voudrais aller à la Martinique.
i. Je voudrais venir avec les enfants.

PAGE 40: EXERCISE 2


- | | | | |
|--------------------|-----------------------|--------------------|-----------------------|
| a. Il est noir. | Ils sont noirs. | b. Il est sucré. | Ils sont sucrés. |
| Elle est noire. | Elles sont noires. | Elle est sucrée. | Elles sont sucrées. |
| c. Il est jeune. | Ils sont jeunes. | d. Il est cher. | Ils sont chers. |
| Elle est jeune. | Elles sont jeunes. | Elle est chère. | Elles sont chères. |
| e. Il est heureux. | Ils sont heureux. | f. Il est beau. | Ils sont beaux. |
| Elle est heureuse. | Elles sont heureuses. | Elle est belle. | Elles sont belles. |
| g. Il est gros. | Ils sont gros. | h. Il est ancien. | Ils sont anciens. |
| Elle est grosse. | Elles sont grosses. | Elle est ancienne. | Elles sont anciennes. |
| i. Il est gentil. | Ils sont gentils. | j. Il est bon. | Ils sont bons. |
| Elle est gentille. | Elles sont gentilles. | Elle est bonne. | Elles sont bonnes. |

Exercice

Here is an extract from a brochure about the cider made in **la Cornouaille** – not Cornwall, but part of southern Brittany. There will be plenty of words that you don't know, but see if you can understand the text well enough to answer the questions.



la route du cidre de Cornouaille



AUTHENTICITÉ

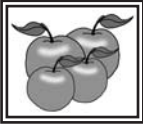
Emprunter la route du cidre de Cornouaille, c'est aller à la découverte d'une boisson traditionnelle authentique, apprécier la qualité d'un produit de terroir et rencontrer des producteurs passionnés.

DIVERSITÉ

Le cidre de Cornouaille se décline en mille variantes dont chacune est le reflet d'une ou plusieurs variétés de pommes à cidre, d'un terroir et d'un savoir faire unique.
Il peut être doux et sucré, sec et fruité ou généreux et plein. C'est une boisson plaisir qui désaltère, accompagne le repas, invente des cocktails étonnants et anime une gastronomie savoureuse.
Il est à l'origine de pommeau, l'apéritif des pays de cidre et du lambig, l'eau de vie de Cornouaille.

QUALITÉ

Le cidre de Cornouaille est fabriqué à partir de pommes à cidre. Il est issu de pur jus extrait par pressage.
Il fermente lentement après clarification et son effervescence est naturelle.
Il fait régulièrement l'objet de contrôles par la commission d'agrément "Cidre Cornouaille" du CIDREF.



CIDREF

- a. What are the French words for:
- authenticity? _____
- diversity? _____
- quality? _____

What can you deduce from these three pairs of words about the French equivalent to English abstract nouns ending in -ty?

Have a guess at the French for:

- beauty _____
- fidelity _____
- capacity _____

- b. What is the French phrase for 'an authentic traditional drink'?
- _____

- c. What is the French for 'cider apples'? _____
- _____

- d. Go through the text and underline all the adjectives, then write them out in their masculine and feminine singular forms. The one irregular one not covered by the Grammar section in this unit of the coursebook is **sec/sèche**. Don't include **plaisir** in your list, because it is actually a noun even though it is being used adjectivally in this text.

_____ / _____	_____ / _____
_____ / _____	_____ / _____
_____ / _____	_____ / _____
_____ / _____	_____ / _____
_____ / _____	_____ / _____
_____ / _____	_____ / _____
_____ / _____	_____ / _____

Exercise 1

Rewrite each of the sentences on the model given.

Je pars en Amérique.
Je voudrais partir en Amérique.

a. **Je travaille à Paris.**

Je voudrais _____

b. **J'habite dans un château.**

c. **Je suis ingénieur.**

d. **J'ai six enfants.**

e. **Je prends du champagne.**

f. **Je vends ma maison.**

g. **Je fais la vaisselle.**

h. **Je vais à la Martinique.**

i. **Je viens avec les enfants.**

Exercise 2

Complete the grids on the model given.

Il est petit.

Elle est petite.

a. **Il est noir.**

b. **Il est sucré.**

c. **Il est jeune.**

d. **Il est cher.**

e. **Il est heureux.**

f. **Il est beau.**

g. **Il est gros.**

h. **Il est ancien.**

i. **Il est gentil.**

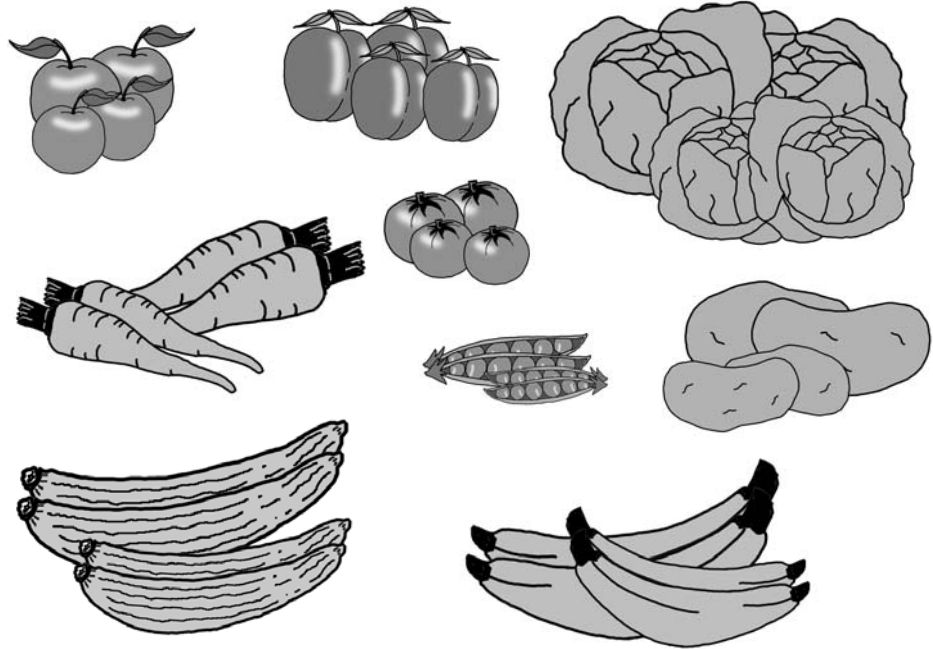
j. **Il est bon.**

Ils sont petits.

Elles sont petites.

Activity 1

You play a greengrocer: your partner has a shopping list and will ask you for some of the items pictured below. Where possible, offer a choice of produce, e.g. **Est-ce que vous voulez des petit(e)s ou des gros(ses)?** Then tell your customer how much each item costs – see how much you can get away with!



Activity 2

Now you are the shopper, asking advice as you buy:

- 2 bottles champagne (What have they got?)
- 2 bottles white wine (to serve with **hors d'œuvre**)
- 3 bottles red wine (to serve with **bœuf bourgignon**)
- 1 bottle sweet white wine (to serve with dessert)
- 1 bottle cognac (What would be the best?)
- 6 bottles mineral water

Feel free to add any items you wish!

Activity 3

You are still at the wine merchant's, where you will discover that there is a 10% discount on wines and spirits (though not on mineral water) at the moment. The wine merchant will say the original price per bottle of each of your purchases. You should calculate the discounted price and say **Moins dix pour cent, ça fait X euros**. The wine merchant will write the figure on the bill and tell you what it all comes to at the end.

Activity 1

Here is the start of your shopping list – you can add some items yourself at the end. Your partner plays a greengrocer and is ready to serve you! Note down the price s/he wants for each of the items on your list – you may need the word **cher** (expensive)!

5 bananas
 1 kilo apples
 1 bag potatoes
 1 kilo peaches
 500 grammes plums
 250 grammes raspberries

Activity 2

Now you play a wine merchant. Your stock includes the following:

champagne: Veuve Cliquot, Laurent Perrier, Moët et Chandon

dry white wine: **sauvignon de touraine, sancerre, chablis**

red wine: **bourgogne** (Burgundy), **bordeaux, côtes-du-rhône**

dessert wine: **sauternes, vouvray, muscat de beaumes-de-venise**

cognac: Hine, Courvoisier – or maybe the customer would prefer your very good **armagnac**?

When it comes to mineral water, remember to ask **Gazeuse ou non-gazeuse?**

Activity 3

You still play the wine merchant. Inform your customer **Vous avez dix pour cent sur les vins et les alcools en ce moment.**

Then say the original price of each bottle, as it is given below. Your customer should say **Moins dix pour cent, ça fait X euros.**

If you agree with the arithmetic, write the figure on the bill and then tell the customer the total at the end.

		€
Champagne	30 € – 10% =	
Vin blanc sec	13 € – 10% =	
Vin rouge	15 € – 10% =	
Vin doux	18 € – 10% =	
Cognac	32 € – 10% =	
Eau minérale	1 € x 6 = _____	
TOTAL		

8

More about shopping

AIMS OF THE UNIT

- ▶ shopping for household goods
- ▶ shopping at the chemist's: explaining one's ailments
- ▶ buying clothes: getting the right size
- ▶ learning the names of colours

GRAMMAR

- ▶ comparatives using **plus ... que**
- ▶ **ce, cet, cette, ces**
- ▶ the present tense of **pouvoir, savoir** and **connaître**

Exploiting the course material

Conversations 1 Practise expressing and understanding prices. Students work in pairs. One asks for a series of stamps at different prices (e.g. **Je voudrais un timbre à 0,46€**) and the other writes down in figures the denominations requested.

Exercise 3

Students roleplay in pairs making an appointment for a haircut.

Conversations 2 ▶ Take a doll or a teddy bear into class and ask students to describe its ailments as you contort it to indicate **Il/elle a mal au ventre**, etc. Otherwise you or a volunteer could mime the various aches and pains covered on p. 114.
▶ In the second round, ask the students in turn to respond to each statement about the sufferer with a hypochondriac's **Moi aussi, j'ai mal (à la tête** or wherever).
▶ If your students need plenty of reinforcement, you could have a third round, in which they chorus **Nous aussi, nous avons mal (aux dents** or wherever).

Exercise 5

Another opportunity to play the game of the expanding shopping list: **Je voudrais ... plus**, this time, a series of inedible items.

Conversation 3 **Exercise 7**

Go round the class asking what colour various garments and other objects are, e.g. **Le pull de John est de quelle couleur? / Il est rouge et noir**. If the range of colours on view is very limited, turn your questioning round by asking e.g. **Est-ce que vous pouvez trouver du jaune?** Work through the range of colours about three times. Do it fairly briskly, so that you concentrate on consolidating the names of colours and garments rather than teaching new vocabulary for every item in the classroom.

Exploiting material from the *Breakthrough French Activity Book*

Exercise 2

Use the information in the advertisement as the basis for roleplay of shopping for clothes.

Exercise 6

The conversation could be read aloud by any pairs of students who finish other tasks ahead of the others.

Answers to exercises on the worksheets

PAGE 45: EXERCISE

- a. Pas de repassage b. Pas de séchage en tambour c. Température moyenne d. Lavage en machine, rinçage, essorage normaux
e. Nettoyage à sec f. Lavage à la main seulement g. Ⓐ h. Ⓢ

PAGE 46: EXERCISE 1

- a. trop grandes b. plus grande c. plus grand d. trop grand e. trop grandes
f. plus grand g. plus grands

PAGE 46: EXERCISE 2

- a. Non, je ne connais pas cette dame. b. Non, je ne connais pas ces garçons. c. Non, je ne sais pas où cette pharmacie se trouve. d. Non, je ne sais pas où se trouve l'école de cet enfant. e. Non, je ne connais pas ce village. f. Non, je ne sais pas combien coûtent ces chaussures. g. Non, je ne connais pas cet ami.

PAGE 46: EXERCISE 3

- a. connais b. peux c. savez / peut d. sait e. pouvons
f. connaissent g. savent h. peuvent

PAGES 47 AND 48: ACTIVITY 4

Le foulard is the garment not illustrated.

Exercise

You've been there,
you've got the
tee-shirt – now how
do you launder it?

Useful words:

aucun no

seul only

y compris including

sauf except

Taken from www.laredoute.fr/redoutefr/sBoutique/11170,00html#symbole

Les symboles d'entretien:

Lavage		Lavage en machine possible en ne dépassant pas la température indiquée.
		Lavage en machine, rinçage, essorage normaux.
		Lavage en machine à vitesse réduite, rinçage à température décroissante, essorage réduit.
		Lavage en machine à vitesse très réduite, rinçage à température décroissante, essorage très réduit.
		Aucun lavage possible
		Lavage à la main seulement
Chlorage		Traitement à l'eau de Javel, chlorage dilué et à froid
		Pas de chlorage
Repassage		Température forte 200°C
		Température moyenne 150°C
		Température faible 110°C
		Pas de repassage
Nettoyage à sec		Tous les solvants courants de nettoyage à sec sont utilisables, y compris le trichloréthylène, selon les processus normaux.
		Seuls sont utilisables les essences minérales et le solvant fluoré R113 selon les processus normaux.
		Tous les solvants courants de nettoyage à sec sont utilisables, sauf le trichloréthylène, y compris le perchloréthylène, selon les processus normaux.
		Aucun nettoyage à sec possible. Attention au détachage.
Séchage		Séchage en tambour possible, sans restriction de température
		Séchage en tambour possible, à température modérée
		Pas de séchage en tambour

- What is the French for 'no ironing'?
- What is the French for 'no tumble-drying'?
- What is the French for 'medium temperature'?
- What is the French for 'normal machine wash, rinse and spin'?
- What is the French for 'dry cleaning'?
- What is the French for 'hand washing only'?
- Which of the dry-cleaning symbols indicates that any standard solvent may be used?
- Which symbol indicates that a garment may be tumble-dried at any temperature?

Exercise 1

Write the appropriate form from the box in each of the gaps.

trop grand	trop grands	plus grand	plus grands
trop grande	trop grandes	plus grande	plus grandes

- Non, ces chaussures sont _____ pour moi.
- La robe bleue est _____ que la verte.
- Cet imperméable est _____ que le manteau noir.
- Il est vraiment _____ pour moi.
- Ces chaussettes sont _____ pour mon fils.
- Le pantalon marron est _____ que le jean.
- Les bas sont _____ que le collant.

Exercise 2

Follow this model to reply to each of the questions, using **je connais** or **je sais**, according to whether the question uses **vous connaissez** or **vous savez**. You will also need to decide whether **ce, cet, cette** or **ces** is the correct form in front of the noun.

Question: Est-ce que vous connaissez le monsieur qui habite en face de chez nous?

Réponse: Non, je ne connais pas ce monsieur.

- Est-ce que vous connaissez la dame qui travaille à la boulangerie?
Non, je _____ dame.
- Est-ce que vous connaissez les garçons qui crient dans la rue?
Non, je _____ garçons.
- Est-ce que vous savez où se trouve la pharmacie Duguesclin?
Non, je _____ où _____ pharmacie se trouve.
- Est-ce que vous savez où se trouve l'école de l'enfant qui habite en face de chez vous?
Non, je _____ où se trouve l'école de _____ enfant.
- Est-ce que vous connaissez le village de La Motte au Bois?
Non, je _____ village.
- Est-ce que vous savez combien coûtent les chaussures qui sont à la mode en ce moment?
Non, je _____ combien coûtent _____ chaussures.
- Est-ce que vous connaissez l'ami de Michel qui travaille au Café du Nord?
Non, je _____ ami.

Exercise 3

In each of the gaps, write the appropriate part of **pouvoir**, **savoir** or **connaître**.

- Est-ce que tu _____ mon frère Christophe?
- Je _____ vous aider?
- Est-ce que vous _____ où on _____ changer des travailleurs', s'il vous plaît?
- Marie-Aimée _____ compter de un à dix.
- Nous ne _____ pas venir dîner samedi.
- Paul et Jeanne-Marie ne _____ pas Venise.
- Ils ne _____ pas où j'habite.
- Anne et Guy ne _____ pas prendre d'aspirine.

Activity 1

It is Friday afternoon and your partner wants to arrange a two-hour meeting for Monday, Tuesday or Wednesday. Here is your diary for those days: see what you can manage.

<i>lundi</i>	10h15	Dentiste
<i>30 novembre</i>	17h45	Coiffeur
	19h30	Dîner chez Sophie et Laurent
<i>mardi</i>	9h30-11h	Jean-Jacques
<i>1^{er} décembre</i>	12-14h	Philippe Martinot (déjeuner)
	15h30	Directeur
	20h	Théâtre des Capucines
<i>mercredi</i>	10h45	Visite de l'usine Colpex
<i>2 décembre</i>		& déjeuner avec M. Languineau
	18h	Pot avec Patricia Lemoine

Activity 2

You feel awful! You and your family have all the aches and pains that you can express in French. Ham it up as you tell the pharmacist all about them! You may need the word **la grippe** (flu).

Activity 3

You work in a clothes shop. Your partner comes in looking to buy a pair of trousers. It is the end of the season and your stock is limited to:

red: sizes 36-44
 navy: 56-60
 dark green: 50-56
 black: 44-50
 brown: 42-48
 white: 36-42

The customer will ask what colours you have. Tell him/her and then ask the size required. Find three pairs of trousers for the customer to try on and respond appropriately to any comments made about them.

Activity 4

Here is a list of clothes.

la chaussure	la chaussette
le collant	le slip
la jupe	la chemise
la robe	le foulard
la ceinture	le manteau

With your partner, fill in the appropriate item from this list on each of the illustrations on his/her worksheet. You should find that one of the garments on your list is not pictured – which is it?

Activity 1

It is Friday afternoon. See if you can arrange a two-hour meeting with your partner for next Monday, Tuesday or Wednesday. Here is your diary for those days.

<i>lundi</i>		
30 novembre	11h45-17h30	M. Levallois et M. Perrot
<i>mardi</i>		
1 ^{er} décembre	16h	L'Inspecteur des Impôts
<i>mercredi</i>		
2 décembre	9h	Directrice de l'école
	12h	Déjeuner avec Mme Lafitte
	20h	Cinéma avec Anne-Marie

Activity 2

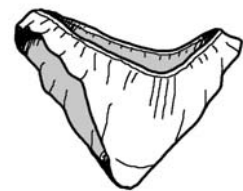
You play a pharmacist. Discover the full range of your customer's symptoms before you suggest some medicine – and don't forget to ask the ages of any sick children. You may need the word **la grippe** (flu).

Activity 3

You go into a clothes shop. Say that you are looking for a pair of trousers and ask what they have in the way of colours. You take size 56 or 58 – it depends on the cut. Try on three pairs and reject two of them because they are too big or too small or because you do not like the colour.

Activity 4

With your partner, write in the name of each of these clothes, including the appropriate article (**le** or **la**). The list on your partner's worksheet will help, but it includes one garment which is not illustrated – what is it?



9 *Making travel arrangements*

AIMS OF THE UNIT

- ▶ asking for and understanding travel information
- ▶ buying rail and air tickets
- ▶ booking seats, couchettes and sleepers
- ▶ hiring a car
- ▶ understanding train timetables and travel brochures

GRAMMAR

- ▶ **me, te, nous, vous** (as direct and indirect objects)
- ▶ **notre, nos; votre, vos**
- ▶ the present tense of **dire** and **partir**

Exploiting the course material

- Conversations 1**
- ▶ In pairs, the students read aloud the second recording ('Booking a couchette').
 - ▶ The second time through, only Student A (playing the **employé**) has the transcript; Student B tries to say Robert's lines from memory.
 - ▶ The third time through, the students swap roles and it is Student B, playing the **employé**, who has the transcript.
 - ▶ The fourth time through, neither has the transcript.

Exercise 1

It would be helpful to give students further practice at distinguishing between the sounds [on] and [en/an], with individual feedback on their own pronunciation of them. Work first on the sounds alone and then on the words listed in Exercise 1.

- Conversations 2** Books closed, play the recordings again, asking the class to note down:

- the air fare from Lille to Marseille
- the second-class train fare
- the cost of a couchette
- the cost of a sleeper
- the cost of a week's car hire

Then ask the same questions in French

(e.g. **a. Alors, c'est combien le tarif par avion de Lille à Marseille?**)

so that the students have to retranslate into French the figures they have noted down.

Exercise 4

The questions in the exercise teased out some of the details given on the timetable for the 20.12 train. Pick another train and go round the class asking each person to contribute another piece of information about it, on the basis of what is printed in the timetable, e.g.

- Student 1: There is a 10.47 departure from Paris Gare-de-Lyon every day.
Student 2: It arrives in Milano-Centrale (Milan) at 20.45.
Student 3: The train has first- and second-class accommodation.
Student 4: If the train number is 941, it is direct and is a TGV.

Student 5: If the train number is 417, there will be a change in Aix-les-Bains (arriving 13.49 and departing 14.04).
etc.

You could do this for two or three trains if you wanted.

Exercise 6

More practice at numbers and dates: throw out a few questions along the lines of **Ça coûte combien, la location d'une petite voiture – une Catégorie A – pour la journée du 30 juin?**

Exercise 9

Students may appreciate the chance to ask you to explain some of the language in the brochure on boat trips.

Exploiting material from the *Breakthrough French Activity Book*

Exercise 2

Students work in pairs. One of them makes enquiries about boat trips; the other replies on the basis of the information in the leaflet. The customer then books tickets.

Exercise 4

Reading aloud in pairs – a useful extra for students who finish other tasks ahead of the rest of the class.

Answers to exercises on the worksheets

PAGE 51: EXERCISE

- A 8h 43** (The numbers at the top of the columns refer to the notes. The 1 indicates the Monday train and the 2 the Tuesday-to-Saturday train. They both leave Paris at 6.57 but the arrival times in Lisieux are slightly different.)
- Oui** (It is shown by the circle at the top of the column.)
- Oui** (Note 20 says that it 'also runs on 24 May'.)
- Non** (Note 31 says that it runs Monday to Thursday except on 10 November and 24 May.)
- Le 7h 12**
- Le 9h 19**
- 14h 37 et 16h 02**
- horaire retardé de quelques minutes** (Note 34)

PAGE 52: EXERCISE 1

- a. xii b. x c. xiii d. xiv e. i f. iii g. ix

PAGE 52: EXERCISE 2

- a. votre / part b. dit / vos c. vos / partent d. dites / votre
e. votre / part f. partez / vos g. vos / disent

PAGE 52: EXERCISE 3

- a. Je t'aime. b. (Est-ce que) tu m'aimes? c. Nous te comprenons.
d. (Est-ce que) tu nous comprends? e. Vos parents vous aiment. f. Ils vous donnent les clés (OR clefs) de la voiture. g. (Est-ce que) vous nous comprenez? h. Elle nous fait la réservation.

Exercise

Here is part of the timetable showing trains from Paris to Cherbourg.

PARIS-CAEN-CHERBOURG																		
SEMAINE																		
	•				⊙					○	•	○			○	•	○	⊙
		1	2	1		7	28	29	30				20	31	32	33	34	
Paris-St-Lazare		6.57	6.57	7.12	8.06	8.58	9.06	9.06	9.06	9.19	10.30	11.29	11.51	11.58	12.27	12.55	13.34	14.08
Lisieux	6.40	8.43	8.38	–	9.59	–	–	–	–	11.44	12.17	13.03	13.42	13.40	14.37	14.32	–	16.02
Caen A	7.17	9.18	9.13	9.21	10.42	11.04	11.11	11.22	11.26	12.29	12.53	13.38	14.19	14.15	15.17	15.07	15.39	16.41
Caen	7.19		9.16	9.24		11.14	11.14	11.25	11.29			13.41				15.10	15.41	
Bayeux	7.38		9.33	9.40		11.33	11.30	11.41	11.47			13.57				15.26	15.57	
Lison	7.56		9.49	9.56		11.50	11.47	11.58	12.07			14.14				15.44	16.14	
Carentan	8.08		10.01	10.07		12.01	11.58	12.09	12.19			14.25				15.55	16.25	
Valognes	8.28		10.17	10.23		12.17	12.14	12.25	12.36			14.41				16.11	16.41	
Cherbourg	8.50		10.35	10.42		12.36	12.33	12.44	12.58			15.00				16.30	17.00	

• du lundi au vendredi
 ○ le samedi
 ⊙ du lundi au samedi

1 circule les lun sauf le 31 oct; circule aussi les 2 nov, 18 avr, 2 et 9 mai.
2 circule du mar au sam sauf les 2 nov, 18 avr, 2 et 9 mai; circule aussi le 31 oct.
7 circule à partir du 3 avr: du lun au ven.
20 circule jusqu'au 19 mai: les ven et le 10 nov; circule aussi le 24 mai.
28 circule jusqu'au 4 mars du lun au sam sauf les 28, 29 oct, 22, 23 et 24 déc; circule aussi du 11 mars au 8 avr et à partir du 13 mai les sam.

29 circule du 6 au 31 mars du lun au ven.
30 circule les 28, 29 oct, 22, 23, 24, déc, 15, 22, 29 avr et 6 mai.
31 circule du lun au jeu sauf les 10 nov et 24 mai; circule aussi le 26 mai.
32 ne circule pas le 12 nov.
33 ne circule pas les 28 oct, 23 et 30 déc.
34 horaire retardé de quelques minutes les 29 oct, 24 déc, 15, 29 avr et 6 mai.

- A quelle heure est-ce que le train de 6h 57 arrive à Lisieux le lundi? _____
- Est-ce qu'il y a un départ de Paris à 11h 29 le samedi? _____
- Est-ce que le train de 11h 51 circule le 24 mai? _____
- Est-ce que le train de 11h 58 circule le 24 mai? _____
- Quel est le premier départ de Paris à Cherbourg le lundi? _____
- Quel train est-ce qu'il faut prendre de Paris le samedi pour arriver à Lisieux juste avant midi? _____
- Quelles sont les possibilités entre 14h 00 et 17h 00 le samedi pour aller à Caen au départ de Lisieux? _____
- Find the French for 'time delayed by a few minutes'.

Exercise 1

Match up each of the sentences a–g with its correct translation.

- | | |
|---|--------------------------------------|
| a. Elle nous invite. | i. Are you giving us your address? |
| b. Elle t'aime. | ii. Can we give you the times? |
| c. Je vous comprends. | iii. We like you very much. |
| d. Vous me téléphonez demain? | iv. You understand me. |
| e. Tu nous donnes ton adresse? | v. Shall I call you tomorrow? |
| f. Nous vous aimons beaucoup. | vi. You love her. |
| g. Est-ce que vous pouvez nous donner les horaires? | vii. We are inviting her. |
| | viii. Are we giving you our address? |
| | ix. Can you give us the times? |
| | x. She loves you. |
| | xi. You like us very much. |
| | xii. She is inviting us. |
| | xiii. I understand you. |
| | xiv. Will you call me tomorrow? |

Exercise 2

Put **votre**, **vos** or the correct part of **dire** or **partir** into each of the gaps.

- a. Est-ce que _____ fille _____ en vacances avec vous?
- b. Joëlle _____ que _____ enfants sont adorables.
- c. Est-ce que _____ parents _____ à Chamonix avec vous?
- d. Alors, les enfants, qu'est-ce que vous _____ à _____ grand-père?
- e. Voici donc _____ bateau; il _____ dans une heure.
- f. Mais vous _____ demain; _____ places sont réservées; vous ne pouvez pas être malades!
- g. Et _____ professeurs, qu'est-ce qu'ils _____ de la situation?

Exercise 3

Translate into French.

In sentences a–d, assume that 'you' = **tu**.

- a. I love you. _____
- b. Do you love me? _____
- c. We understand you. _____
- d. Do you understand us? _____

In sentences e–h, assume that 'you' = **vous**.

- e. Your parents love you. _____
- f. They give you the keys of the car. _____
- g. Do you understand us? _____
- h. She makes the reservation for us. _____

Activity 1

You are at the information counter in a railway station. Find out:

- ▶ the times of departures for Toulouse next Tuesday
- ▶ the arrival times
- ▶ whether you have to pay a supplement on any of the trains and
- ▶ whether it is obligatory to reserve a seat.

	1	2	3	4
Départ:	_____	_____	_____	_____
Arrivée:	_____	_____	_____	_____
Supplément?	_____	_____	_____	_____
Réservation?	_____	_____	_____	_____

Activity 2

Now you are booking a train ticket. Respond to the clerk's questions with the following details:

- ▶ destination: Toulouse
- ▶ one single ticket
- ▶ day of travel: Tuesday
- ▶ time: 10.29
- ▶ reservation required
- ▶ second class
- ▶ non-smoking

Activity 3

This time, you play the booking office clerk on a new SNCF service ... to the moon (**la lune**)! It is particularly popular with people going on honeymoon (**la lune de miel**)!

- ▶ You can book accommodation for customers at l'Hôtel 'Au Clair de la Lune'.
- ▶ You can also arrange the hire of a moon car (**une voiture lunaire**). The details of all these services (prices and so on) are up to you.

Activity 1

You are working behind the information counter in a railway station. A customer will be enquiring about trains to Toulouse next Tuesday. Here is the timetable: remember to warn the customer of any supplements payable or any trains on which seat reservation is obligatory.

	R		* R	
Départ:	10.29	12.42	15.59	20.13
Arrivée:	12.45	15.03	18.00	22.37

* **Train à supplément**

R **Réservation obligatoire**

Activity 2

You play a railway booking office clerk. Greet your customer and find out all the necessary details of the ticket required:

- ▶ destination?
- ▶ single or return?
- ▶ day of travel?
- ▶ time of train?
- ▶ first or second class?
- ▶ smoking or non-smoking?

Then issue the ticket and seat reservation – you can fix the prices yourself!

Activity 3

This time you are the passenger, booking two return tickets for a new SNCF service ... to the moon (**la lune**)!

- ▶ Find out about times and prices and decide on the dates. You may let slip to the clerk that you are actually going on your honeymoon (**votre lune de miel**).
- ▶ Then book your travel tickets and your accommodation at l'Hôtel 'Au Clair de la Lune'.
- ▶ Finally, arrange to hire a moon car (**une voiture lunaire**) when you arrive.