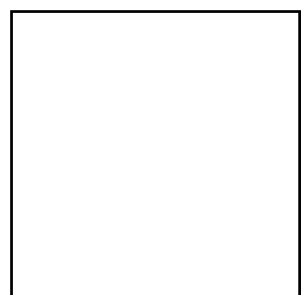
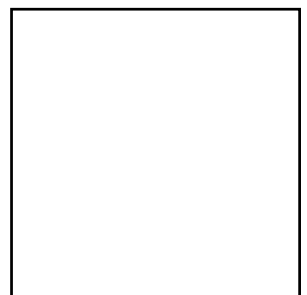
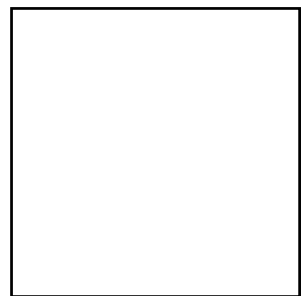


Nelson Thornes Distance Learning

A2 French

Nora Stopford



Nelson Thornes

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A2 French

Introduction

Welcome to your Nelson Thornes Distance Learning course for A2 General Certificate of Education in French. You have been given this course because you already have a good French GCSE, Standard Grade or equivalent, you have studied French at AS Level and you want to study for A2 Level; and, most importantly, because you are considered capable of studying independently. This course will guide you through your studies and will help you to prepare for your examination, which will be certificated by the AQA examination board.

In this introduction, you will find out more about:

1. How to learn a language 'at a distance'
2. The specification for your examination, i.e. the skills, topics and test-types that you will have to work on
3. Your programme of study for this year
4. The grammar you will need to know by the end of the year
5. Your course materials
6. Your video conference tutorials
7. Visits
8. Course activities (*activités*)
9. Work schedule
10. Contact details

Bonne chance!

1. Distance learning

For the majority of this course, you will be undertaking 'supported self-study'. This means that although your study will be guided and supported by your distance learning French Tutor and your in-school Link Tutor, essentially you will be studying independently. However, you will not be on your own: you will have regular tutorials with your distance-learning tutor over the video conference link. He or she will visit you in your school/college twice during the year, and you will be encouraged to keep in contact with your tutor regularly via e-mail. It is likely that you will be studying with a group of fellow students in your school, but even if not, although this learning method is classed as distance learning, you should not feel isolated

because your tutor will have other students doing the same course in other schools or colleges.

For you to work effectively as an independent learner you **must** take the following into account:

a) You have to be **self-motivated**. You know you have a good level of self-motivation already, otherwise you wouldn't have been offered this course. Having a compelling reason to complete a course will serve to motivate and help you avoid things that distract you from your study. The important thing will be to keep up your motivation until the end. Remember that the A Level French qualification is important as part of your life plan, otherwise you wouldn't have chosen to do it. Keep your ultimate goal in mind all the time (Going to university? Learning a language that will help you find a job? Enjoying your holidays more? Working in a French-speaking country?).

b) You have to take **more responsibility** for your own learning. There will not be a teacher in your school constantly chasing you if you haven't prepared your week's work, haven't e-mailed last week's homework, or have failed to learn essential vocabulary for a new topic or to do some research on the Internet. No excuses, it's up to you! You will be guided in your studies by the Student Course Materials (the pack you are holding at the moment), but at the end of the day, it is up to you to get down to learning French. **Self-discipline** is essential for you to succeed. For example, in this folder you have access to transcripts for the CD recordings on which many activities are based. Being responsible for your own learning means not looking at the transcript until you've listened to a recording several times. If you cheat, you're only cheating yourself, at the end of the day!

c) The key lies in **being organised**. Here are a few pointers:

- Learn to manage your time well. You are expected to study for about 8 hours a week for approximately 30 weeks. There are 37 units in this course, in addition to this introductory unit. As soon as you've got your timetable for your other subjects, you can start scheduling those hours in and writing them down in your work planner. Be realistic in your expectations (you need holidays too!) and be sure to get off to a prompt start, because it can be difficult to make up for lost time later on.
- When learning a language, building useful vocabulary is crucial. Buy yourself a large vocabulary book, and note down new language as you go along. Don't attempt to note it down alphabetically: it is better to organise it by topic. Individual words and phrases can fit into various topics, of course: write the same words or expressions down under as many different headings as you need to. It will also be more effective to note things down in context, for example by noting down a phrase using the word rather than just the word or expression itself. Try to collect language as short phrases rather than single words, e.g. *réaliser une ambition* – to achieve an ambition, rather than just *réaliser* –to achieve, to realise; the advantage is obvious – learning a word in context. If there are certain non-topic-specific words you find difficult to remember, you could build up a 'hit-list' of these words, and to learn or revise them copy a few in large letters onto a piece of A4 paper; stick it next to your mirror, and learn them when combing or brushing your hair. Other ideas to help you learn vocabulary, and further study skills, are given after this Introduction.
- Buy yourself a good bilingual dictionary, for instance the Collins-Robert English–French / French–English dictionary. Get to know it inside out; it will become your best friend and you will be virtually inseparable during the course!
- Remember that, a lot of the time, you will need access to a CD player, either at school or at home, or access to the online listening materials. You need to be comfortable

surfing the Internet, and be reasonably proficient at ICT and keyboarding skills. Bear that in mind when you prepare your schedule in your work planner.

When setting up your own PC to write French with the necessary accents, the easiest way to produce accents for French is as follows:

1. Within a Word file, click on **Insert**.
2. Go to **Symbol**.
3. Select **normal text**: in this window you should see all the characters you need.
4. Highlight a character you need, select **Shortcut key**, and allocate e.g. **Ctrl** or **Alt** plus a similar character, e.g. **Alt + e** for **é**, **Ctrl + a** for **â**, **Alt + n** for **ñ** and so on.
5. Click on **Assign**, then close each window and try out your shortcut.

This method may not work in other word-processing programmes such as e-mail and Powerpoint, or within language CD-Roms or language learning activities on the internet. In this case, or if you are using a PC which is not your own, or if you simply prefer it, use the key-stroke combinations below. There are others, but this is the quickest and easiest such method we know, and seems very reliable, even on a laptop.

Engage number lock, press **Alt +** the following number codes on the right side of the keyboard:

à	â	á	ä	è	ê	é	ë	É	î	ï
133	131	160	132	138	136	130	137	144	140	139

ô	ö	Õ	ù	û	ü	ç	Ç	«	»
147	148	153	151	150	129	135	128	174	175

2. The specification for your A2 French examination

You will be preparing for the AQA French A2 examination. This section covers:

- a) Assessment Objectives
- b) Scheme of assessment
- c) Topic Areas
- d) Exam papers

a) Assessment Objectives

Assessment Objective 1 (AO1):

understand and respond, in speech and writing, to **spoken language**

Weighting: 23%

Assessment Objective 2 (AO2):

understand and respond, in speech and writing, to **written language**

Weighting: 54%

Assessment Objective 3 (AO3):

show knowledge of and apply accurately the **grammar** and **syntax** prescribed in the specification

Weighting: 23%

In addition, you have to demonstrate an understanding of **register** (an awareness of how you use different language according to who you are communicating with, and for what purpose) and an ability to give and justify your own **opinions**.

b) Scheme of assessment

Dictionaries are not allowed in any of the exams.

FREN 3 (Listening, Reading and Writing) 2 hours 70%

FREN 4 (Speaking Test) 35 minutes (including 20 mins preparation time) 30%

c) Topic areas

Module A Environment:

Pollution, Energy, Protecting the planet

Module B The multicultural society:

Immigration, Integration, Racism

Module C Contemporary social issues:

Wealth and poverty, Law and order, Impact of scientific and technological progress

Module D Cultural topic:

Candidates choose **two** of the five topics. They will write about **one** in the first part of the exam, and will discuss **both** topics in the speaking test.

A French-speaking region/community

A period of 20th-century history from a French-speaking country/community

The work of an author from a French-speaking country/community

The work of a dramatist or poet from a French-speaking country/community

The work of a director, architect, musician or painter from a French-speaking country/community

For details of how all the above topics are explored, see pages 3–5 of your Nelson Thornes AQA AS French textbook, and see also the table below in section 3, Your programme of study.

d) Exam papers

There will be two parts to your A2 French examination:

FREN 3 Listening, Reading and Writing

A 2½ hour exam. The listening section will be based on three, four or five authentic audio extracts, which might include informal conversation, short interviews or news reports. You will have individual, personal CD players and will be able to go back and listen as much as you like to the audio extracts within the overall time limit for the paper (2½ hours). The reading

section will be based on up to four reading passages taken from newspapers, magazines and advertisements. For both listening and reading, the question types will assess understanding of general sense and specific detail, and will include:

- responding to questions about the audio material in English
- responding to questions about the audio and reading material in French
- non-verbal responses (e.g. true/false/not mentioned, multiple choice, filling in numbers)

These are followed by a grammatical exercise which will require you to complete sentences by putting the correct form and spelling of a verb or adjective into each gap in the sentence.

Finally, there will be an essay on a choice of questions on the cultural topics. The essay question will be a written task in French (no word limit) based on an essay question; there will be two questions set for each of the five cultural topics.

FREN 4 Speaking Test 35 minutes (including 20 minutes preparation time)

Part 1 Discussion of a stimulus card

Before you start, you will be offered two stimulus cards, each offering two opposing points of view on an aspect of one of the A2 topics. You choose one to prepare for 20 minutes, adopting one of the points of view on the card. You will be allowed to make notes to take into the actual exam. The examiner will take the opposite viewpoint to the one you choose; when you present your point of view, you will need to defend and justify it to the examiner.

Part 2 Conversation

The second part of the test will consist of ten minutes of conversation on both of the cultural topics you have studied. Approximately five minutes will be spent discussing each of your two cultural two topics

All oral tests are recorded and sent away for marking.

3. Your programme of study

Your 37 units of study are intended to prepare you directly for your exam in terms of general skills and topics and in terms of question-types. The table below gives a summary of the contents.

NTDL Unit	Topics	Topic objectives	Grammar	Skills	page no.
Intro	Getting to know the A2 French course				
	L'environnement				
	1 La pollution				
1	A La pollution, fléau de la planète	Talk about different types, causes and effects of pollution	Use present and past tenses of the passive voice	Formulate questions	9
2	B Comment réduire la pollution?	Explore measures to reduce pollution Discuss individual and collective action	Use modal verbs	Express your own views	12
3	C Le transport	Describe transport issues related to pollution	Use the present subjunctive	Present alternatives	14
	L'environnement				
	2 L'énergie				
4	A Les énergies non renouvelables	Talk about the different sources of fossil fuels Discuss the role of nuclear energy in France	Revise present tense endings	Debate controversial issues	17
5	B Les énergies renouvelables	Discuss the need for renewable energy sources	Revise present and conditional forms (to express necessity)	Express necessity, consequence and contrast	20
6	C Les attitudes changeantes	Explore changing attitudes to energy consumption	Use verbs followed by an infinitive	Evaluate lifestyle using alternative forms of energy	22
	L'environnement				
	3 Protection de la planète				
7	A Comment minimiser les dangers	Describe the impact of consumerism on the environment and explore how to change behaviour	Use interrogative pronouns	Recommend future measures	25
8	B Les groupes de pression	Examine the role of pressure groups and their initiatives to promote awareness	Use the subjunctive (revisited)	Use language to promote a cause	28

9	C Notre responsabilité envers les autres pays	Discuss the need for collaboration and cooperation	Use the immediate future and the future tense	Express awareness of positive and negative impact	30
La société multiculturelle 4 L'immigration					
10	A La France, terre d'accueil?	Explore the reasons for immigration	Revise numbers	Express proportions and statistics	33
11	B Immigration choisie	Talk about government policy to curb immigration Discuss the benefits and problems of immigration	Use the future perfect tense	Defend a viewpoint	36
12	C Immigration au sein de l'Union européenne	Talk about immigration within the enlarged European community	Use indirect speech	Present oral analysis of advantages and disadvantages of immigration	38
La société multiculturelle 5 L'intégration					
13	A Multiculturalisme	Talk about factors facilitating integration Discuss which culture immigrants should show loyalty to	Use conjunctions	Express well-informed and sophisticated opinions in a debate	41
14	B La désintégration de la France	Consider factors making integration difficult	Use demonstrative pronouns: <i>celui, celle, ceux, celles</i>	Give precise descriptions using complex sentences	44
15	C L'intégration des jeunes	Talk about the experiences of individual immigrants	Use relative pronouns with prepositions: <i>dans lequel, auquel, duquel, dont</i>	Express obligation and support someone's rights	46
La société multiculturelle 6 Le racisme					
16	A Raciste, moi?	Discuss the reasons for racism	Use possessive pronouns	Express clear ideas about important issues	49
17	B Discrimination	Talk about discrimination in employment and education	Revise present and past tenses of the passive voice	Discuss anti-racism initiatives	52

18	C Victimes	Talk about the victims of racism	Use the perfect subjunctive	Develop a personal explanation	54
Problèmes sociaux contemporains					
7 Richesse et pauvreté					
19	A L'embarras des riches	Talk about wealth and poverty including links to health and social unrest	Use the conditional perfect	Adapt others' opinions to express your own	57
20	B Les racines de la misère	Discuss the causes of poverty in Europe and developing countries	Use comparative and superlative adjectives	Construct dialogues using various sources	60
21	C Solidarité globale?	Discuss debt and aid programmes in developing countries	Use dependent infinitives (revisited)	Adapt online text and data for presentations	62
Problèmes sociaux contemporains					
8 L'ordre public					
22	A La délinquance: causes et effets	Discuss crime, especially among young people Talk about reasons for criminal and antisocial behaviour	Use the perfect tense	Structure a coherent analysis of causes and effects	65
23	B La criminalité en baisse?	Discuss the effectiveness of measures to reduce crime	Use infinitive constructions (revisited)	Combine data with opinions in debates and presentations	68
24	C Crime et châtement	Consider alternatives to imprisonment	Use the future tense of the passive voice	Consider the values society holds on major issues	70
Problèmes sociaux contemporains					
9 Sciences et technologie: avances ou régression?					
25	A Diagnostic: informatique	Discuss advantages and drawbacks of ICT at home and at work	Use present participles	Summarise opposing views and draw balanced conclusions	73
26	B On va où exactement?	Consider pros and cons of space and satellite technology	Use interrogative pronouns (revisited)	Make and counter controversial statements about contentious issues	76
27	C Science ne rime pas toujours avec conscience	Discuss ethical issues relating to scientific, technological and medical progress and research	Invert verb and subject after direct speech and adverbs	Use anticipation and nuance to advance debates	78

Dossier culturel				
28	Introduction	An introduction to the cultural topic; ideas to help you decide which topics to study and research	Selection, evaluation and decision-making skills	81
29	A Une région française 1 La Lorraine	The concepts and vocabulary needed to study a region in French	Research, planning, speaking and writing skills	82
30	A La France d'outre-mer 2 L'île de la Réunion	The concepts and vocabulary needed to study a French-speaking country or region	Research, planning, speaking and writing skills	84
31	B La France au 20ème siècle 1 Charles de Gaulle	The concepts and vocabulary needed to study a period of the 20th-century history of France	Research, planning, speaking and writing skills	86
32	B La France au 20ème siècle 2 La guerre d'Algérie	The concepts and vocabulary needed to study a period of the 20th-century history of France	Research, planning, speaking and writing skills	88
33	C L'œuvre d'un auteur français 1 Faiza Guène	The concepts and vocabulary needed to study a French-speaking novelist or short-story writer	Research, planning, speaking and writing skills	90
34	C L'œuvre d'un auteur français 2 Françoise Sagan	The concepts and vocabulary needed to study a French-speaking novelist or short-story writer	Research, planning, speaking and writing skills	92
35	D L'œuvre d'un dramaturge français 1 Molière	The concepts and vocabulary needed to study a French dramatist	Research, planning, speaking and writing skills	94
36	D L'œuvre d'un poète français 2 Jacques Prévert	The concepts and vocabulary needed to study a French poet	Research, planning, speaking and writing skills	96
37	E L'œuvre d'un artiste français 1 Le cinéma, l'architecture	The concepts and vocabulary needed to study an artist, architect, musician or film-director from a French-speaking country or region	Research, planning, speaking and writing skills	98
38	E L'œuvre d'un artiste français 2 La musique, la peinture	The concepts and vocabulary needed to study an artist, architect, musician or film-director from a French-speaking country or region	Research, planning, speaking and writing skills	100

4. Grammar

The lists below, taken from the AQA 2009 specification, set out the grammar you will be expected to know by the end of your year of study. At A2 you need to know the grammar points in both the AS and the A2 lists. For structures marked (R), receptive knowledge only is required.

French Advanced Subsidiary (AS)

Nouns: gender,
singular and plural forms

Articles: definite, indefinite and partitive

Adjectives: agreement
position
comparative and superlative
demonstrative (*ce, cet, cette, ces*)
indefinite (*chaque, quelque*)
possessive
interrogative (*quel, quelle*)

Adverbs: comparative and superlative
interrogative (*comment, quand*)

Quantifiers/intensifiers (*très, assez, beaucoup*)

Pronouns: personal
subject
object: direct and indirect
position and order
reflexive
relative (*qui, que*)
relative: *lequel, auquel, dont* (R)
object: direct and indirect
disjunctive/emphatic
demonstrative (*celui*) (R)
indefinite (*quelqu'un*)

possessive (*le mien*) (R)

interrogative (*qui, que*)

interrogative (*quoi*) (R)

use of *y, en*

Verbs: regular and irregular verbs, including reflexive verbs

modes of address (*tu, vous*)

impersonal verbs

verbs followed by an infinitive (with or without a preposition)

dependent infinitives (*faire réparer*) (R)

perfect infinitive

negative forms

interrogative forms

tenses: present

 perfect (including agreement of past participle)

 imperfect

 future

 conditional

 future perfect (R)

 conditional perfect (R)

 pluperfect

 past historic (R)

passive voice: present tense

 other tenses (R)

imperative

present participle

subjunctive mood: present (common uses, eg after expressions of possibility, necessity, obligation, and after conjunctions such as *bien que*)

Indirect speech

Inversion after speech (R)

Prepositions

Conjunctions

Number, quantity and time (including use of *depuis, venir de*)

French Advanced (A2)

As well as all the grammar and structures listed above for AS:

Pronouns: relative: *lequel, auquel, dont*

possessive (*le mien*)

demonstrative (*celui*)

interrogative (*quoi*)

Verbs: dependent infinitives (*faire réparer*)

future perfect tense

conditional perfect tense

passive voice: all tenses

subjunctive mood: present

perfect

imperfect (R)

Inversion after adverbs

Inversion after speech

5. Your course materials

For your course, you will need:

- Your A2 French Student Course Materials (Student File) which you are reading at the moment, with the accompanying Audio CDs
- Your Nelson Thornes *AQA French A2 Student's Book*
- Access to *Kerboodle* (the Nelson Thornes on-line Learning Space) for the listening and video material, online worksheets and interactive activities; this will be provided through your school.
- *Practice in French Grammar*
- *Action Grammaire!* (Hodder Education)
- A good bilingual dictionary
- Regular access to the internet
- Your own reliable e-mail address

Always start with the Student Course Materials, which will guide you through the other items listed above. At the back of the file, you will find transcripts to the audio recordings and translations of rubrics.

Some of the tasks ask you to access the Nelson Thornes online worksheets. You should print these off either at home or in school, complete them and keep them in your folder; you may

need to refer to them during video conference tutorials. If for whatever reason you cannot get access to the internet, ask a friend to print one off for you or photocopy a classmate's copy.

Other online materials are interactive activities: you read or listen to the extract, do the related activities online and get immediate feedback, including page references to the coursebook to help you revise specific points. In most cases, you cannot save your answers to interactive activities.

For the oral exercises it would be good to work with another student in your learning group, but if this is not possible then you should find a place on your own and develop the knack of talking aloud in French. This may feel strange at first, but you will get used to it and you do need to practise your oral skills in your independent study time and not just during the video conference sessions. You may like to get a French-speaking penfriend. Contact your tutor for suggestions on how to do this.

You cannot learn a language just from a few schoolbooks. It is essential to read as widely as possible – books, newspapers and magazines in French can often be found in bookshops, public libraries or the school library or in e-form on the internet. The *Authentique en français* magazines and audio tapes/CDs, which your school may subscribe to, will provide very useful extra reading and listening.

You should, of course, make the most of web resources recommended by your tutor; for a start, follow the news by logging on regularly to a good French newspaper website. For example, the website www.lemonde.fr is excellent, not just French and world news and sport, but also to enable you to keep up with the latest gossip on your favourite stars! You may also find the websites listed below useful for developing your language skills. They are intended as a useful starting point; you should experiment and pursue your own research to find suitable websites that you find helpful.

General

www.cilt.org.uk	National Centre for Languages
www.all-languages.org.uk	Assoc. for Language Learning
http://europa.eu/	EU website
http://news.bbc.co.uk/1/hi/europe/country_profiles/	country profiles – basic info
http://www.hull.ac.uk/ict4lt	univ site, material and links
http://www.bbc.co.uk/languages/	language and culture info, BBC
http://education.guardian.co.uk/languageresources/	articles from the <i>Guardian</i>
http://www.linguanet-europa.org/plus/en/home.jsp	language and language learning
http://www.well.ac.uk/	using IT in language learning
http://www.languagesonline.org.uk	language exercises
http://zut.languageskills.co.uk/index.html	language exercises
http://en.wikipedia.org/wiki/Main_Page	grammar/culture (search by language)
http://www.verbs-online.com/	conjugation trainer
http://www.vocabulix.com/	conjugation trainer
http://babelfish.altavista.com/	online translator... use with care!

http://www.worldlingo.com/en/products_services/worldlingo_translator.html an alternative online translator
www.tranexp.com another online translator

French search engines

<http://aliceadsl.fr/> access to French sites
<http://www.i3d.qc.ca/> access to French sites
<http://www.voila.fr/> access to French sites
<http://www.google.fr/> French version of Google
<http://fr.yahoo.com/> French version of Yahoo

News / Politics

<http://www.lemonde.fr/> le Monde newspaper online
<http://www.premier-ministre.gouv.fr/> Prime Minister
www.elysee.fr President
www.interieur.gouv.fr Interior Ministry
www.justice.gouv.fr law and legal system
www.insee.fr national statistics
www.travail.gouv.fr work
www.industrie.gouv.fr industry
www.bbc.co.uk/languages/french/news/

Current and ongoing news with notes and audio files for intermediate language learners; and guide to accessing French TV.

French TV

<http://www.tf1.fr> live TV and videos
www.francetelevisions.fr access to free TV/video, e.g.
<http://info.francetelevisions.fr> France 2, 3, 4, 5, etc via this!
<http://www.comfm.com/> live radio, TV and videos

Magazines

<http://www.lingualearn.co.uk> *Authentik en français:*
 info on buying the magazines

Culture

http://www.culture.fr	French culture
www.saint-exupery.org	literature
www.montparnasse.net	art – Louvre
www.environnement.gouv.fr	environment
www.letour.fr	Le Tour de France
www.cidj.asso.fr	young people
www.education.gouv.fr	education
www.sante.gouv.fr	health system

Language

http://french.about.com/	culture / language
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Grammar websites

www.languagesonline.org.uk	
http://www.ashcombe.surrey.sch.uk/Curriculum/modlang/french/index_fr_video.htm	

Online dictionaries

www.wordreference.com	
www.babelfish.altavista.com/	

AQA site for exam information

www.aqa.org.uk	
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6. Your video conference tutorials

Each week you will have two one-hour sessions with your tutor on a distance-learning video conference link. It will seem unusual at first, talking to a camera and having a ‘talking head’ respond to you (your tutor may live hundreds of miles away!), but you will very quickly become used to it, and it will become second nature to you. It is also an excellent skill to develop your confidence and put on your CV in the future.

As you work through each week’s *Activités*, you will come across quite a few that ask you to:

- prepare answers to set questions
- prepare a text
- make a brief oral presentation
- access an online worksheet, complete it and discuss any problems with your tutor.

You will be **expected to prepare these thoroughly before** you go through them with your tutor during **the video conference (VC) session**. If for some reason you need help during

the week to carry out these activities then contact your tutor via e-mail. Arriving at the VC session with the excuse of 'I didn't understand so I haven't done it' is not good enough!

You will have two VC tutorials per week. You should not see these as 'taught' lessons in the traditional sense. They will be characterised as follows:

- Your opportunity to ask non-urgent questions and for explanations of tricky grammar points
- Your opportunity to ask for help or advice on your own research, for example in connection with your oral exam topics
- Your opportunity to get together with the group and compare notes
- Your opportunity to show your understanding of the week's work
- Your opportunity to show off your oral French in the context of what you have learnt that week
- Your opportunity to hear spontaneous French and practise your listening skills
- Your opportunity to monitor your own progress via the feedback you receive from the tutor
- The tutor's opportunity to monitor your progress, check your understanding, and give you feedback and encouragement

Essentially, as you can see, video conferencing is **your** time and as such you must make the most of it. Take note of the following:

Dos

Do make sure that you speak loudly enough for the tutor to hear you clearly

Do participate fully; you will learn little by being a 'passenger'!

Do be extrovert – your tutor prefers you to be outgoing rather than a mouse!

Do come to the VC session dying to talk (in French of course!) about your prepared work

Do sit as close as you can to the VC microphone and webcam

Don'ts

Don't be shy

Don't speak in a quiet voice

Don't treat it like a lecture where you just listen




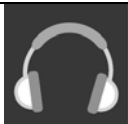



7. Visits



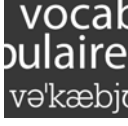
Your tutor will visit you twice during the school year. These visits are an important part of the course, so you must make every effort to be there when your tutor visits; when your tutor mentions that he or she is planning a visit soon, do tell him/her of any days you expect to be away from school, such as visiting a university; your tutor will then try to avoid those days when planning his/her itinerary of visits. These visits are an excellent opportunity for you and your tutor to meet and get to know each other, and they should be enjoyable for you and your tutor. There will also be the opportunity for you to speak to your tutor in confidence if you want to. The visits will usually last for two to three hours and during this time your tutor will want to do the following:

- Review your progress. Your tutor will want to look over your unit work to make sure that you are completing the activities thoroughly. So you must bring all of your unit work to date with you, including any extra notes or resources you have discovered.
- Find out how you are enjoying the course. People learn best when they enjoy what they are learning. For this reason your tutor will want to find out how much you enjoy the subject and the VC tutorials. We hope you will enjoy your distance learning studies, but if you do have any problems, don't be afraid to tell your tutor how you feel: he/she will want to know the truth so that any issues can be sorted out before they become problems.
- Sometimes your tutor will go through some work with you during the visit, or may show you a video or get you to do a group activity of some kind. These visits will be more than just a chat – be prepared to do some work as well.
- In some cases your tutor will conduct your oral exam during a visit to your school.

8. Course activities (*activités*)

Here is a list of the types of activities that feature throughout the course, with the icons used to symbolise them.

Icon	Activity
	This activity needs to be especially well prepared for the video conference sessions.
	You need to link to the internet to do this research work. A website will be given, or you may have to research pages yourself.
	Reading. Read the text, either in the AQA A2 French Student Book or on <i>Kerboodle!</i> , and do the related activity.
	Listening activity. Listen to the appropriate audio clip on <i>Kerboodle!</i> and answer the questions.
	You will need to write or key your answers and...
	... e-mail or post them to your tutor when you see this icon.
	Oral work. An oral activity that you need to practise in your self-study time and then be prepared to demonstrate over the VC.

	<p>Grammar revision, explanation, practice, using a worksheet (<i>feuille de travail</i>) you will find on <i>Kerboodle</i>.</p>
	<p>Language-learning skills (<i>Compétences</i>) – explanation and practice, using a worksheet (<i>feuille de travail</i>) you will find on <i>Kerboodle</i>.</p>
	<p>This activity is designed to help you to learn and remember new words and expressions.</p>

9. Work schedule

Use this chart to plan your work in accordance with what your tutor sets week by week.

Study week	Unit start date	Student file Unit	Externally assessed assignment	Work due date
1		Introduction		
		Unité 1		
		Unité 2		
		Unité 3		
		Unité 4		
		Unité 5		
		Unité 6		
		Unité 7		
		Unité 8		
		Unité 9		

		Unité 10		
		Unité 11		
		Unité 12		
		Unité 13		
		Unité 14		
		Unité 15		
		Unité 16		
		Unité 17		
		Unité 18		
		Unité 19		
		Unité 20		
		Unité 21		
		Unité 22		
		Unité 23		
		Unité 24		
		Unité 25		
		Unité 26		

		Unité 27		
		Unité 28		
		Unité 29		
		Unité 30		
		Unité 31		
		Unité 32		
		Unité 33		
		Unité 34		
		Unité 35		
		Unité 36		
		Unité 37		
		Unité 38		
		Unité 39		

10. Contact details

Nelson Thornes Distance Learning

01242 267111 Fax 01242 267294

Your tutor will not normally be immediately available on these numbers, which are for the NTDL Office, but messages can be left or sent via the fax and will be passed on immediately to your tutor.

Your tutor's contact details (*check these when you first speak to your tutor*):

Address

e-mail address

Home telephone

Mobile telephone

Study skills for language students

Learning vocabulary

We all learn in different ways, and most of us use a combination of learning methods without realising it. Visual learners learn by seeing, auditory learners by hearing, and kinesthetic learners by doing. You can help yourself by thinking about how you learn best and giving yourself the best chance. Here are some suggestions, which combine different learning styles.

- Copy wordlists into your notebook in French and English in two columns.
- Say each word aloud, cover up one column, try to say the word in the other.
- After a time doing something different, see how many words you can remember.
- Set yourself a target of a number of words, or a topic group, each day/week.
- Check your list to see how many words you know already; tick them off.
- Write out a list of those you didn't know, and set yourself a realistic target.
- Copy them onto A4 paper in large letters with a felt-tip pen.
- Use colours or highlighter pens to pick out verb endings, genders, odd spellings and so on.
- Stick your list on the wall next to your mirror, and learn them while brushing your hair, shaving, or just getting ready (so that it does not take time from other work!).
- For objects in the house, write the word on a sticky note and stick it on the object.
- Write a new word with dots replacing some letters, then see if you can complete the word.
- Write out a word with the letters jumbled, then try to unscramble it later.
- Try to find an 'association' for words, e.g. similarities to English or French: *carte* – card, *objet* – object, *dictionnaire* – dictionary.
- Try to 'picture' words or what they represent, perhaps even linking them with situations you have experienced.
- Split long words into sections, some of which you know already.
- Learn the 'value' of common prefixes and suffixes; most have the same meaning as in English.
- Try to break down long words to get at their meaning. For example, *in-compar-able* from *comparer*; *endommager* from *dommage* (damage); *vieillessement* from *vieil* (old) > *veillir* (to grow old) > *vieillessement* (process of growing old).
- Bear in mind the spelling peculiarities of French such as:
With words starting with *esp* – take off the *e*:
espace – space; *esprit* – spirit

For some words starting with *é* in French – replace by *s*:
étudiant – student; *éponge* – sponge

For words which have a circumflex, try adding an *s*:
hôpital – hospital; *forêt* – forest; *intérêt* – interest

Words ending with *é* in French, try *y*:
beauté – beauty; *sécurité* – security

Words ending with *aire* in French, try *ar* or *ary*:
populaire – popular; *dictionnaire* – dictionary

Words with *on* in the middle, replace them with *oun*:
annoncer – announce; *prononcer* – pronounce

Words with *ou* in the middle, replace them with *o* or *u*:
gouvernement – government; *bouddhiste* – Buddhist

Some words in French add an *e* while others take it off:
branche – branch; *liquide* – liquid; *futur* – future; *paradis* – paradise

Word patterns in French

Learn these useful spelling combinations.

- Present participles ending in *-ant* are similar to English present participles ending in *-ing*:
écoutant – listening, *faisant* – doing
- Adverbs ending in *-ment* are similar to English words ending in *-ly*:
rapidement – rapidly; *normalement* – normally
- Words saying what people do as a job follow patterns:

<i>-eur</i>	= -er	<i>employer</i> – to employ, <i>employeur</i> – employer
<i>-ant</i>	= -ant	<i>étudier</i> – to study, <i>étudiant</i> – student
<i>-iste</i>	= -ist	<i>journal</i> – newspaper, <i>journaliste</i> – journalist
<i>-ier</i>	= -er, -man	<i>ferme</i> – farm, <i>fermier</i> – farmer <i>police</i> – police, <i>policier</i> – policeman
- Many French words begin with a prefix that works the same as in English:

<i>con-</i> = con-	<i>tenir</i> – to have, hold, <i>contenir</i> – to contain implies <i>within</i>
<i>re-</i> = re-	<i>inventer</i> – to invent, <i>reinventer</i> – to reinvent
- The following prefixes give a word the opposite or negative meaning, as in English:

<i>dés-/dis-</i>	= dis-	<i>armer</i> – to arm, <i>désarmer</i> – to disarm <i>apparaître</i> – to appear, <i>disparaître</i> – to disappear
<i>im-</i>	= im-	<i>possible</i> – possible, <i>impossible</i> – impossible
<i>in-</i>	= in-	<i>tolérant</i> – tolerant, <i>intolérant</i> – intolerant

Word patterns to help with gender of nouns

These are masculine (but note the exceptions – NB. these are examples and are not exhaustive):

- words ending in *-b*, *-c* (except *la fac*), *-d*, *-f* (except *la soif*), *-l*, *-m* (except *la faim*), *-p*
- words ending in *-ège* (except *la Norvège*) are masculine
- words ending in *-et*
- words ending in *-ing*
- words ending in *-isme*
- words ending in *-ment* (except *la jument*)
- words ending in *-oir*
- words ending in *-one*
- words ending in *-ou*
- most words ending in *-age* (except *une image*, *une cage*, *une plage*)
- most words ending in *-ble* (except *une cible*, *une étable*, *une fable*, *une table*)

- most words ending in *-eau* (except *l'eau, la peau*)
- most words ending in *-eur* (except *une fleur, la paleur, la blancheur, la douceur*)
- most words ending in *-ste* (except *la liste, la piste*, and words for people – *une artiste, etc.*) are masculine
- most words ending in *-x* (except *la croix, la voix, la noix, la toux*)

These are feminine (but note the exceptions):

- words ending in *-ace*
- words ending in *-ance* or *-ence*
- words ending in *-éé* (except *un lycée, un musée, un trophée*)
- words ending in *-esse*
- words ending in *-ette* (except *un squelette*)
- words ending in *-fe* (except *le golfe*)
- words ending in *-ie* (except *un incendie, un génie, un parapluie*)
- words ending in *-ise*
- words ending in *-ique* (except *un graphique, un périphérique*)
- words ending in *-sion* or *-tion*
- words ending in *-té* (except *un comité, un arrêté, un comté, un côté, un été, un pâté, un traité*)
- words ending in *-tié*
- words ending in *-ure*
- most words ending in *-ce* (except *un artifice, un armistice, le benefice, le commerce, le dentifrice, le divorce, un exercice, un office, le sacrifice, le service, le silence*)
- most words ending in *-ine* (except *un magazine*)
- most words ending in *-ite* (except *le mérite, le rite, le satellite, le site*)
- most words ending in *-mme* (except *un dilemme, un gramme, un programme*)

L'alphabet

This is the alphabet with French pronunciation, useful if you need to spell out your name, surname, address and so on.

a – **a** as in **cat**

b – **be** as in **berry**

c – **sey** as in **Ceylon**

d – **de** as in **den**, or **the** as in **then**

e – **eh** as in **petite** or **a** as in **about**

f – **feh** as in **effective**

g – **je** – as in **geometry**: almost **jay**, but soft without the slight d sound

h – **ash**

i – **ee** as in **feed**

j – **jee** as in **jeep**, but without the d sound before the j

k – **ka** as in **cat**

l – **ele** as in **elephant**

m – **eme** as in **emery** board

n – **ene** as in **enemy**
 o – **o** as in **lot**
 p – **pe** as in **petition**
 q – **ku** as in **cuckoo**
 r – **erre** as in **heretic** (a throaty rolled r, like the ch of **Loch**)
 s – **esse** as in **essence**
 t – **te** as in **terrible**
 u – like **oo** in **food**, but with the tongue as for **ee** in **feed**
 v – **ve** as in **verity**
 w – **doobleve**: **ve** as above, plus doobl
 x – **eekss**
 y – **ee grayk** (– Greek i)
 z – **zed** as the English **z**

Accented letters

à – same as the French *a*
 é – **ay** almost as in **day**, a closed/tight vowel sound
 è – as **e** in **set**, a more open/wide sound
 ê – as **e** in **set**, as for è, a more open/wide sound
 ç – soft c or s sound, as in **cinema**
 ï – same as the French *i*
 ô – same as the French *o*
 ù – same as the French *u*
 û – same as the French *u*

Spelling and pronunciation

If you wish to speak French with a good accent, the following tips will be useful. Once you are familiar with them all, you will find that French spelling and pronunciation patterns are very reliable. Of course you won't learn them overnight, and it may be best to concentrate on learning and practising one at a time.

1. Single vowels *a/à/â, i/î, o/ô, u/ù* and *y* (in French *y* is a vowel) remain the same:

<p>table = <i>tabl(euh)</i> difficile = <i>deefeeseel</i> gros = <i>gro</i> bicyclette = <i>beeseeklet</i></p>

2. The vowel e is mute at the end of a word and you have to pronounce the preceding consonant). In other cases, it sounds as è, é or as in the alphabet:

livre = <i>lœvr</i>
sel = <i>sel</i>
ces = <i>say</i>
petit = <i>peuhtee</i>

3. Where two or more vowels occur together, they combine to make a new sound:

ai = ay – e.g. lait, français, j'ai
au = o – e.g. augmentation
eau = o – e.g. château, beau
eu = euh – e.g. deux, bleu
œ = euh – e.g. cœur, sœur
oi = wa – e.g. boire, noir, doigt
ou = oo – e.g. pour, lourd
oui = (oo)wee – e.g. oui
ui = wee – e.g. puis, aujourd'hui

4. One or two vowels followed by a consonant also combine to make a new sound:

ail = i – e.g. travail, portail
ain = like ang but without the hard g at the end – e.g. pain, demain
ais or ait = ay – e.g. mais, venait
an or am = like ahng but without the hard g at the end – e.g. grand, ambulance
en or em = like ahng but without the hard g at the end – e.g. dent, temps
ein = like ang but without the hard g at the end – e.g. peindre, frein
er = ay when at the end of a word – e.g. parler, boulanger
ez = ay – e.g. chez, levez-vous!
in or im = like ang but without the hard "g" at the end – e.g. vingt, impossible
oin = like wang but without the hard "g" at the end – e.g. point, loin
on = like long but without the hard "g" at the end – e.g. donc, sont
ill = y (except in ville and village) – e.g. fille, aujourd'hui

5. **Final** consonants are **not** pronounced. Exceptions are c, r, f, l (a good way to remember them is to think of being **C-a-R-e-F-u-L**) which are pronounced at the end of words – except in blanc, estomac, clef and saoul where they are silent.

6. **Final** consonants followed by **e** are **pronounced**, e.g.

grand (mute “d”) > grande

petit (mute “t”) > petite

gris (mute “s”) > grise

problè**me**, sou**pe**, veste**e**, jam**be**, sportive

7. **h** is **NEVER** pronounced in the English way. However there are two kinds of **h** in French:

“**h muet**” which is not pronounced at all. So the word is pronounced exactly as if it was started with a vowel and the liaison and contraction can occur as if there were no **h** – e.g. l’**h**omme, des **h**ôtels.

“**h aspiré**” which is not pronounced but you can’t make any liaison or contraction – e.g. le **h**omard, des **h**aricots, le **h**ockey.

8. Learn the following rules for **c** and **g**:

c: a hard **c** or **k** sound before **a, o, u, l, r**: caravane, comme, cuisine, clé, crayon
 BUT: a soft **s** sound before **e** and **i**: cinq, doucement, ciné, domicile

g: hard **g** before **a, o, u, l, r**: gâteau, gorge, guerre, glycérine, grec
 BUT: soft **j** before **e** and **i**: général, gilet

In verb forms, to preserve the soft **c** sound, the **c** is written as **ç** before **o** and **a**:
 e.g. commencer > commenç**ais** / commenç**ons**

Similarly, to preserve the soft **g** before **a** and **o**, French inserts a letter **e** after the **g**:
 e.g. manger > mang**eais** / mang**eons**

9. Note the following consonants and combinations of consonants and their pronunciation.

acc + e or **i** = **ks** as in English: **acc**ident and **acc**ent, pronounced as **akseedan** and **aksan**

acc + a, o, u or **r** = **k** as in English: **acc**ord, accumuler and **acc**roissement, pronounced as **akor**, **akumulay** and **akrwassman**

ch = sh: **ch**aussure, **ch**avalanche

g followed by **u** is a hard **g** as in **g**uerre, as in the English *gold* (but never pronounced with a ye sound like the English *guess*)

gn is pronounced as in the word **gn**yon: Champagne, **gn**ès, **gn**agne

ll = l: quelle, belle

ph = f as in English: télé**ph**one, **ph**armacie

pn = both letters are pronounced: **pn**eu

q is always followed by **u**, together pronounced as **k**

que = **ke** (never pronounced as in English *quick*)

th = t (the *h* is mute): **thé**, **théâtre**

10. French intonation: the voice rises towards a comma, but falls towards the end of a statement; however, it rises towards the end of a question.

11. Stress on French words is very weak and occurs on the last syllable except when the word ends with an *e*. In that case the stress is on the preceding syllable.

Note that the orthographic accents (e.g. *é*, *à*, *ô*, etc.) bear no relation to stress.

Words ending with *e* have a slight stress on the penultimate syllable

e.g. **extrême**, **dictionnaire**, **chaise**, **bouteille**, **voiture**, **terre**

Words not ending with *e* have a slight stress on the **last** syllable.

e.g. **rédaction**, **opinion**, **hôtel**, **papier**, **candidat**, **important**, **lentement**, **charité**

12. In some words, accents on letters are used simply to distinguish between pairs of words that would otherwise be identical.

e.g. <i>ou</i> – or	<i>où</i> – where
<i>a</i> – has/have	<i>à</i> – at, in
<i>sur</i> – on	<i>sûr</i> – sure
<i>mur</i> – wall	<i>mûr</i> – ripe

13. Note that an *e* followed by a double consonant never takes an accent and is pronounced like *è* (except for *femme* which is pronounced *famm*).

e.g. **terre**, **quelle**, **raquette**, **messe**, **maisonette**, **derrière**, **dilemme**

14. Also note that *an*, *en*, *in*, *on* and *yn* before *b*, *m* or *p* become *am*, *em*, *im*, *om* and *ym* (except in *néanmoins* and *bonbon*)

e.g. **am**: ambulance, **ammener**, **ampoule**
em: embarquement, **emmener**, **temps**
im: imbécile, immobile, important
om: plombier, comme, pompe
ym: symbole, symphonie

Listening to spoken French

You should aim to listen to spoken French as often as possible. Here are some suggestions.

1. Take every opportunity to listen to French, on the internet or TV, in French films or, better still, talking to French or French-speaking people.
2. Transfer recordings onto your i-pod or MP3 player.
3. If you have French friends, ask them to make recordings for you, with their news, or giving their views on the topics you are studying.
4. If you have internet access, try to find French radio broadcasts via the internet, sometimes possible via a radio station website.
5. When listening to recorded French, try to repeat what you hear, imitating the sounds as closely as you can.
6. When speaking to French people, ask them to correct your pronunciation.

Essay planning and writing

As at AS level in the AS Fren 1 exam, it is the essay question in A2 Fren 3 exam (the Listening, Reading and Writing exam) which carries a large proportion of the overall marks for the paper, in this case 40/110. Of those 40 marks, the largest chunk is awarded for Content (25/40) and this relates to performance in the following elements:

- understanding and knowledge of the task
- examples and evidence
- evaluation and personal reaction
- structure and progression.

This last factor relies on good essay planning, which is clearly very important. So, here is a suggested approach to essay planning. Get into the habit of using it; try just planning a series of essays, then decide which is most promising and write that one up in full. To practise, you could even try sketching plans for random subjects such as 'Is the banana the best fruit to take to school?' or 'We need chairs: discuss'.

You also need to bear in mind that the language marks are limited to the 'band' of the Content mark, so if your essay is vague and muddled but in perfect French, you will not be able to score highly for language!

Planning a discursive essay

- Step 1: Sketch overall structure using one of the models below – A or B.
- Step 2: 'Brainstorm' using a spider diagram or mind-mapping: put down all the facts, knowledge and arguments which are relevant to the subject of the question.
- Step 3: Write the essay, following the overall structure chosen and the 'internal structure' of each paragraph, paying particular attention to the introduction and conclusion.

<p>STRUCTURE A for and against</p>	<p>STRUCTURE B step by step</p>
<p>INTRODUCTION</p> <ol style="list-style-type: none"> 1. General scene-setting 2. Focus on precise issue 3. Ask the question 4. State how the essay will examine the subject 	
<p>PARAGRAPHS</p> <p>a series of paragraphs for the suggestion in the question / intro, followed by a series of paras against (or <i>vice-versa</i>)</p> <ol style="list-style-type: none"> 1. Topic sentence, introducing element of the problem 2. Explanation, definition, exploration 3. Evaluation – for or against 4. Concluding sentence 	<p>PARAGRAPHS</p> <p>a series of paragraphs exploring various aspects of the subject, each containing arguments for and against and a conclusion</p> <ol style="list-style-type: none"> 1. Topic sentence, introducing element of the problem 2. Explanation, definition, exploration 3. Arguments for 4. Arguments against (or <i>vice-versa</i>) 5. Concluding sentence
<p>CONCLUSION</p> <ol style="list-style-type: none"> 1. Repetition of the subject and question 2. Summary of points for 3. Summary of points against (or <i>vice-versa</i> – try to finish with your view) 4. Final statement of your conclusion ('as has been shown / as this essay has demonstrated / as an examination of the various aspects of... proves, ...') 	

Using the internet for research

The following should give you some useful ideas, information and websites for your A2 French studies.

1. Reasons for using the internet in language studying

- The internet provides a fantastic range and variety of resources: you will almost always find something useful.
- It costs little or nothing to find resources on the internet for your study or for your coursework – much cheaper than buying printed material.
- Using the internet in French is very good reading practice. Some sites allow you to switch from the foreign language back to English if you get stuck!
- The internet allows you to pursue your own interests and to find material your teacher can't provide; this helps make your work original.
- Internet use gives you an enormous amount of experience of reading and thinking about your foreign language.
- Examiners use the internet as a source for exam material: if you don't use it, you will be lacking experience of the sort of material they use: if it is good enough for them, it should be good enough for you!

2. Don'ts

- Don't use the internet if you can get better info elsewhere.
- Don't spend hours on fruitless surfing if unsure what you are looking for.
- Don't write long e-mail messages while online.
- Don't print out direct from the net while online: download onto hard disk first.
- Don't lose data by forgetting to save it.
- Don't rely on online translators – they can be rubbish! A machine can't understand everything! Try one just for fun and see how wrong they can be.
- Don't get distracted, and don't give up too soon.
- Don't run up enormous telephone bills needlessly!

3. Dos

- Enter as many relevant words as possible in the search box to help your search; sometimes it helps to rearrange the words if you don't get the results you want; you can also use a + sign before a word to restrict a search to this aspect of your general topic; a – sign can be used to re-try and ignore an area of the topic.
- Try to be accurate about use of upper and lower case; if you use lower case, most search engines will give you all matches with both upper and lower case; if you use upper case, some search engines will restrict matches to upper case ones.
- Inverted commas can be used to search for known quotations.
- If you want foreign language sites, use a search engine which lets you specify the country or language; sometimes it is best to use a foreign search engine – good reading practice!
- Remember that each search engine is restricted to its own previously compiled databases: if at first you don't find what you want, try another search engine.
- Keep a note of useful site addresses you might wish to return to, if possible saving them in your 'favourites' file.

4. Glossary of basic internet terminology

bookmarks / favourites – list of favourite sites

browser – software on your computer which links you to the world-wide web

home page – the first page of a website, with links to the listed pages

HTML – the computer language that 'shapes' the page (HyperText Mark-up Language)

HTTP – the common language for web computers to communicate with each other (Hyper-Text Transfer Protocol)

hyperlink – text in blue which, when you click on it, connects you to other pages

portal – a sort of gateway into a range of related websites

search engine – software which searches its associated database

server – your link to the internet – you may pay for this, unless you use a free service

URL – the letters and numbers which make up the internet address of a website (Uniform Resource Locator)

For more definitions, try this website: <http://www.matisse.net/files/glossary.html>

Using e-mail

- When sending long e-mails, write them offline, adding attachments, then go online, sending them in batches if sending several.
- Use for contacts with school/class/student in target language country, and to exchange information and materials.
- Use e-mail contacts, such as foreign students, for your own research on issues and for seeking opinions, by sending appropriate questionnaires.
- Use email to contact foreign institutions such as animal rights and environmental organisations to request hard-copy materials.
- If you use an e-mail friend to check and correct your written work, ask your teacher first!

1A La pollution

Unité 1 – La pollution: fléau de la planète

On completion of this unit, you should be able to:

- talk about different types, causes and effects of pollution
- use present and past tenses of the passive voice
- formulate questions

Useful vocabulary and phrases

le constructeur (automobile) – *(car) manufacturer*
mondial(e) – *worldwide*
milliard – *billion*
les déchets – *waste, refuse*
générer – *to produce*
le besoin – *need*
provenir – *to come from*
l'énergie fossile – *fossil fuel*
le pétrole – *oil*
le gaz – *gas*
le charbon – *coal*
le combustible – *fuel*
l'intrus – *the odd one out*
la pollution atmosphérique – *air pollution*
(la fonte) de la calotte glaciaire – *(melting) of the icecap*
la déforestation – *deforestation*
la sécheresse – *drought*
le taux de recyclage – *recycling rate*
l'emballage ménager – *household packaging*
le patrimoine – *heritage*
l'être humain – *human being*
la gestion – *management*
en gros – *roughly speaking*
la poubelle – *bin*
l'ordure ménagère – *household waste*
putrescible – *biodegradable*
le papier et le carton – *paper and cardboard*
le verre – *glass*
l'ère industrielle – *industrial era*
la consommation – *consumption*
la circulation routière et aérienne – *road and air traffic*
le chauffage – *heating*
le pétrolier – *oil tanker*
l'égout – *sewer*
le navire – *ship*
le naufrage – *shipwreck*
le réchauffement – *warming*

bouleverser – *to upset*

la canicule – *heatwave*

la tempête – *storm*

l'inondation – *flood*

l'effet de serre – *greenhouse effect*

les gaz à effet de serre – *greenhouse gases*

Activité 1



Page 9, Le saviez-vous?

- Trouve un(e) partenaire et à deux lisez l'encadré *Le saviez-vous?* Qu'en pensez-vous? Trouvez des points positifs et négatifs comme dans l'exemple ci-dessous. Discutez de vos réponses avec votre professeur à la prochaine conférence vidéo.

Exemple:

Positif: L'industrie automobile française est importante.

Négatif: on ne peut pas augmenter sans cesse le nombre de véhicules dans le monde.

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Activité 2

Page 9, Pour commencer



- Trouve un(e) partenaire et à deux répondez aux questions de *Pour commencer*. Discutez de vos réponses avec votre professeur à la prochaine conférence vidéo.

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3.
4.
5.

Activité 3

Page 10, 1a



- Lis la *Charte de l'environnement* sur www.ecologie.gouv.fr/IMG/pdf/charte_environnement-2.pdf puis trouve un(e) partenaire et à deux traduisez en anglais une phrase de la Charte. Présentez votre phrase à votre professeur à la prochaine conférence vidéo.

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Activité 4



Page 10, 1b

- Prends le mot POLLUTION. A l'aide d'un dictionnaire, trouve pour chaque lettre un mot lié au thème de l'environnement. Puis trouve trois autres mots associés au premier. Prépare-toi à discuter de tes réponses avec ton professeur à la prochaine conférence vidéo.

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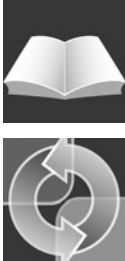
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Activité 5



Page 10, 2a

- Lis les textes *La pollution par les déchets en France* et *Les types de pollution et leurs causes*. Fais correspondre les expressions équivalentes. Présente tes réponses à ton professeur à la prochaine conférence vidéo.

- i.
- ii.
- iii.
- iv.
- v.
- vi.
- vii.
- viii.
- ix.
- x.

Activité 6



Page 10, 2b

- Fais des recherches! Est-ce que les déchets ménagers chez toi ressemblent à ceux des Français? Ecris 50 mots et envoie ton paragraphe à ton professeur qui le corrigera.

Activité 7

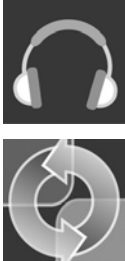


Page 11, 3

- Lis l'article *Les effets de la pollution* et choisis les bonnes fins de phrase. Présente tes réponses à ton professeur à la prochaine conférence vidéo.

- i.
- ii.
- iii.
- iv.
- v.
- vi.

Activité 8



Page 11, 4

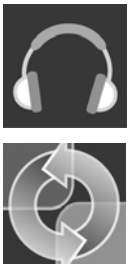
- Ecoute l'entretien et note les détails suivants. Discute de tes réponses avec ton professeur à la prochaine conférence vidéo.

- i. L'effet de serre ressemble à:
- ii. La température moyenne à la surface de la Terre avec et sans l'effet de serre naturel:
- iii. Trois exemples de gaz naturels:
- iv. Conséquences du réchauffement:
- v. La raison du réchauffement

Activité 9

Page 11, Grammaire

- Maintenant un peu de grammaire. Etudie l'explication sur le passif à la page 116, puis fais les activités A–C sur la feuille de travail 1A: *La pollution: fléau de la planète (Grammaire)*. Présente tes réponses à ton professeur à la prochaine conférence vidéo.

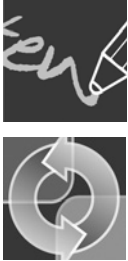
Activité 10

Page 11, 5

- Ecoute le reportage et fais les activités interactives. Présente tes réponses à ton professeur à la prochaine conférence vidéo.

Activité 11

Page 11, 6



■ Inondations au Mexique. Fais les activités A–D sur la feuille de travail 1A: *La pollution: fléau de la planète (6 & 7)*. Puis aide-toi de ton travail pour écrire 10 questions à poser à un journaliste sur place. Présente tes réponses à ton professeur à la prochaine conférence vidéo.

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Activité 12

Page 11, 7



- A l'oral, présente le problème de la pollution en considérant les aspects suivants:

- ce qu'on constate depuis l'ère industrielle
- les causes de la pollution de l'air et de l'eau
- ce que vous pensez du problème des déchets.

Fais les activités E–F sur la feuille de travail 1A: *La pollution: fléau de la planète (6 & 7)* pour t'aider à préparer ta présentation. Prépare-toi à faire ta présentation à la prochaine conférence vidéo.

Félicitations: tu as terminé ta première unité!