

# Answers

## Society

### Grammaire

#### Exercise 1 – page 10

1. aime
2. choisissons
3. travaillent, vendent
4. descends, arrives
5. finissiez

### Personal relationships

#### Describing people – Grammaire

##### Exercise 1 – page 11

1. est
2. suis
3. sont

##### Exercise 4 – page 12

Nom	Âge	Habite	Personne décrite	Description
Anna	18	petit village à la montagne en Suisse près de la frontière française	frère cadet	(vraiment) embêtant (très) paresseux pas (du tout) sympa
Franck	16	chez ses grands-parents à la campagne dans le sud de la France	grand-mère	(extrêmement) gentille (toujours) pleine de vie indépendante
Philippe	15	Bruxelles la capitale de la Belgique un appartement chez sa soeur ainée et son mari	soeur ainée son mari	(assez) autoritaires sévères ils s'intéressent à sa vie ils le soutiennent pas (toujours) abordables
Juliette	20	Saint-Malo dans l'ouest de la France à proximité de la Manche	copain	(tout à fait) charmant serviable (très) sportif paresseux à la maison

4. sommes
5. êtes

#### Exercise 2 – page 11

Positif : patient, sympa, généreux, marrant, compréhensif, sensible, aimable, travailleur, intelligent, sage, vif, sportif, plein de vie, abordable, tolérant,

Négatif : sévère, paresseux, casse-pieds, têtu, timide, autoritaire, méchant, ennuyeux, arrogant, énervant

#### Exercise 3 – page 12

1. Ma mère est drôle.
2. Mon père est sévère.
3. Mon prof est patient / Ma prof est patiente.
4. Mon meilleur ami est sensible / Ma meilleure amie est sensible.
5. Ma soeur est paresseuse.
6. Mon frère est vraiment casse-pieds.
7. Mon neveu est assez méchant.
8. Ma grand-mère est très généreuse.
9. Mes cousins sont si arrogants.
10. Mes parents sont abordables.

### Becoming an adult 1

#### Exercise 1 – page 14

1. The relationships between child and parent become more delicate / arguments often happen because it is difficult to find a balance between freedom and authority.
2. A difficult question to answer / nowadays adolescence starts early and finishes late.
3. Remain dependent on previous generations / while wanting freedom / pleasure / first experiences / adult responsibilities.
4. Freedom / breaking free from parental authority / greater freedom of expression / autonomy / a choice to do what they want.
5. Changes to their bodies / pressure at school / social pressure / while trying to integrate (fit in).
6. Young people need advice / need to give them space to develop / and cope with new feelings and experiences / it is essential to support them / while respecting their opinions.
7. They feel bad in their skin / this period of transition is a big moment for them.

- It is easier to be at odds with the world. We have to remember that it is not because you are 18 that you are an adult. You are only adult in the eyes of the law.

### Exercise 2 – page 16

- I can do what I want.
- He must / has to work hard to pass his exams because he wants to go to university.
- For my birthday, we want to go skiing in Switzerland.
- They have to / must iron all the washing to earn (their) pocket-money.
- They can confide in their parents.

### Exercise 3 – page 16

- Je dois faire mes devoirs avant de regarder la télé.*
- Elle peut manger ce qu'elle veut.*
- Nous voulons aller au match samedi.*
- Vous devez écouter les instructions.*
- Ils/elles peuvent venir ici s'ils/elles veulent.*

### Exercise 4 – page 16

- There is no age for becoming an adult / everyone must go at their own pace / you can be a child your whole life if you want.
- They express themselves in their choice of clothes / try to push the limits (of authority) / leads to difficulties in relationships.
- His daughter is more secretive / barricades herself in her room / doesn't see her often / difficult to speak to her / comes home late at night.
- That her dad wants to stick his nose into her business.
- Always wants to know where he is and with whom / does not understand that he is 16 / that he is able to make his own decisions / she does not trust him / she tries to control him by treating him like a child / she constantly makes comments.
- He needs more freedom.

## Becoming an adult 2

### Exercise 1 – page 18

*Positif: le premier téléphone portable, le premier baiser, le premier boulot, la première relation amoureuse, le premier bulletin de vote, les premières vacances sans les parents*

*Négatif: la première cigarette, le premier chagrin d'amour, la première cuite, le premier joint*

### Exercise 2 – page 18

- ai* – I have the right / am allowed to drink alcohol.
- ont* – They have the right /are allowed to vote in the presidential elections.
- avons* – We have the right /are allowed to choose.
- avez* – You have the right – are allowed to say no.
- as* – You have the right /are allowed to think for yourself.
- a* – With a passport, you have the right / are allowed to travel.

## New family structures

### Exercise 1 – page 19

*Famille monoparentale – Julie*

*Famille homoparentale – Sébastien*

*Famille nucléaire – Pierre*

*Famille recomposée – Virginie*

### Exercise 2 – page 20

- de plus en plus*
- la société*
- depuis cinq ans*
- quand j'avais sept ans*
- s'occuper de*
- on ne se dispute presque jamais*
- je m'entends assez bien avec*
- les jumelles*
- mes parents prennent parti pour lui*
- le cadet de la famille*

### Exercise 3 – page 20

- There is a shift in opinion towards a less traditional view / people's mentality changes over time / equal rights / gay marriage / attitude towards divorce.
- Her mum died.
  - She feels close to her dad / they have a good relationship / spend lots of time together / go for walks in the countryside or to the cinema / he makes her laugh / they hardly ever argue.
- They have lots in common / she can confide in her.
  - She can't stand him / he annoys her / he rakes through her stuff / he lies through his teeth.
- She is young at heart / he can speak to her about anything / she gives him enough freedom / she is a good influence on him.
  - He has chores to do / take out the rubbish / vacuum / wash the windows.
  - He would have fewer chores to do / more moments to share.
- My parents treat me like a child and I'm not allowed to do what I want. They are stricter than my friends' parents and there are often arguments about my homework and housework. I don't think that it's fair – I'm sick of it!

### Exercise 4 – page 21

- m'*
- se*
- vous*
- se*
- nous*
- t'*
- se*

### Exercise 5 – page 22

Virginie

- Her mum trusts her / she respects her / she asks her opinion / they make important decisions together / she can tell her everything / if she has a problem, they discuss it and solve it together / she never hides anything from her.

## Answers

- Homework / if she comes home too late and hasn't told her mum.
- Her dad left.
- Her mum works long hours / she's sometimes tired.
- Tries to help around the house / does the dishes / goes grocery shopping (when she's working).
- Her mum always has time for her.
- To have such an understanding mum / she can always count on her mum.

Fabien

- His mum and dad / his little sister.
- Mum is a businesswoman / she travels lots.
- He does chores / he looks after his sister.
- He is sick of doing housework / Dad doesn't understand that he is tired after school / he would prefer to relax in front of the TV / he is not allowed to go out during the week / he criticises him all the time / they argue about chores / or that he hasn't taken the dog out (yet).
- Gets on better with her / she listens when he has a problem / she is interested in his day and grades at school.
- Hopes to go to uni / to study business / move out / get his own apartment.
- The distance may help them get on better.

## Marriage and partnership

### Exercise 1 – page 23

- An institution which allows two people to come together / to live together and start a family.
- The French Revolution / the overthrowing of the monarchy.
- They can choose to also have a religious ceremony.
- France became one of the first countries in the world to recognise gay marriage.
- It is an important step towards equality.
- The formalities are simplified / similar to marriage / pooling resources / financial advantages / heritage.

### Exercise 2 – page 24

- Continues to increase.
- Five years.
- They didn't have a lot of money.
- It's a journey / you have to experience the highs and lows / it strengthens the partnership / you can grow old together.
- The ceremony was intimate / small / they were surrounded by their families and close friends.
- It's not the beginning of your life together / it's a promise to each other / an expression of love.
- They intend to adopt (a child) to start a family.
- She can concentrate on her career / she doesn't really want a child / she places (great) importance to her freedom.
- She can do what she wants / without asking anyone's permission.
- She thinks it's a waste of money.
- She was his childhood sweetheart / when they were children / at primary school.

- When they were 18 / after knowing each other for 10 years.
- Neither were happy / they didn't get on well / she cheated on him / she left him for a lawyer.
- It was the best thing for both of them / he got on with his life.

### Exercise 3 – page 25

- viens* – I come from Paris which is in the north of France.
- devient* – She is becoming more and more jealous of her sister.
- nous souvenons* – We remember the route.
- viennent* – They have just arrived at the hotel.
- venons* – We have just announced the birth of our son.

### Exercise 4 – page 25

- Elle vient de Bruxelles en Belgique.*
- Je me souviens de son nom.*
- Nous venons d'acheter une maison.*
- Ils viennent de se marier.*
- Tu viens de passer un examen important.*

## Gang culture and bullying

### Exercise 1 – page 26

- More and more young people are joining gangs / becoming gang members.
- They are all wearing blue jackets / you can't see their faces because they are wearing hoodies / they are laughing / you can hear glass tinkling / smashing / suddenly a bin is engulfed by flames / on fire / they run away.
- Many live in an area where there are already gangs / it's a way of life / others are vulnerable / they are looking for friendship / want to fit in / they are failing at school / there are problems at home / they are bored / there's nothing for them to do in the area.
- To prove your loyalty.
- A criminal record / which can make finding a job difficult later / you can be hurt / or killed by rival gangs.
- A change in their personality / returning late at night / becoming more secretive.
- Discuss it with them / pay attention to your children / dedicate time to them / being interested in their hobbies / giving them an alternative to gangs.
- Moreover, if you are part of the 'family', it is difficult to leave because the other gang members are school friends and go to the same places. You are not allowed to turn your back on the gang.

### Exercise 2 – page 28

- Il lit en écoutant de la musique.*
- Je traîne dans la rue en commettant des actes antisociaux.*
- Elles gagnent de l'argent en volant des portefeuilles.*
- Nous nous soûlons en buvant de l'alcool.*
- Vous pouvez aider les jeunes en les écoutant.*

**Exercise 3 – page 28**

1. In a suburb of Lille / a city / in the north of France.
2. When he was 14.
3. A difficult period in his life / he was bullied at school / his dad remarried.
4. Often argued with his stepmother / she was too strict / she never listened / dad worked all the time / spent lots of time alone in his room.
5. A friend called him on his mobile / asked him if he wanted to go to the park / to hang around and have a laugh / he went and met his friends / they were drinking alcohol / and smoking joints.
6. To break a neighbour's window.
7. He felt valued / for the first time in a while.
8. He smoked and took drugs.
9. They were stealing alcohol and got caught / the owner caught him / and called the police.
10. They were angry with him / just wanted to know why / explained the dangers of being in a gang / they were going to make time for family activities.

**Social influences and pressures****Exercise 1 – page 29**

1. To count on them when growing up and becoming adults.
2. They are a great support during this difficult time / help you develop new skills / stimulate interest in books, music and extra-curricular activities.
3. Skip class / steal / cheat / take drugs or drink alcohol.
4. They want to fit in / integrate / they want to be loved / (are worried because) they don't want to be excluded / that their friends will make fun of them (if they don't do what the others are doing).
5. Keep back from friends who pressure you to do bad or dangerous things / learn to say no / try to remove yourself from situations where you don't feel comfortable or safe / try to spend more time with people who resist pressure. It's easier to say no when there are two of you / speak to an adult you trust.
6. Encourage open and honest communication / so your children know they can speak to you / teach your children confidence / help them develop self-confidence.
7. Children who feel comfortable in their skins are less sensitive to pressure.

**Exercise 2 – page 30**

1. *vouloir*
2. *faire*
3. *avoir*
4. *être*
5. *aller*
6. *pouvoir*
7. *devoir*
8. *savoir*
9. *voir*
10. *venir*

**Exercise 3 – page 31**

1. *Il ne me critiquerait jamais.* – He would never criticise me.
2. *Elle me comprendrait.* – She would understand me.
3. *Je pourrais me confier à elle.* – I could confide in her.
4. *Il me donnerait de bons conseils.* – He would give me good advice.
5. *Nous serions toujours ensemble.* – We would always be together.

**Exercise 4 – page 31**

1. Since nursery school.
2. They were always together / had the same taste in music, fashion and boys / they were inseparable / got on like a house on fire.
3. She is wearing branded clothing / started ignoring her at school / heard she was trying to be a grown-up / by smoking / going out with an older boy.
4. Spoke to her mum / because she is always there for her.
5. Mum believed it was difficult for her to resist other people's influence / she didn't want to be different / wanted to fit in.
6. That she should have some patience / that she would come back when she wanted to.

**Lifestyle****Leisure****Exercise 1 – page 32**

1. *Je joue au foot deux fois par semaine avec mes amis dans le parc.*
2. *Il fait de la natation à la piscine avec sa soeur le matin.*
3. *Nous faisons de l'équitation ensemble le week-end.*
4. *Ils/Elles aiment jouer au tennis avec les profs après les cours.*
5. *Aimes-tu aller à la patinoire ?*

**Exercise 2 – page 33**

1. She likes going for a walk / along the beach with the dog.
2. She went camping / next to a lake in Switzerland.
3. Water sports / sailing / a boat ride / went up a mountain / went for a walk in the woods.
4. They stayed in a tent / sat round a campfire / a boy had brought his guitar / everyone sang / it was quiet at night / heard only the leaves rustling / trickling of water.
5. It did her good.
6. He swims / trains for European competitions.
7. You need to dedicate lots of time to it / it's hard physically and mentally / you begin early in the morning / have to swim 6 or 7 kilometres per day.
8. Sweet things and alcohol.
9. Helps him de-stress / he can forget his worries.
10. Likes reading / losing himself in a book / going out with his friends / going to the cinema or bowling.
11. Climbing.

## Answers

- He is addicted to adrenaline / there is an element of danger.
- (Christine's) birthday party.

### Healthy living

#### Exercise 1 – page 35

- Rabâcher*
- Ils n'écourent que*
- La restauration rapide*
- La malbouffe*
- Une statistique bien triste*
- Tentations*

#### Exercise 2 – page 36

- Fast food / advertising of fatty products on TV / eat quickly at lunchtime.
- It has been gone for years / shows that there is still an interest in junk food.
- They don't help young people to have an active lifestyle.
- A fifth / one in five young people have tried cannabis by the age of 15.

- Drink alcoholic drinks at the weekend.
- In the cities of Europe / it is consumed as much as cannabis.
- Especially drugs that lead to addiction.
- Do at least two hours of aerobic exercise a week.
- Especially for young girls who are experiencing hormonal variations.
- Even if young people are confronted with temptation / it is important not to follow the crowd and do it to be cool.
- More negative – change in lifestyle / rise of fast food / surprising statistics / the effects of new media / lack of healthy or active lifestyle.

#### Exercise 3 – page 36

You have to avoid fatty food without necessarily going on a diet because if it is badly managed, other complications can occur. As far as drugs and alcohol are concerned, there is one solution: avoid them.

### La dépendance

#### Exercise 1 – page 38

Nom	Drogue	Pour ou contre	Pourquoi ?
Sylvain	Smoking	For	He is a smoker Cigarettes help him to be less stressed He enjoys it Helps empty his head Let's out all his worries He's not hurting anyone It's part of French culture, like coffee It's his choice
Céline	Smoking	Against	It's selfish Smokers only think about themselves Causes cancer Bad for your health Hates when she comes home stinking of smoke Smokers don't understand that their bad habit affects her as well Waste of money Fingers and teeth become yellow Dangerous to your health Government needs to go further and ban them
Laura	Alcohol	For/against	Likes going out Good way to escape from the pressures of university life Helps her to relax with her friends Likes having a cold beer on a hot day Need to drink in moderation Need to look after your health Too many young people drink to the point where they're sick
Samuel	Drugs	Against	Drugs are dangerous Young people nowadays are looking to push limits By taking legal highs, smoking marijuana or taking hard drugs Often read about a young person who's died taking drugs You never know what's in them Drug dealers don't care Need to be careful not to become addicted to drugs Health risks

**Exercise 2 – page 39**

1. *Écoute attentivement les instructions.*
2. *Soyez attentifs.*
3. *Regardons le tableau.*
4. *Arrête de fumer.*
5. *Mangez plus de fruits et de légumes.*

**Exercise 4 – page 39**

1. Like everyone, I've already tried smoking a fag, but I didn't like it. Afterwards, my clothes and hair stank. I was really surprised at how much a packet of cigarettes cost – what a waste of money! For me, it wasn't worth it (the hassle), however, I have friends who believe that smoking helps them to relax.
2. At parties, it is normal to drink some alcohol. You can buy cans or bottles in the corner shop. All my friends drink as well, but some of them don't notice when they have drunk too much. They do it to impress the others. It is annoying when they vomit everywhere and don't care about other people. In my opinion, you need to drink alcohol in moderation. It helps you relax and forget about your problems.
3. A few weeks ago, I went to hang around a park with my friends. A guy got some cannabis and he rolled a joint and offered us it. I was scared and refused. You could become addicted and what do you do if you can't stop? I think that drugs are dangerous and there are always young people who die because of a reaction to a drug. Drugs – no thanks!

**Media****Impact of the digital age****Exercise 2 – page 40**

<i>Le portable</i>	<i>La télévision</i>	<i>Internet</i>
<ul style="list-style-type: none"> <li>• <i>faire des photos</i></li> <li>• <i>le forfait prépayé</i></li> <li>• <i>télécharger une sonnerie</i></li> <li>• <i>les écouteurs</i></li> <li>• <i>le chargeur et la batterie</i></li> <li>• <i>envoyer un texto</i></li> <li>• <i>papoter avec des amis</i></li> <li>• <i>télécharger des applis</i></li> <li>• <i>faire du shopping</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>allumer</i></li> <li>• <i>éteindre</i></li> <li>• <i>regarder un film</i></li> <li>• <i>la télécommande</i></li> <li>• <i>zapper</i></li> <li>• <i>faire du shopping</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>le réseau social</i></li> <li>• <i>chatter</i></li> <li>• <i>le navigateur</i></li> <li>• <i>le sans-fil</i></li> <li>• <i>le site web</i></li> <li>• <i>regarder un film</i></li> <li>• <i>télécharger des applis</i></li> <li>• <i>surfer</i></li> <li>• <i>faire du shopping</i></li> </ul>

**Exercise 3 – page 41**

1. Keep in touch with his friends / download music / watch TV online / play games.
2. He doesn't know / too much time / his mum says it's like an extension of his hand.
3. Even if you're better connected / people speak less (face to face).

4. Find out information quickly on the internet / buy things / pay bills in a couple of clicks / you can follow all the latest news.
5. The price of a luxury item. It's expensive if you lose it / life never stops / you are always available / her boss still sends emails until late in the night / he works all the time / he doesn't have a chance to relax.

**Globalisation****Les langues régionales et minoritaires****Exercise 3 – page 43**

1. Languages reflect the history and common traditions of a people. Every country in the world has at least one official language, as well as dialects and regional languages. But all over the world, regional and minority languages are disappearing because of globalisation.
2. 46 million European citizens speak a regional or minority language.
3. They are ratifying a charter / to slow the decline.
4. In education, the media and administrative services.
5. Need to modify the constitution / it's a long process / French is the only official language since 1539 / it has proved difficult to impose another since then.

**Exercise 4 – page 43**

1. Corsica / an island in the Mediterranean / until she was 18.
2. Three foreign languages and French / English, German, Spanish, French / four.
3. French with her mum / German with her dad.
4. Her education was bilingual / lessons were taught in Corse / except French / it was difficult to begin with / teacher used visual techniques and gestures to help / she told stories in Corse.

5. Learning a minority language helped her better appreciate the Corse culture / history and identity / the language helped her make friends / and to integrate completely in the region / developed a feeling of belonging.
6. Wants to go to other countries in Europe / where minority languages are spoken / to understand the people and their way of life better.

## Answers

### Citizenship

#### Where I live

##### Exercise 1 – page 45

*la maison – la rue – le quartier – le hameau – le village – la banlieue – la ville – la grande ville – la capitale – la commune – la région – le pays – le continent – l'hémisphère – le monde*

##### Exercise 2 – page 45

1. d.
2. a.
3. e.
4. f.
5. g.
6. c.
7. b.

##### Exercise 3 – page 45

1. Emilie
2. Arnaud
3. Arnaud
4. Hélène
5. Hélène
6. Arnaud

##### Exercise 4 – page 46

*Positive – il y a beaucoup de distractions pour les jeunes – il y a peu de bruit ou de circulation – L'endroit est verdoyant et sain – de beaux parcs et bois – Les liaisons routières sont excellentes – On peut aller partout à pied – Il y a beaucoup d'arbres et un petit lac – On peut faire la connaissance d'étrangers – Il se passe beaucoup de choses car ça bouge*

*Negative – il y a trop de voitures – il y a de la saleté, des graffiti et des déchets partout – il n'y a pas grand-chose à faire – je ne me sens pas en sécurité – Les bus ne circulent que toutes les deux heures – Il y a beaucoup de pollution*

### Environment

##### Exercise 1 – page 47

1. sauver
2. prendre
3. faire
4. trier
5. faire
6. recycler
7. acheter
8. se déplacer
9. éteindre
10. acheter
11. économiser

##### Exercise 2 – page 47

1. sud
2. protection
3. responsabilité

4. gestes
5. gaspiller
6. douche
7. éteindre
8. trier
9. écologiques
10. commerce
11. plastique
12. possible
13. l'avenir
14. nourriture
15. pommes
16. transports en commun

##### Exercise 3 – page 48

1. A. Les gaz à effet de serre.  
B. Pourquoi ?  
C. Les solutions  
D. Les bons gestes au quotidien
2. It will become too hot / for certain species to survive / the melting of the ice caps / rise in sea level / increase the risk of natural catastrophes.
3. The planet is surrounded by a layer of gas / which retains the heat from the sun / it heats the earth's surface / it would be  $-18^{\circ}\text{C}$  without them.
4. Human activity / the sources of energy that we use / oil, coal and gas / greenhouse gases are released when we burn them.
5. A huge imbalance on the planet.
6. Reduce our energy consumption / emitting greenhouse gases / in favour of less harmful ones / use natural resources which don't produce gas / water – hydraulic dams / the sun – solar panels for heat / wind – windmills to produce electricity.
7. We can make an effort on a daily basis to fight global warming / if everyone did it / the result would be phenomenal.

##### Exercise 4 – page 49

Here are small things that you can do as well:

1. Don't leave the light or an electronic device on when you don't need it.
2. Turn down the heating.
3. Don't waste water by leaving the tap running. You can also take a shower instead of a bath because it uses less water.
4. Only use hot water when you really need to.
5. Don't waste paper. Use the whole sheet of paper before writing on another one.
6. Buy products which respect the environment.
7. Separate rubbish for recycling.
8. Don't throw away batteries, bulbs or medication with other rubbish.
9. For short journeys, go by foot or bike rather than by car.
10. Use the train rather than the plane for travelling if it is possible.

**Exercise 5 – page 50**

1. e
2. i
3. a
4. k
5. b
6. c
7. f
8. d
9. j
10. g
11. h

**Democracy and politics****Exercise 1 – page 52**

1. f
2. b
3. l
4. p
5. a
6. e
7. o
8. n
9. i
10. d
11. j
12. g
13. k
14. h
15. m
16. c

**Exercise 2 – page 52**

1. Youth unemployment.
2. A quarter of young people can't find a job.
3. Finance courses at colleges / to develop skills / help companies / to finance apprentices.
4. Had a big effect on family finances / increase in poverty
5. Everyone is suffering / because of the banks and big businesses.
6. A large number of families don't have the means to feed themselves / or keep a roof over their head / many have lost their jobs and houses / some have become homeless.
7. Reduction in benefits / reduction in working hours.
8. Weather has become more extreme / more frequent flooding / now storms in spring / keep reporting record temperatures / global temperature is rising / the sea level is rising.
9. Have to protect the earth / for generations to come.

**Exercise 3 – page 53**

1. *était, parlerais* – If he were here, I'd speak to him.
2. *avons, irions* – If we had the time, we would go to see the film.
3. *faisais, comprendrais* – If I did my homework, I would understand better.
4. *téléphonnais, dirais* – If Anna called, I'd tell her the truth.
5. *prenait, baisserait* – If the government took measures to create jobs, the unemployment rate would fall.

**Exercise 4 – page 53**

1. *Si j'étais riche, je m'achèterais une grande maison.*
2. *Si je réussissais mes examens, j'irais à la fac.*
3. *S'il était marrant, nous ririons.*
4. *Si ma grand-mère était malade, je lui rendrais visite.*
5. *S'ils étudiaient le français, ils parleraient la langue.*



# Learning

## Learning in context

### School systems

#### Exercise 2 – page 56

1. i.
2. c.
3. j.
4. f.
5. h.
6. b.
7. e.
8. d.
9. g.
10. a.

#### Exercise 3 – page 57

1. *la réussite*
2. *l'échec*
3. *la rédaction*
4. *le travail*
5. *la communication*
6. *le renseignement*
7. *le voyage*
8. *le conseil*
9. *le maquillage*
10. *la prévision*

#### Exercise 4 – page 57

Amélie – Key points: 18 years old / final year at school / school is in suburbs of Lille / prepare her bac / around 800 pupils / 85 teachers / two large buildings / from the 1940s / old buildings / but well-equipped / lots of computer rooms / a large library / labs for science experiments / likes school / sees her friends / teachers help when you're stuck / most of them are mice / hates the long days / has to go to school until 5pm / teachers expect them to do homework afterwards / she has to study philosophy / it's difficult / you understand the world better / helps you to reflect on yourself and others / wants to have a canteen / hungry in the afternoon / needs to find something to eat in a café / bring a sandwich / next year wants to study international business / at university / with English and German / thinks it's important to speak foreign languages / more and more companies are becoming multinational.

Pierre – Key points: 15 years old / pupil at a small secondary school in the countryside / lives with parents / near Ornans / a picturesque village / near the Swiss border / school is very modern / building is brand new / has to get up early / to take the bus to school / pupils come from all over / there is even a boarding school / pupils can stay during the term / some go home at the weekend / others stay until the holidays / there is a Scottish pupil / always talks about life in Scotland in English classes / really interesting to see the difference between the two systems / can't imagine wearing a school uniform / doesn't know if he agrees / if everyone wears the same clothes / suppress individuality / sitting his brevet exams soon / wants to do an apprenticeship / as a mechanic / he is interested in cars.

### School subjects

#### Exercise 1 – page 59

- |                |                |
|----------------|----------------|
| 1. <i>-ai</i>  | 4. <i>-ons</i> |
| 2. <i>-a</i>   | 5. <i>-ez</i>  |
| 3. <i>-ont</i> | 6. <i>-as</i>  |

#### Exercise 2 – page 59

1. b
2. e
3. h
4. d
5. a
6. i
7. g
8. c
9. f

#### Exercise 3 – page 60

1. Check answers with teacher.
2. A. *Se poser les bonnes questions*  
B. *Je veux faire de longues études ...*  
C. *Je veux alterner théorie et pratique :*  
D. *Et les indécis ?*
3. Your results in seconde / your tastes / your personality.
4. Do I want to do a long course of studies? / What areas do I like most? / Am I pragmatic, interested in theory or both?
5. A number of compulsory subjects / one compulsory subject you can choose from.
6. An optional subject / optional subject will enrich your general knowledge.
7. a. One of the safest routes / one of the quickest routes to complete the degree.  
b. Linking general knowledge to practical skills in a specific domain.  
c. You already have to know what type of profession you want to work towards.  
d. Management and business administration / laboratory / medical-social / agronomy / environmental studies / hotel business and administration / music and dance.
8. a. Meet the careers adviser / complete a questionnaire.  
b. The advisor will help you better understand what you want to do / value your skills / set professional goals / (s)he will tell you which jobs are best suited to your profile / and will look at the different routes with you.
9. You have just gone into *seconde* (S4), the transitional class between the junior and senior phase, decisive for your professional choices to come. Your move into *première* (S5) will in effect guide the choice of your *bac* and your studies. Are you not yet very sure of yourself or do you worry about getting it wrong? Here is some information to help you to see things more clearly.
10. Overall purpose of the text is to help pupils choose the correct subjects. There is lots of advice and information which will be helpful when making a decision.

## Exercise 4 – page 61

	Elodie	Constantin	Fabien
Age	12	15	17
Subject liked	French	Music	Science
Reasons given	Likes reading Opportunity to read different types of texts e.g. novels, newspaper articles and images Always learning new vocabulary Likes writing stories and essays Teacher is passionate about the subject She helps when they need it	Plays drums and guitar Lots of theory Have to listen to musical works and analyse them Teacher is great You're allowed to work in groups and do cooperative activities He really likes it	He's talented in science He learns best by doing things He likes making hypotheses and trying to prove them Better at science than maths
Subject disliked	Maths	English	Computing
Reasons given	Really boring She can't concentrate in class Boys always misbehaving Teacher is always angry Gives them exercises to do without explaining them She looks out the window Hopes she doesn't need to repeat the year	Too difficult Doesn't think he's made lots of progress Teacher is too strict Teacher speaks in English all the time He doesn't understand anything There's too much homework Need to always learn vocabulary and copy tables Teacher puts you on the spot by asking questions It's embarrassing	Can't stand the teacher She's disorganised Never very well prepared He doesn't think he learns a lot He does the minimum to pass Wants to take a gap year to travel with his friends before entering working life

## Learning in context

### *Les profs et le règlement*

## Exercise 3 – page 63

Qualities of a good teacher	Qualities of a bad teacher
<ul style="list-style-type: none"> <li>• Gets on well with the pupils</li> <li>• Understands the pupils</li> <li>• Speaks to them</li> <li>• Has to be nice</li> <li>• Without interfering in the lives of pupils</li> <li>• Gives pupils a degree of freedom</li> <li>• Finds new ways</li> <li>• ... to help pupils understand better</li> <li>• Offers practical ideas which can be applied in life</li> <li>• Explains as many times as necessary</li> <li>• Is available to pupils</li> <li>• Is ready to dedicate time to them</li> <li>• Is close to them</li> <li>• Helps them understand</li> <li>• Can be funny without being a 'friend'</li> <li>• Authoritative without being a tyrant</li> <li>• Can come down to pupils' level to help them better treats everyone fairly</li> </ul>	<ul style="list-style-type: none"> <li>• Has favourites</li> <li>• ... because they are more intelligent or for personal reasons</li> <li>• Despises everyone</li> <li>• Thinks s/he is superior and gives moral lessons</li> <li>• Is quite young</li> <li>• Wants to appear the same age as the pupils</li> <li>• Speaks about going out during maths</li> <li>• Makes fun of you in front of the class</li> <li>• ... because s/he saw you in the street with your girlfriend and tries to give you advice on relationships during the lesson</li> </ul>

## Answers

### Exercise 4 – page 64

Morgane

1. locaux;
2. préoccupés;
3. moyennes;
4. enseigne;
5. apprentissage;
6. actuel;
7. seraient;
8. théâtre;
9. manière;
10. rapports humains;
11. avenir;
12. proche;
13. distrayants

Sébastien

1. explorer;
2. possibilités;
3. apprennent;
4. sainement;
5. faudrait;
6. emploi du temps;
7. culturelle;
8. philosophie;
9. aiguïser;
10. critique;
11. gronde;
12. rigoler;
13. monde;
14. décourageant

Antoine

1. cour;
2. propres;
3. facultatifs;
4. interdites;
5. puberté;
6. durs;
7. continuerait;
8. envie;
9. punissant;
10. enrichissant

### Understanding self as a learner

#### Exercise 1 – page 66

1. a. la vie active  
b. à l'approche de l'échéance  
c. décrocher son diplôme  
d. être infantilisé  
e. prendre du recul  
f. repêcher quelqu'un  
g. y compris  
h. un conseil de classe  
i. ça me met la pression
2. It's a rite of passage in society / it's the key to a different life / more adult life / far from school.
3. They realise that their grades aren't good enough / that they haven't worked enough.
4. He failed it last year / he doesn't want to disappoint his mum / he doesn't want to spend another year at school.
5. He wants to leave / go to Toulouse / he can't stand being treated like a child / he needs autonomy / needs to be with older people.
6. He was paralysed / he had nervous tics / he stammered.
7. Has a knot in his stomach / sleeps badly / wakes up with negative thoughts.
8. Tries to hide his stress from others / allows him to step back / goes out on his bike / goes to the swimming pool / he runs / he tries to reassure himself that it's a good school / and he's had good teachers.
9. They have never really been interested in his schooling / except at staff meetings / his mum stresses him about his bac / says it doesn't matter if he fails / but that he has to work harder / she thinks he has skills / he doesn't want to disappoint her.

#### Exercise 2 – page 67

1. It's a difficult and stressful time.
2. Problem sleeping / especially the night before an exam / loss of appetite / emotional changes / which can affect concentration.
3. Organise your revision / create a timetable / start revising early / little by little is more efficient than cramming the night before / work and have breaks to better understand the material.

4. Do some sport to relax / walk the dog / go jogging / swimming (to relieve tension) / have a coffee with friends / most important thing is to relax.
5. Eat healthily to feed your body and mind / eat fish and vegetables / drink lots of water to stay hydrated / don't work too late at night / tiredness impairs concentration.
6. Find a balance between revising and free time / studies continue to show that you learn and concentrate better if you feel good.

### Learning a new language

#### Exercise 1 – page 68

1. Trilingual / speaks English, French and German / lives in Mulhouse near the German border / his dad is Swiss / he is studying English.
2. He is going to study languages and literature / in a language school in Berlin.
3. German history / war history / German culture.
4. We live in an EU country / to remain competitive on the job market / normal to learn two or three languages at school / essential for maintaining links with neighbouring countries / helps understand mentalities better / you can work together to solve issues that affect everyone / like global warming, pollution, unemployment and poverty.
5. Interpreter and translator at the UN in Geneva.
6. We live on a linguistically diverse continent / people are proud of their traditions, culture and history / Europeans have a great influence in the world / it's important to understand each other / appreciate other cultures.
7. Can take time / can be complicated / it's the price of peace.
8. Works freelance for big German and Swiss companies / to settle and integrate into Swiss society / enlarge her horizons / make friends.
9. Managing director of a large multinational company.
10. They have offices all over the world / all employees must speak at least one other language.
11. Helps sell products / makes clients feel at ease / they can ask questions / if you open up to other languages, you discover and understand the cultures of others.
12. It's difficult to find bilingual employees / languages aren't important to the British.
13. I know that in some countries, there is a lack of employees who can express themselves in another language, which has a negative effect on the figures. Foreign languages are indispensable for the world of business – to buy, to sell and create relationships. I have just read an article in the paper which highlights the inability to speak another language is costing the British economy almost 50 billion euros annually. The government must find a solution to bridge this gap.
14. All the speakers are positive about languages. They highlight their own experiences and how languages have benefited them.

**Exercise 2 – page 71**

1. Around half of French people (one in two French people) can speak a foreign language.
2. French is the second most spoken language in the European Union.
3. One in ten young French people learn German.
4. More than 300,000 French people live in the United Kingdom.
5. Nearly three quarters of young French people like watching films in English.

**Exercise 3 – page 71**

1. 23
2. plus
3. 60
4. un
5. dix
6. un quart
7. les deux tiers
8. la moitié
9. quart
10. un
11. dix

12. 85 %
13. 5 %
14. 270
15. 2050
16. 650

**Exercise 4 – page 71**

1. 9.
2. 10.
3. 4.
4. 7.
5. 2.
6. 6.
7. 3.
8. 8.
9. 5.
10. 1.

**Education****Higher and further education****Exercise 1 – page 74**

Nom	Plans for next year	Extra information
Bastien	Study medicine at uni	Just passed his <i>bac s</i> Wants to become a doctor Wants to work in a big hospital to help people
Emma	A gap year in Australia	Wants to improve her english Wants to study languages at uni Wants to become an interpreter or translator By spending a year in australia, she is going to know the country better Get an insight into australian culture
Virginie	Work experience as an electrician	Higher education is not for her Sick of school Prefers to work and learn a job Wants to have her own business
Edwige	Attend a <i>prepa</i> course for two years	Wants to go to an elite university Knows it will be difficult Will have to work hard Thinks it will be worth it

**Exercise 2 – page 74**

1. He accepted a job as an IT technician in Edinburgh / had difficulty finding a job in France with a good salary / he has a good level of English / because he followed most of his courses in English / he always wanted to work abroad / to get to know another culture.
2. It has a long, interesting history / the Scots are welcoming and friendly.
3. The Scottish accent is strong / he didn't always understand what people were saying to him / they speak too quickly / swallow the consonants at the end of words / it's not the English that you learn at school / the weather is sometimes extreme / it can be sunny in the morning and snowy in the afternoon.
4. The landscapes are stunning / he's visited many areas so far / Glasgow – the large metropolitan city / the mountains and the lakes in the Highlands / the views are breathtaking / the air is fresh / the hilly landscape / with its shades of greens, browns and purples stretched to the horizon / you can't see any cars or houses/ it's very peaceful.
5. He found a flat and shared with two Scottish people near his work / he quickly got used to the Scottish way of life / he made lots of friends in Edinburgh.
6. Positive. He has settled in well to his life in Scotland / he uses positive language throughout to describe his experience / he recommends working abroad / his final sentence highlights how much he likes being in Edinburgh.

## Answers

### Exercise 3 – page 76

avoir	être
<ul style="list-style-type: none"> <li>• pris</li> <li>• parlé</li> <li>• fini</li> <li>• voulu</li> <li>• choisi</li> <li>• eu</li> <li>• été</li> <li>• dit</li> <li>• étudié</li> <li>• travaillé</li> <li>• pu</li> <li>• reçu</li> <li>• fait</li> </ul>	<ul style="list-style-type: none"> <li>• allé</li> <li>• monté</li> <li>• né</li> <li>• venu</li> <li>• mort</li> <li>• resté</li> <li>• passé</li> <li>• devenu</li> <li>• sorti</li> <li>• parti</li> <li>• arrivé</li> </ul>

### Exercise 4 – page 76

1. After having done his homework, he met his girlfriend at the cinema.
2. After having worked during the holidays, they had saved enough to go to the USA.
3. My sister is happy after having chosen the scientific route.
4. I was happy to have passed my degree.
5. After having climbed the stairs, I was exhausted.
6. He apologised for not having done his homework.

### Exercise 5 – page 76

1. *Après avoir dîné, j'ai joué au foot au parc.*
2. *Après avoir réussi ses examens, elle est partie en vacances.*
3. *Après avoir parlé au prof, ils savaient ce qu'ils avaient à faire.*
4. *Nous sommes fiers d'avoir fini cette tâche.*
5. *Je suis désolé de ne pas être arrivé à l'heure.*
6. *Après avoir été en France, ils ont acquis une meilleure compréhension de la langue.*

### Exercise 7 – page 77

	Anna	Paul	Extra info
<b>Holiday</b>	Went to Martinique	Stayed at home Spent time relaxing by the lake Went walking in the forest	To visit her grandparents who live there
<b>Baccalauréat</b>	L	ES	
<b>Opinion of languages</b>	Good at languages Especially english and german Important to learn a language	Too difficult The people on the cd speak too fast Too much vocab and grammar to learn	Teachers were too strict Didn't help you if you weren't good at them Always answered in english or german Not patient
<b>TPE topic</b>	The role of women in 17th-century literature	Money Does culture depend on the wealth of a nation?	
<b>Optional subjects</b>	PE Music	Art History of art	To help her relax because she has lots of work to do
<b>Future plans</b>	Wants to travel Wants to go to south america Fascinated by ancient cultures Wants to discover a new part of the world Wants to improve her spanish	Wants to go straight to uni to study business and marketing Wants to work for a bank or a big company	

## Choosing a university or college

### Exercise 1 – page 78

Choosing a university or a college is one of the most important decisions in your life, you can feel overwhelmed

by the size of the task. After the *bac* (Highers), do you plan to study at university? Law, science, arts ... the number of courses available is huge. Where do you begin?

## Exercise 2 – page 78

Français	Anglais
<ul style="list-style-type: none"> <li>le logement</li> <li>habiter en collocation</li> <li>une cité universitaire</li> <li>faire la fête</li> <li>les moyens</li> <li>l'allocation financière</li> <li>une bourse</li> <li>l'essence</li> </ul>	<ul style="list-style-type: none"> <li>accommodation</li> <li>to share a flat</li> <li>student halls</li> <li>to party</li> <li>the means</li> <li>a grant</li> <li>a bursary</li> <li>petrol</li> </ul>

## Exercise 3 – page 79

- Universities without borders.
- Globalisation.
- Education / work experience / cultural exchange / sports exchange / a community project / volunteer work.
- Social sciences / business / law.
- Learning a language / discovering a new culture / autonomy / opening your mind / developing self-confidence.
- The most famous exchange programme / allows you to study or work abroad for 3–12 months in a European country.
- No additional tuition fees / credits for exams valid all over the EU / a financial grant.

## Exercise 4 – page 80

- Law.
- It has a good reputation / wanted more autonomy and freedom.
- He compared universities on the internet / to find the one that suited him best.
- He lives with other students who come from all over France.
- They have fun / party at the weekend / the accommodation is expensive / should have moved into halls / expensive to live in town.
- The level of work has increased / professors are not like teachers at school / if you don't know the answer, you have to go to the library or look for it on the Internet.

## Exercise 4 – Question 7

Name	Sascha
Studies	Tourism and hotel business
Lives	With his parents in Bordeaux
Advantages of living there	Can survive on his bursary Isn't getting into mountains of debt Can use his dad's car at the weekend His friends are still there They can spend time together
Information about the town	Tourist city Famous for its red wine
What he likes about his course	Gaining work experience while learning the theory

- In Brussels in Belgium.
- International business.
- Two semesters.
- To improve her linguistic skills / to get to know another culture.
- In an apartment with another German student. They tend to speak in German.
- Sitting the exams / because you have to write in French.
- She is going to an evening class in French / financed by Erasmus.
- She got a grant to subsidise her stay / works part-time in a shop in the city centre.
- Still has two semesters left / wants to continue with her studies / wants to do a Masters / she doesn't know where yet.

## Lifelong learning

## Exercise 1 – page 81

- Qui aurait pu imaginer ?
- Les compétences
- Se tenir informé
- Acquérir
- Consacrer à
- Au fil des années
- Les nouvelles technologies
- Le développement durable
- Les objectifs
- La sécurité de l'emploi
- S'adapter à

# Employability

## Jobs

### Getting a summer job

#### Exercise 1 – page 85

1. *parl*
2. *finiss*
3. *vend*
4. *av*
5. *pouv*
6. *mang(e)*
7. *commenc/ç*
8. *grandiss*
9. *voyag(e)*
10. *recev*

#### Exercise 2 – page 85

1. *ais*
2. *ions*
3. *ais*
4. *ait*
5. *aient*

#### Exercise 3 – page 85

1. *voyageaient*
2. *connaissais*
3. *prenait*
4. *lisaient*
5. *avais*

#### Exercise 4 – page 85

1. He used to be really short / small.
2. In Africa, we drank lots of water.
3. When they were young, they used to like / liked sweets.
4. Did you (use to) do sport regularly?
5. Did you (use to) know how to speak French?

#### Exercise 5 – page 85

1. Moniteurs de sport
2. Moniteurs de colonies de vacances
3. Personnel dans le domaine des services
4. Personnel de santé / bien-être
5. Personnel administratif
6. Personnel de maintenance
7. Personnel en hôtellerie / restauration
8. Personnel à vocation commerciale

#### Exercise 6 – page 87

1. Summer holidays are the only opportunity in the year to make some money.
2. They are laying people off / rather than recruiting.
3. In the tourism sector.
4. Nature parks / theme parks / campsites / holiday camps / seaside resorts / restaurants / shops / agriculture (harvest/picking) / tour operators / holiday villages / au pair.
5. Legal working times / with adequate pay.
6. Pay: if you work full-time for a month, you are entitled to the minimum wage / allows you to cover extra expenses for the year to come / finance your next holiday / allows you and your parents to become more independent / CV: enhances your CV / shows future employers that you are keen to work / Professional experience: gives an insight into the world of work / allows you to gain new skills / Keeping busy: if you don't have enough money to go on holiday / you can keep busy with a summer job / stops you being bored.
7. So is it possible to find a summer job as easily as it was a couple of years ago?  
(Give out leaflets in the street, promote a night in a club or a restaurant, encourage tourists to come to a hotel...)  
For some, the benefits of a summer job are not obvious.

#### Exercise 7 – page 87

	<i>Jean-Claude</i>	<i>Virginie</i>
<b>Where</b>	Work abroad	A holiday camp in Brittany
<b>What</b>	Volunteering in an orphanage	Instructor Supervisor
<b>Working hours</b>	Long working hours 6am–8pm	Regular hours 9am–6pm Two-hour lunch break
<b>Pay</b>	None Paid for meals and accommodation	Wasn't well paid Minimum wage
<b>Tasks</b>	Help educate the small children Taught the small kids to wash themselves Prepared meals Peeled vegetables Cooking	Prepare french lessons for foreign children Organise sport and cultural activities

<b>Opinion</b>	Found it hard at the beginning An unforgettable experience He would return in a heartbeat	She had fun She made new friends
<b>Extra information</b>	It was an advantage that he could speak french New work experience Help him find a job in the future Recommend it to everyone	Days were long and hard She needs a holiday to recharge her batteries Found the job on the internet Wanted to earn money before going to uni

## Career path

### Exercise 1 – page 89

masculine	feminine	English	masculine	feminine	English
<i>accueillant</i>	<i>accueillante</i>	welcoming	<i>affirmé</i>	<i>affirmée</i>	assertive
<i>amusant</i>	<i>amusante</i>	funny	<i>coopératif</i>	<i>coopérative</i>	cooperative
<i>appliqué</i>	<i>appliquée</i>	conscientious	<i>créatif</i>	<i>créative</i>	creative
<i>déterminé</i>	<i>déterminée</i>	determined	<i>autonome</i>	<i>autonome</i>	autonomous
<i>indépendant</i>	<i>indépendante</i>	independent	<i>calme</i>	<i>calme</i>	calm
<i>intelligent</i>	<i>intelligente</i>	intelligent	<i>digne de confiance</i>	<i>digne de confiance</i>	trustworthy
<i>motivé</i>	<i>motivée</i>	motivated	<i>dynamique</i>	<i>dynamique</i>	dynamic
<i>organisé</i>	<i>organisée</i>	organised	<i>efficace</i>	<i>efficace</i>	efficient
<i>tolérant</i>	<i>tolérante</i>	tolerant	<i>compréhensif</i>	<i>compréhensive</i>	empathetic
<i>ambitieux</i>	<i>ambitieuse</i>	ambitious	<i>flexible</i>	<i>flexible</i>	flexible
<i>courageux</i>	<i>courageuse</i>	brave	<i>honnête</i>	<i>honnête</i>	honest
<i>rigoureux</i>	<i>rigoureuse</i>	rigorous	<i>méthodique</i>	<i>méthodique</i>	methodical
<i>sérieux</i>	<i>sérieuse</i>	serious	<i>responsable</i>	<i>responsable</i>	responsible
<i>travailleur</i>	<i>travailleuse</i>	hard-working	<i>ponctuel</i>	<i>ponctuelle</i>	punctual
<i>innovateur</i>	<i>innovatrice</i>	innovative	<i>gentil</i>	<i>gentile</i>	nice

### Exercise 3 – page 89

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
m	k	r	p	c	v	e	g	f	h	j	l	n	o	a	i	d	b	q	t	u	w	s

## Gap year

### Exercise 1 – page 92

- Volunteering / travelling / new training / leisure.
- Young people / at the end of vocational training / between two cycles of education.
- Take a break in your studies / clear your mind / to reflect on your choice of study / more time for yourself / more time to go out / more time to kick back and relax.
- You need to plan it well in advance/ otherwise a couple of months or a year can pass without making the most of this free time / and then you regret it bitterly.
- To learn about yourself and others / some courses encourage it / doing work experience abroad is a good way to learn quickly / and to create a social and professional network.
- You need to take care of administrative procedures / financial help is less easy to get.
- Your food and accommodation are free / it's one of the cheapest solutions.
- Mastering a foreign language / personal enrichment / discover new cultures / learn how a company abroad works.



## Answers

9. Taking a gap year is not necessarily synonymous with slacking if you really want to do something. Organise yourself in advance and plan your programme in terms of what you want to learn during this break.

### Exercise 2 – page 93

- (He reached a point in his life) he no longer knew what he wanted to do with his life / wanted to reflect on his career.
- In an HR department.
- It was well paid / he could use the skills he learnt at university / improve his knowledge of English / get to know another part of the world.
- They weren't happy / (according to his dad) it is not something that is done in France / his mother was worried that he wouldn't go back to finish his degree.
- Got on well with his colleagues / learnt more with them (on the ground) than with theory at university / they helped him a lot / they were patient with him / they took time to show him things / sometimes he found it hard to express himself / they spoke to him slowly and clearly so he could understand / he misses them / he stays in touch.
- He really liked it / it's not a big town but a lot happens / there is something for everyone / lots of cultural activities / the architecture is diverse / full of history and pride / lots of shops / shopping centres / bars and restaurants / his parents were impressed by the city.
- He does not regret his decision / gave him the opportunity to find himself / and to relax a little / he speaks English fluently / he is motivated to start his studies again / he has another string to his bow / something else he can add to his CV.

## Work and CVs

### Work experience

#### Exercise 1 – page 94

- |      |       |
|------|-------|
| 1. j | 6. h  |
| 2. c | 7. d  |
| 3. i | 8. f  |
| 4. b | 9. e  |
| 5. g | 10. a |

#### Exercise 3 – page 95

- travaillé*
- entendu*
- choisi*
- gagné*
- embauché*
- répondu*
- réfléchi*
- réussi*
- démissionné*
- bâti*
- attendu*

#### Exercise 4 – page 95

- ai travaillé*
- a choisi*
- avons cherché*
- ont répondu*
- as gagné*
- avez entendu*
- a bâti*

#### Exercise 5 – page 96

Past participle	Meaning	Infinitive	Past participle	Meaning	Infinitive
<i>bu</i>	drank, drunk	<i>boire</i>	<i>pris</i>	took, taken	<i>prendre</i>
<i>connu</i>	knew, known	<i>connaître</i>	<i>appris</i>	learned	<i>apprendre</i>
<i>cru</i>	believed	<i>croire</i>	<i>compris</i>	understood	<i>comprendre</i>
<i>dû</i>	had to	<i>devoir</i>	<i>surpris</i>	surprised	<i>surprendre</i>
<i>eu</i>	had	<i>avoir</i>	<i>mis</i>	put	<i>mettre</i>
<i>lu</i>	read	<i>lire</i>	<i>écrit</i>	wrote, written	<i>écrire</i>
<i>pu</i>	could	<i>pouvoir</i>	<i>dit</i>	said	<i>dire</i>
<i>reçu</i>	received, got	<i>recevoir</i>	<i>conduit</i>	drove, driven	<i>conduire</i>
<i>su</i>	knew, known	<i>savoir</i>	<i>fait</i>	did, done	<i>faire</i>
<i>vécu</i>	lived	<i>vivre</i>	<i>ouvert</i>	opened	<i>ouvrir</i>
<i>voulu</i>	wanted	<i>vouloir</i>	<i>offert</i>	offered	<i>offrir</i>
<i>vu</i>	saw, seen	<i>voir</i>	<i>été</i>	was, been	<i>être</i>

**Exercise 6 – page 96**

1. *J'ai lu un livre hier soir.*
2. *Il a bu un café ce matin.*
3. *Ils/elles ont reçu un bon salaire.*
4. *Nous avons écrit des mails.*
5. *Elle a compris les instructions.*
6. *Hier, j'ai dû prendre le train.*

**Exercise 7 – page 97**

1. In a primary school in the town centre.
2. Two weeks.
3. The school day is shorter at primary school than at secondary school.
4. He helped teachers / hand out sheets / photocopying / watching groups of pupils.
5. To see the other side of a teacher's job / lots of paperwork / lots of them work during the break.
6. To get an insight into the world of work.
7. She lives on a farm / she helps her dad look after the animals / she wants to study veterinary medicine / wants to be a vet.
8. Answered the phone / attended consultations / cleaned the laboratory.
9. He offered her a part-time job at the weekend.
10. In a garage.
11. Teachers treat them like children / at the garage she got responsibilities / and the chance to work in a team.
12. Boss was grouchy sometimes / they were patient with her / took the time to show her how things worked.

13. Changed tyres / did oil changes / washed cars / vacuumed / made coffee

**Preparing for a job interview**

**Exercise 1 – page 98**

1. formation
2. licence professionnelle
3. obtenu(e)
4. mention bien
5. premiers secours
6. maîtrise
7. logiciels

**Exercise 2 – page 99**

1. It was part study – part work / got it while doing work experience.
2. Natural sciences.
3. Secretary / waiter in a small café in the summer / work experience in a travel agent's.
4. Answered the phone and spoke to clients / collected information / wrote letters / served clients / worked with the public / handled money / helped clients to choose a (holiday) destination / answered clients' questions / organised files.
5. Participates in local sport / football club / likes reading and going for walks / does karate twice a week.

**Exercise 4 – page 100**

<i>Avant l'entretien</i>	<i>Pendant l'entretien</i>	<i>Après l'entretien</i>
C	B	A
E	D	
F	G	L
H	I	
M	J	
	K	

**Exercise 5 – page 101**

1. *outils*
2. *pièges*
3. *atouts*
4. *délai de réponse*
5. *solliciter*
6. *parcours*
7. *pastilles contre la mauvaise haleine*
8. *soigner*
9. *éteindre*
10. *références*
11. *l'état actuel*
12. *s'entraîner*
13. *déroulement*
14. *un exemple concret*

15. *se renseigner*
16. *rémunération*
17. *diplômes*
18. *dirigeants*

**Exercise 6 – page 102**

1. *entretien*
2. *formation*
3. *qualités*
4. *concurrents*
5. *convaincre*
6. *meilleur*
7. *l'opportunité*
8. *réussite*
9. *investir*

## Answers

10. *avenir*
11. *gagner*
12. *ambitions*
13. *cinq*
14. *questions*
15. *aborder*

How much do you want to earn? / What are your ambitions? / Where do you see yourself in five years? / Why should we choose you over someone else? / Do you have any questions?

### Job opportunities

#### Exercise 1 – page 103

1. 96
2. 89
3. 79
4. 66
5. 64

6. 61
7. 55
8. 47
9. 44
10. 34
11. 39
12. 39
13. 12
14. 10
15. 79
16. 12
17. 9

#### Exercise 3 – page 104

1. Listen to your desires, share your plans, live your dreams!
2. I invested a lot in the shows at the end of the year.
3. My friends can count on me.

# Culture

## Planning a trip

### Taking a gap year

#### Exercise 1 – page 106

- To give yourself some time / to better understand yourself / to feel free / to gain experience / to meet people.
- prendre une année sabbatique*
  - partir à l'étranger*
  - le temps de réfléchir*
  - repartir du bon pied*
  - enrichissant*
  - te détacher de ta routine*
  - mieux appréhender le monde qui t'entoure*
  - se laisser pousser des ailes*
  - repartir ailleurs où le coeur t'en dit*
  - faire face à ses choix*
  - construire un réseau à l'étranger*
  - amitiés*

#### Exercise 2 – page 108

- à* – We're going on holiday to Djerba.
- au* – We can reserve a table at the restaurant for your birthday.
- dans* – Louis likes hiking in the Massif Central.
- à* – I have to go to the bank.
- à* – Would you like to live in the countryside?
- dans* – Rent is expensive in the 16th arrondissement of Paris.
- dans* – In August, there are fewer people on the streets of Paris.
- Dans* – Which department is Lyon in?
- au* – French is spoken in Morocco.
- dans* – Your keys are in your bag.

#### Exercise 3 – page 108

- After his *bac*.
- He worked as a waiter in a restaurant in town / he put aside money from his salary / tips / he saved up.
- They weren't happy / they tried to dissuade him.
- South America.
- To see another part of the world / to broaden his horizons / to learn some Spanish.

- He didn't limit himself to an area or a region / he didn't have fixed plans / except his return date to France / life is more exciting when there are surprises.
- Youth hostels / camp sites / to save money / when he found a town or an area he liked, he stayed longer.
- The rainforests / made lots of friends / met people from all over the world.
- Kept a travel journal / of his memories and people he met / so he can remember them in the years to come.
- The year changed him / he's no longer the person he was at the beginning / more self-confidence / more mature / he now knows what he wants to do with his life / he will never forget the experience.

### Working abroad (mobility)

#### Exercise 1 – page 109

- You can work or study in any EU country / as well as Norway, Iceland, Liechtenstein and Switzerland / without a work permit.
- The same working conditions / the same social and fiscal advantages / as nationals of the host country.
- To forge a sense of belonging to Europe / favours social and professional integration / guarantees competitiveness of the European economy.
- Gaining new skills / broadening horizons / perfecting a foreign language / gaining in confidence.
- Economic crisis / affecting the majority of countries / especially the Mediterranean countries.
- Wanted to enhance her CV.
- Gave her a bursary to finance her trip / she was prioritised for a room in a student residence.
- Her course doesn't have a specific name / had to create her own timetable / dipped in and out of courses she found useful / had specific courses to follow (economics / translation / geopolitics / civilisation) to make sure her degree was valid.
- Learned to live far from her friends and family / learned to successfully integrate into a new environment.
- I now know that I can definitely move to the other side of the planet, if my boss asks me to. If you have the opportunity to go away with Erasmus, do it. It's very easy. You will therefore be able to 'live Europe', this Europe that many regard as negative and non-existent. I can say: Europe does exist for those who do these exchanges!

#### Exercise 2 – page 111

Infinitive	Meaning	Past participle	Example
<i>Devenir</i>	to become	<i>devenu(e)(s)</i>	<i>je suis devenu</i>
<i>Rester</i>	to stay	<i>resté(e)(s)</i>	<i>tu es resté(e)</i>
<i>Monter</i>	to climb	<i>monté(e)(s)</i>	<i>il est monté</i>
<i>Retourner</i>	to return	<i>retourné(e)(s)</i>	<i>elle est retournée</i>
<i>Sortir</i>	to go out	<i>sorti(e)(s)</i>	<i>on est sorti(s)</i>

## Answers

<i>Venir</i>	to come	<i>venu(e)(s)</i>	<i>nous sommes venu(e)s</i>
<i>Arriver</i>	to arrive	<i>arrivé(e)(s)</i>	<i>vous êtes arrivé(e)s</i>
<i>Naître</i>	to be born	<i>né(e)(s)</i>	<i>ils sont nés</i>
<i>Descendre</i>	to go down	<i>descendu(e)(s)</i>	<i>elles sont descendues</i>
<i>Entrer</i>	to enter	<i>entré(e)(s)</i>	<i>nous sommes entré(e)s</i>
<i>Rentrer</i>	to come back in	<i>rentré(e)(s)</i>	<i>tu es rentré(e)</i>
<i>Tomber</i>	to fall	<i>tombé(e)(s)</i>	<i>je suis tombé(e)</i>
<i>Revenir</i>	to come back	<i>revenu(e)(s)</i>	<i>elle est revenue</i>
<i>Aller</i>	to go	<i>allé(e)(s)</i>	<i>vous êtes allé(e)s</i>
<i>Mourir</i>	to die	<i>mort(e)(s)</i>	<i>il est mort</i>
<i>Partir</i>	to leave	<i>parti(e)(s)</i>	<i>elles sont parties</i>

### Exercise 3 – page 112

- est parti*
- se sont amusées*
- est tombé*
- ne s'est pas réveillée*
- sont venues*
- sommes arrivés*
- est tombée*
- ne sont pas allées*
- sont rentrés*

### Exercise 4 – page 112

- Ariane est partie en Suisse pour les vacances de Noël.*
- Elles sont rentrées tard hier soir.*
- Elle est venue en Italie pour voir les attractions touristiques.*
- Ma mère est née aux Caraïbes.*
- Je suis entré(e) dans le magasin.*
- Nous sommes arrivé(e)s à l'aéroport à l'heure.*
- Je suis allé(e) aux Etats-Unis pour prendre une année sabbatique.*

### Exercise 5 – page 112

- To look for a job / to take part in a university exchange.
- 50,000
- Freedom of movement principle / no need for visas or work permits.
- The economic crisis / unemployment rate (in some countries).
- Enhance your CV / learn and discover a new culture / gain experience / improve knowledge of a foreign language / beneficial for your career.

- If you don't speak the language / it can be hard to find a job / cost of living / culture shock / racism / loneliness / homesickness.
- A bursary / to finance accommodation and living expenses / meet new friends / get to know another university system / immersion into a new culture / unforgettable experience / improve their careers.

## Travel

### Exercise 1 – page 113

- d
- a
- e
- b
- f
- c

### Exercise 2 – page 114

- située à*
- la perle de la région*
- voisins*
- attire*
- les amoureux*
- la brise marine*
- le coeur historique*
- flâneront*
- ruelles*
- air iodé*

### Exercise 3 – page 114

1. Last year during the Christmas holidays.
2. Chamonix / in the south-east of France.
3. A fortnight.
4. They had a laugh / chatted a little / surfed the internet / to keep in contact with friends back home.
5. Ski lessons with the instructor / taught them the necessary skills / while having fun.
6. Sledging / visits to small neighbouring villages / not far from the ski resort / where they tasted regional dishes.
7. He had sore legs.
8. Forgot to put on his sun cream / got sunburnt (in winter).
9. It's rare / Dad works away a lot / is not at home often / try to benefit from the time together.
10. To the Caribbean or to the Maldives / beaches stretch for miles / the turquoise sea / lots of palm trees.

### Exercise 4 – page 115

1. *imparfait* – weather / description / repeated event.
2. *passé composé* – single action completed in the past.
3. *passé composé* – single action completed in the past.
4. *imparfait* – description.

### Exercise 5 – page 116

*L'année dernière, j'ai passé mes vacances en bord de Loire. J'ai fait une randonnée à vélo. Tous les matins, je reprenais la route et chaque jour, je traversais plusieurs villages. Souvent, je m'arrêtais pour parler avec les villageois.*

*Mes amis ont préféré passer leurs vacances au bord de la mer. Donc, pendant que je pédalais, ils étaient sûrement assis sur le sable.*

*Mais un jour, pendant que je parlais avec un agriculteur, j'ai reçu un appel. Mes amis m'ont appelé pour me dire qu'il faisait un temps épouvantable au bord de la mer. Ils passaient leurs journées à l'intérieur ! J'ai raccroché et j'ai ri.*

### Exercise 6 – page 116

Last year, I went on holiday to the banks of the Loire. I went cycling. Every morning, I continued on my way and each day, I passed through many villages. Often I stopped to speak to the villagers. My friends preferred to spend their holidays by the sea. So, while I was pedalling, they were most likely sitting on the sand. But one day, while I was talking to a farmer, I received a call. My friends called me to say how horrible the weather was at the seaside. They were spending their days inside! I hung up and laughed.

## Other cultures

### Living in a multicultural society

#### Exercise 1 – page 117

1. *un quartier*
2. *les habitants*
3. *une communauté*
4. *l'ambiance*
5. *le monde entier*
6. *le propriétaire*
7. *la révolution industrielle*
8. *la banlieue*

#### Exercise 2 – page 119

1. Like a big apartment where everyone has a room.
2. Sixty different nationalities.
3. It is multicultural / the atmosphere is very good / you see the whole world pass by.
4. It used to be a small village near Paris / a free commune / populated by landlords / during the Industrial Revolution, Bellevue grew from 2,000 to 60,000 inhabitants / there were many criminals / in 1860, it was annexed to Paris / in 1871 there were riots / a large number of deaths / after WW1 workers left Bellevue for the suburbs / immigrants took their place / few native-born French people live there.
5. There is a crowd / near the metro station / hurrying to Tati's / a large shop and the cheapest in the capital / the pink and white sign can be seen from afar / Africans buy their clothes there.
6. All sorts of things / food with strange flavours / African fabric / grains of couscous / gold bracelets / everything you want.
7. It seems as if every country in the world has its representatives here. The shops are also multicultural. There are also people who think that Belleville is a very dangerous district, but they are people who do not live here and who have never been to Belleville. To be in Belleville is like living everywhere at the same time.

#### Exercise 3 – page 119

1. At the foot of the Alps / near the French border.
2. Since the two world wars.
3. Four.
4. One of the most international cities in the world / many multinational companies / many international organisations.
5. That it is so diverse.
6. Creates positive attitudes to one another / by understanding a new culture / it removes barriers / helps to promote tolerance / so that people can coexist.
7. There are often festivals / with traditional dance and food / it's like another part of the world is in Geneva.

## Answers

### Stereotypes

#### Exercise 1 – page 120

Français	Anglais
<i>le racisme</i>	racism
<i>être raciste</i>	to be racist
<i>la discrimination</i>	discrimination
<i>les étrangers</i>	foreigners
<i>l'homophobie</i>	homophobia
<i>la xénophobie</i>	xenophobia
<i>l'égalité des chances</i>	equal rights
<i>un préjugé</i>	prejudice
<i>la haine</i>	hatred / hate
<i>l'exclusion</i>	exclusion
<i>lutter contre</i>	to fight against
<i>le harcèlement</i>	bullying
<i>les insultes</i>	insults
<i>la laïcité</i>	secularity

#### Exercise 3 – page 121

Positive: Food / gastronomy / cheese / gourmets / have good table manners / balance between men and women / women are emancipated / known as the country of luxury / well-dressed / Paris / historical and cultural sites / museums / charming / sophisticated / patriotic / intellectual / polite.

Negative: The French believe Paris is the centre of the world / no respect for nature / not welcoming / weak military / drive badly / sound car horn a lot / individualist / arrogant / cold / always unhappy / selfish.

- une grande fête*
  - un jour férié*
  - le feu d'artifice*
  - la fierté nationale*
  - l'extrême droite*
  - une démocratie*
  - les défilés*
  - la royauté*
- As a Frenchman, it is not something that moves me because it is too far back. The fall of the Berlin Wall resonates much more with me because it is one of the most incredible moments in the history of my time. I never go to any commemorations, but I think that we have to continue to talk about our history, asking ourselves what it represents. Traditions are not as strong as they used to be, it's true, but we have to keep common references and not forget the consequences of the past.

## Celebrating a special event

### Traditions, customs and beliefs

#### Exercise 1 – page 122

- V.
- F.
- F.
- V.
- V.

### History

#### Exercise 1 – page 123

- Agrees: *Aurélien / Marie-Louise / Jean-Pierre / André*;  
Disagrees: *Jean-Marc*

## Literature of another country

### Analysis and evaluation

#### Exercise 1 – page 125

1	2	3	4	5	6	7	8	9
i	g	b	d	f	e	a	h	c

## Film and media

### Studying the media of another country

#### Exercise 1 – page 127

1. *séance*
2. *places*
3. *supplément*
4. *boissons*
5. *rang*

#### Exercise 2 – page 128

1. b
2. c
3. h
4. f
5. d
6. g
7. a
8. i
9. e



# Tips for success at CfE Higher French

## Part 1: Presentation

### Tips for the presentation

#### Exercise 1 – page 130

1. I would like to talk
2. I think that
3. because
4. generally
5. sometimes
6. while/whereas
7. I think they're boring
8. last year
9. truth be told/honestly
10. I got used to it
11. next year
12. I've already heard so much about
13. I'm already really looking forward to being there
14. to conclude