

SOLT French Module 4 Lesson 1

Student Manual



Daily Routine

At the end of this lesson, you will be able to describe daily activities at a military installation.

Talk About Your Daily Routine

- Describe your daily routine at different hours of the day
- Describe your weekend

Identify Military Facilities

- Name different facilities at the military installation
- Talk about unit facilities
- Talk about food service, laundry, clothing sales, central issue facility, post exchange, medical, and transportation facilities
- Inquire information about the shooting ranges and instruction in Francophone Africa

Talk About Living in the Barracks and Residential Areas on a Military Installation

- Get information about living in the barracks
- Get information about residential areas on a military installation
- Request information about post facilities at the housing office
- Describe residential areas on the military installation
- Discuss recreational facilities on a military installation

Locate Base Facilities

- Identify the facilities at a military installation
- Ask for directions to different facilities to include food services, laundry, clothing sales, post exchange, medical, and transportation

Scenario: Daily routine

Read over the following conversation as Amadou and John discuss daily routine as soldiers. As a class do the follow-up activities on the next page.

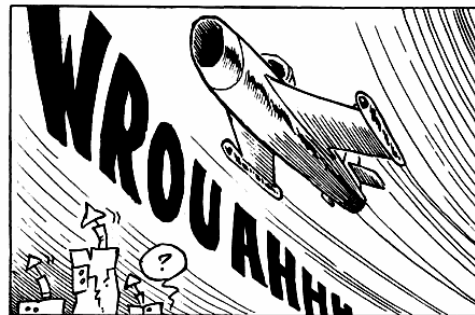
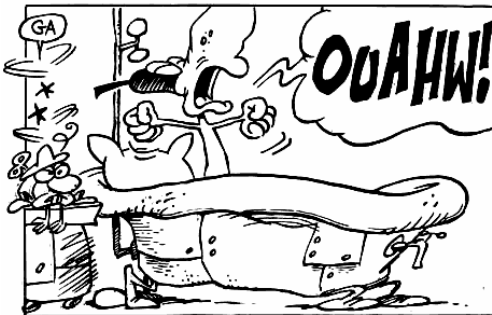
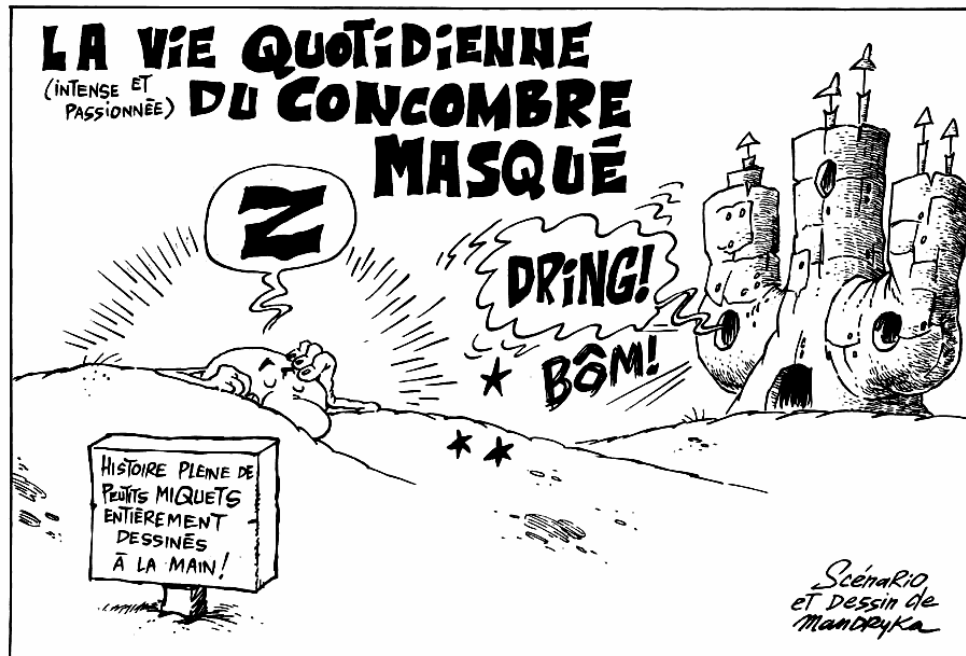
	<p>A cinq heures et quart, nous nous mettons en rang pour l'appel.</p>
	<p>A six heures moins le quart, nous commençons notre entraînement physique. Nous faisons du cross.</p>
	<p>Ensuite nous faisons une pause et nous prenons le petit déjeuner. A 9 heures l'instruction commence.</p>
	<p>A onze heures nous faisons une autre pause pour le déjeuner.</p>
	<p>A cinq heures de l'après-midi, je finis la journée de travail. Je rentre chez moi.</p>
	<p>A dix heures du soir, je me couche.</p>

Vrai ou Faux?

1. Amadou starts cross training at 6.45 am. V / F
2. Instruction starts at 10 am. V / F
3. He eats lunch at 11 am. V / F

Exercise (class work)

After you go over the true or false questions as a class, summarize the conversation and discuss with your classmates. Do you agree with this account of a soldier's day? Which part of the conversation would not be heard from John? And how about Amadou?



Your instructor will ask you to read this cartoon aloud. Share your ideas with the class. Follow-up exercises continue on the next few pages.

Expression personnelle: Read over these 7 journal entries (continues on the next page) about what happens on a daily basis. What time indicators help show or indicate a normal, repeated action? There are two different “endings” used with the same verb.

- ❖ En général, je me réveille à sept heures moins le quart / sept heures et quart.
- ❖ Le dimanche, je me réveille à huit heures et demie / dix heures.

- ❖ Je me lave avant / après le petit déjeuner.
- ❖ Je m'habille dans ma chambre / dans la salle de bains.
- ❖ Le week-end, je me promène souvent en ville / à la campagne.
- ❖ D'habitude, je me repose avant / après le dîner.
- ❖ Normalement, je me couche à dix heures / dix heures et demie.

Exercise 1 (pairs)

Ask your partner what time s/he does the following:

A quelle heure est-ce que tu...

- 1....te réveilles?
- 2....te lèves?
- 3....te laves?
- 4....t'habilles?
- 5....te brosses les dents?
- 6....te coiffes?
- 7....te couches?
8. Est-ce que tu te rases tous les jours?
9. Est-ce que tu te parfumes tous les jours?

Exercise 2 (class)

Your Daily Routine. With your partner, make a list of questions / answers that practice exchanges about everyday life.

⇒ Et toi, à quelle heure est-ce que tu te couches le samedi soir ?

Exercise 3

Look at the cartoon presented at the beginning of this section. With the class, put in chronological order the events of the Concombre Masqué's daily routine.









D'abord, il

Puis, il

Enfin, il etc.

Instruction

Qu'est-ce que vous **suivez* comme instruction?

Communications		<p>*other forms of « suivre » to use: Je suis Tu suis On suit Nous suivons Ils suivent</p>
Secourisme		
Connaissance de l'armement		
Opérations et renseignements		
Destruction		→ dans la salle de conférence / d'instruction
Combat alpin		→ au gymnase
Parachutisme		→ au champ de tir
Nage de combat		→ au terrain d'entraînement
		→ au polygone de destruction
		<i>Au gymnase, je suis un cours en [...].</i>

Exercice 2

You will hear a military training instructor issuing commands and comments during training. Mark what kind of training is taking place in the order in which you hear it.

Describe your weekend

Before you answer the true / false questions, read the dialogue with a classmate.

John: Qu'est-ce que tu as fait le week-end dernier?

Amadou: Samedi, j'ai dormi jusqu'à dix heures du matin. Ensuite, j'ai pris mon petit déjeuner et le reste de la matinée, j'ai regardé un match de foot à la télé.

John: Et qu'est-ce que tu as fait dans l'après-midi?

Amadou: J'ai reçu la visite d'un cousin. On a bu du thé à la menthe. Après, j'ai fait un peu de sport avant le dîner. Et toi qu'est-ce que tu as fait?

John: J'ai appelé mes parents à Phœnix. J'ai lu un peu l'après-midi et le soir j'ai passé mon temps devant la télévision.

Amadou: Et dimanche?

John: J'ai fait une petite promenade dans le quartier. Et j'ai cuisiné du poulet.

Amadou: Moi, j'ai joué au basket-ball dimanche matin.

Vrai ou Faux?

- | | |
|--|-------|
| 1. Amadou a joué au foot samedi dernier. | V / F |
| 2. Amadou a bu du thé avec les amis de son cousin. | V / F |
| 3. John a reçu un appel de ses parents. | V / F |
| 4. John a cuisiné du poulet dimanche. | V / F |
| 5. Amadou a joué au basket-ball. | V / F |

Exercise 3

What **did** they do? Look at the pictures and say what these people **did** last weekend. Use the dialogue above to form the past tense of these verbs.



A. Nous



B. J'ai



C. Ils

- a.
- b.
- c.



D. Elle



E. Tu



F. Vous

- d.
- e.
- f.

Now, read back over your sentences and add more information in the space provided below. For example, «tu as [...] dans la piscine.» Your instructor will ask you to read a few of these aloud.

a.
b.
c.
d.
e.
f.

Tip of the day: L'armée sénégalaise

The Senegalese Army, “peacekeepers,” is considered by its countrymen as well-trained, dignified, highly disciplined, and for the most part, untarnished. Participation of the Senegalese Army in peacekeeping (international and regional) is known by the world. Training and combat are, of course connected with the French Army and the French presence in Senegal. Most of the Army’s support and assistance comes from the U.S. and France. The *Casamance* incident is tabou in Sénégal and the number of Senegalese soldier deaths is not accurate.

The military installation

La base militaire: Read aloud these words and focus on pronunciation.

L'infirmierie	<i>Small hospital</i>
Le foyer de la troupe	<i>Enlisted club</i>
Le quartier des officiers	<i>Officers' quarters</i>
Le quartier des sous-officiers	<i>NCOs' quarters</i>
Les chambrées	<i>Barracks, bachelor enlisted quarters</i>
Le mess des officiers	<i>Officers' mess</i>
Le mess des sous-officiers	<i>NCOs' mess</i>
Le réfectoire	<i>Mess hall</i>
L'approvisionnement	<i>Supply room</i>
Le quartier général	<i>Headquarters</i>

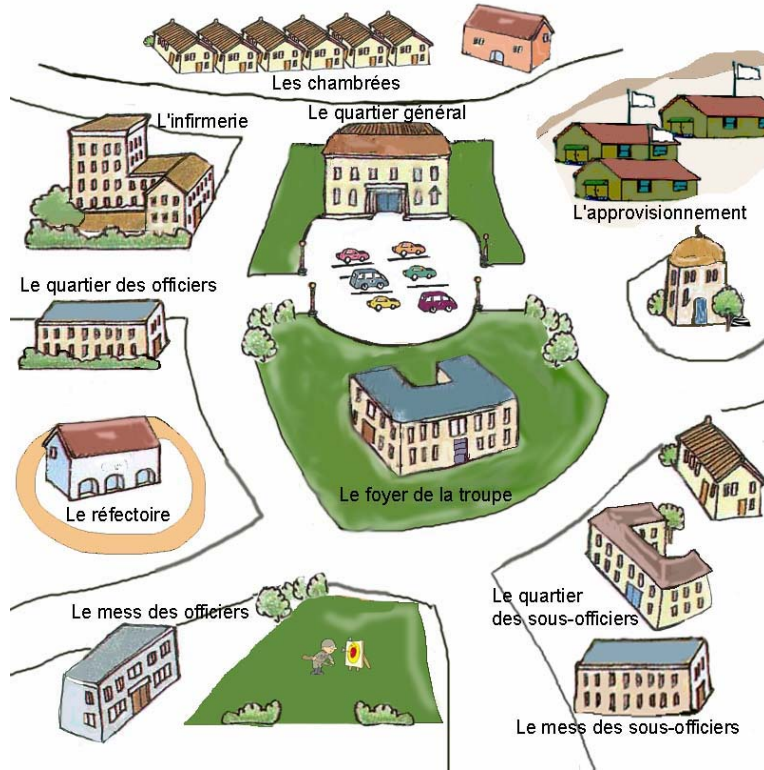
Exercise 4 (pairs)

In which facilities do the following activities take place? Make a complete sentence.

1. Où se passe l'entraînement physique?
2. Où se passe le briefing?
3. Où se passe le spectacle de variétés?
4. Où se passe l'instruction?

Exercise 5 (pairs)

Fill in the blanks with the right facilities according to the military base drawn below.



1. Les chambrées sont derrière .
2. Le mess des sous-officiers est .
3. Le réfectoire est devant le .
4. Le quartier des officiers est entre et .
5. Le quartier général se trouve entre et .

Residential Areas on the Military Installation

Amadou is asking **John** about life in the barracks in American military bases. Read about the differences and then answer the true or false questions. A class discussion will follow. Be ready to correct the false statements.

Amadou: Comment sont les bases militaires aux Etats-Unis?

John: Elles sont souvent très grandes et elles sont composées d'une section militaire et d'une section civile pour les familles des soldats.

Amadou: Où sont situées les résidences?

John: Il n'y a pas de place fixe. En général, les militaires célibataires vivent dans les chambrées et les militaires qui sont avec leurs familles sont au quartier résidentiel. **Le plus souvent**, les quartiers sont près des unités où les soldats sont affectés **pour qu'ils puissent se rendre au travail rapidement**.

*Most often
so that they
can go to
work fast*

Amadou: Est-ce que les soldats sont libres de rentrer et de sortir **n'importe quand**?

anytime

John. Oui, ils sont libres **s'ils ne sont pas de service**.

*if they are
not on duty*

Vrai ou Faux? (class)

- | | |
|--|-------|
| 1. Les bases militaires américaines sont petites. | V / F |
| 2. Les civils ne vivent pas dans les bases militaires en Amérique. | V / F |
| 3. Les militaires en congé sont libres de rentrer et de sortir de la base. | V / F |
| 4. Tous les militaires américains vivent dans les chambrées . | V / F |

Pronominal verbs: expressing your daily routine with reflexive verbs

Think about when you learned how to say, “My name is / I call myself.” *Je m’appelle* is an expression that uses a verb + pronoun. The infinitive form, *s’appeler* is listed with the pronoun [-s]. There are different kinds of pronominal verbs. The ones that are listed in this lesson are called reflexive verbs, because the action expressed by the verb is performed on the subject. Pronominal verbs are preceded by the pronoun *se*, this pronoun agrees with the subject of the verb **so it changes according to the subject**. Most pronominal verbs are conjugated like regular *er* verbs and the verb looks the same as before. But *se lever* and *se promener* are conjugated like “acheter” with an accent grave: je me lève / je me promène.

Reflexive pronouns represent the same person as the subject—they reflect back upon the subject. Compare:

Il lave son enfant. → the subject « Il » is performing the action for someone else (the child).

Il se lave. → the subject is performing an action on himself; he washes himself.

se laver → to wash (oneself)

Je me lave = I wash myself

Tu te laves = You wash yourself

Il/elle/on se lave = He/she/one washes

him/her/oneself

Nous nous lavons = We wash ourselves

Vous vous lavez = You wash yourself

yourselves)

Ils/elles se lavent = They wash themselves

Note that:

- *Me, te, se* become *m’, t’, s’* in front of a vowel or mute *h*: Il s’habille.
- When a pronominal verb follows a conjugated verb, the reflexive pronoun agrees with the subject—in other words, the pronoun or direct object does not go away if the subject and object are the same. For example, je me lave versus je lave la voiture. Placement of the object depends on tense.
Examples: Je vais me raser. *I’m going to shave.*
Nous voulons nous lever tôt. *We want to get up early.*
- The possessive adjective is almost **never** used with body parts. When a part of the body follows a reflexive verb, it is preceded by the definite article.
Examples: Je me brosse les dents. *I brush my teeth* *I brush the teeth of myself.
Tu te brosses les cheveux. *You brush your hair.*
Elle se lave les mains. *She washes her hands.*
- When asking a question using inversion, the reflexive pronoun comes before the verb:
Example: Vous levez-vous de bonne heure? *Do you get up early?*
- In a negative sentence, *ne* precedes the reflexive pronoun. It should be around the pronoun and verb:
Example: Elle ne se couche pas tard. *She does not go to bed late.*

Exercise 1 (class)

Fill in the blanks with the proper reflexive pronoun.

1. Vous _____ levez de bonne heure.
2. Tu _____ brosses les cheveux.
3. Elles _____ lavent les dents.
4. Je _____ 'habille.
5. Il _____ couche tard.
6. Nous _____ réveillons de bonne heure.

Exercise 2 (class)

Reflexive or non-reflexive? Change each one of these sentences to either a reflexive or non-reflexive situation (when the subject performs the action on someone or something else). Think about agreement of the subject + pronoun if the sentence is a *reflexive* one.

- a) J'amuse mes amis.
- b) Tu te laves.
- c) On se promène.
- d) Ils lavent le chien.
- e) Vous levez les enfants.

Exercise 3 (pairs)

Read over what the following people do and describe their activities by using a reflexive verb equal to the given expression. With your partner, take turns using different reflexive verbs.

- A. Catherine met une belle robe.
- B. Nous faisons une promenade.
- C. Le dimanche, ma mère ne travaille pas.
- D. Philippe ouvre les yeux.
- E. Mes copains font une promenade en ville.

- F. Je sors du lit à six heures et demie.
- G. Tu prends un bain.
- H. Vous allez au lit.
- I. Tu mets tes vêtements.

Exercice 4 (pairs)









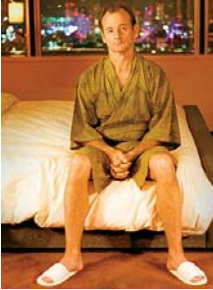
The following people are in the bathroom. Tell your partner what they are doing using the given elements from Columns A, B, C, and D in logical sentences. How many sentences can you come up with in 5 minutes?

Example: je me lave les mains avec du savon.

A	B	C	D	
JE	SE LAVER	LES DENTS	DU SHAMPOOING	
TU		LES MAINS	DU DENTIFRICE	
AMADOU		LES PIEDS	DU SAVON	
JOHN ET AMADOU		SE BROSSER	LES CHEVEUX	UNE BROSSE À DENTS
NOUS			LA FIGURE	UNE BROUSSE À CHEVEUX
VOUS				

Exercise 5 (pairs)

Use the subject pronoun below each picture and say what the following people are doing, hope to do, are going to do, [...].

 <p>Il</p>	 <p>Tu</p>	 <p>Nous</p>
 <p>Il/Elle</p>	 <p>Vous</p>	 <p>Je</p>
 <p>Tu</p>	 <p>Il</p>	 <p>Je</p>

The Passé composé: a compound verb / 2 parts

There are two main tenses one uses in French when talking about the past. Today you will learn the *passé composé*, which is used to report single past events. The *passé composé* is the most common past tense that expresses:

- a) an action or state of being,
- b) an action repeated a specific number of times,
- c) or a series of actions in the past.

To form the *passé composé*, you need an auxiliary verb (either *avoir* or *être*) and a past participle. In this lesson, you will learn how to form the *passé composé* with *avoir* (which is the auxiliary needed by most verbs).

Regular verbs form their past participles as follows:

<i>er</i> verbs: téléphoner	é	téléphoné
<i>ir</i> verbs: finir	i	fini
<i>re</i> verbs: attendre	u	attendu

*suivre = suivi / j'ai suivi 2 cours [...]. I took 2 courses [...]

Parler au passé composé:

*remember that –é sounds like regular –er verbs in the infinitive form.

J'ai parlé	<i>I spoke, I have spoken, I</i>	Nous avons parlé
Tu as parlé	<i>did speak</i>	Vous avez parlé
Il/elle/on a parlé		Ils/elles ont parlé

Irregular verbs usually have irregular past participles. Below is the list of the irregular verbs you have learned so far that have irregular past participles:

être	été	connaître	connu
avoir	eu	pouvoir	pu
faire	fait	vouloir	voulu
*venir	*venu (e) (s) (es)	boire	bu
ouvrir	ouvert	prendre	pris
lire	lu	dire	dit
écrire	écrit	mettre	mis
savoir	su	plaire	plu

*Venir uses the helping verb, to be / être.

- To negate a sentence in the *passé composé*, simply surround the auxiliary verb with the negative phrase:
 - J'ai téléphoné à ma famille.
 - Je *n'ai pas* téléphoné à ma famille.
- For questions with inversions, only the auxiliary and the subject pronoun change place:
 - As-tu téléphoné à ta famille?
 - Abdou a-t-il écrit à sa femme? ← Use a –t to separate two vowels.

Exercise 3

This is what John did last weekend. The sentences are in the present tense. Put them in the *passé composé*.

John prend le petit déjeuner à 9 heures. Il lit le journal, puis il écrit une lettre à sa sœur. Il prend le bus pour aller en ville. Il fait des achats. Il boit un jus de fruit sur la terrasse d'un café. Il ne peut pas payer sa consommation car il perd son portefeuille. Il téléphone à Amadou. Amadou donne de l'argent à John. John dit merci à Amadou. Amadou et John décident d'aller au cinéma.

Exercise 4 (class)

Now read over your paragraph in the past tense. Your instructor will ask a student to read the paragraph aloud, paying attention to the unique pronunciation of the *passé composé*. It is important to distinguish between the present tense endings and the past tense (2 parts) markers. For example:

- Le lundi, je .
Hier soir, .
- Nous le samedi.
Nous samedi dernier.
- Aujourd'hui, elle faire la cuisine.
La semaine dernière, elle faire la cuisine.

Appel (n.m)	<i>Head count</i>
Armement (n.m)	<i>Weaponry</i>
Assembler (verb)	<i>To assemble</i>
Avoir lieu (verb)	<i>To take place</i>
Bonne heure	<i>Early</i>
Camion (n.m)	<i>Truck</i>
Chambrée (n.f)	<i>Barrack-room</i>
Champ de tir (n.m)	<i>Shooting range</i>
Convoi (n.m)	<i>Convoy</i>
Cross (n.m)	<i>Running</i>
Déminer (verb)	<i>To clear of mines, bombs</i>
Destruction (n.f)	<i>Demolition</i>
Dormir (verb)	<i>To sleep</i>
Entrée principale (n.f)	<i>Main gate</i>
Équipement de plongée (n.m)	<i>Diving equipment</i>
Foyer de la troupe (n.m)	<i>Enlisted club</i>
Gymnase (n.m)	<i>Gymnasium</i>
Mess des officiers (n.m)	<i>Officers' mess</i>
Opérations et renseignements (n.pl)	<i>Operations and Intelligence</i>
Parachutisme (n.m)	<i>Parachuting</i>
Pause (n.f)	<i>Pause</i>
Polygone de destruction (n.m)	<i>Demolition area</i>
Quartier (n.m)	<i>Quarter</i>
Quartier général (n.m)	<i>Headquarter</i>
Rang (n.m)	<i>Rank, line</i>
Réfectoire (n.m)	<i>Mess hall</i>
S'habiller (verb)	<i>To dress</i>
Salle d'instruction (n.f)	<i>Instruction room</i>
Salle de conférence (n.f)	<i>Conference room</i>
Se brosser (verb)	<i>To brush</i>
Se coiffer (verb)	<i>To comb</i>
Se coucher (verb)	<i>To go to bed</i>
Se laver (verb)	<i>To wash (oneself)</i>
Se lever (verb)	<i>To get up</i>
Se mettre en rang (verb)	<i>To line up</i>
Se parfumer (verb)	<i>To put on perfume</i>
Se raser (verb)	<i>To shave</i>
Se réveiller (verb)	<i>To wake up</i>
Secourisme (n.m)	<i>First-aid</i>
Suivre (verb)	<i>To follow</i>
Terrain d'entraînement (n.m)	<i>Training area</i>
Tirer (verb)	<i>To shoot</i>

Attacher (verb)	<i>To tie, to fasten</i>
Étranger (ère) adj.	<i>Foreign</i>
Instrument de sondage (n.m)	<i>Probing rod</i>
Se peigner	<i>To comb one's hair</i>
Se promener	<i>To go for a walk</i>
Se reposer	<i>To rest</i>
Tard (adverb)	<i>Late</i>



Entrée du quartier général d'une base militaire gabonaise

Daily Routine of a Senegalese Soldier

The daily routine of a Senegalese soldier depends on whether he resides in the barracks or in town. In general, there is not enough room for all the enlisted personnel; as a result, a large number of them find accommodations off base, with relatives or friends or by themselves. Only those in boot camps are assured of lodging on base. A live-in soldier's day starts at 6:00 am with the serving of breakfast. At 7:00 am, every soldier (on or off base) is required to attend the roll call during which daily tasks are assigned. Lunch being the most important meal in Senegal, a 3-hour break is provided at noon. This midday pause also allows soldiers who live off base to be able to go out and have lunch. At 3:00 p.m., a second roll call is taken and tasks are assigned again or completed. The workday ends at 5 or 6:00 p.m. depending on units. The same schedule is repeated daily throughout the week. Saturday afternoons and Sundays are free days except for soldiers on weekend duties.

For many Senegalese soldiers, a major concern in their daily routine is, however, how to get to work on time and back. In smaller towns, this worry is lessened by the relative ease in finding lodging around the military installations. In bigger cities such as Dakar, however, affordable housing for enlisted personnel might only be available far away from base. In such a situation, both transportation costs and finding a reliable mode of transportation become major issues. Part of the Senegalese government solution to these problems is to provide free rides to all uniformed soldiers on the state buses run by Sotrac. While this move has been a welcome gesture for the Senegalese military, the unreliable *schedule* of these buses is still a worry they have to deal with for fear of being sanctioned for tardiness.

Activity 1

Class activity. Interview your instructor. Students take turns asking questions to find out the following information.

1. At what time does s/he get up?
2. At what time does s/he shower?
3. At what time does s/he get dressed?
4. At what time does s/he eat breakfast?
5. At what time does s/he brush her/his teeth?
6. At what time does s/he have lunch?
7. At what time does s/he go to bed?

Activity 2

Pair activity. You are being interviewed by a local reporter in Dakar for a story in the local paper. The public wants to know your daily routine. One student plays the role of the reporter (A) while the other plays the role of the American soldier (B) being interviewed. Then switch roles. Is the reporter too nosy? Do you have any quick “mind your own business” replies? How could you avoid a question? Your instructor will give you a couple of expressions to use.

- A. Ask him what time he usually gets up in the morning.
- B. Answer.
- A. Ask what he does then.
- B. Say you wash, shave, and get dressed.
- A. Ask what time he has breakfast.
- B. Answer.
- A. Ask about his schedule for his workday.
- B. Say what time you have to report and do fitness activity, instruction, and when you go home.
- A. Ask what time he goes to bed.
- B. Answer.
- A. Thank him and take leave.

Activity 3

You want to spy on your instructor. Write a short paragraph describing your instructor’s daily routine (at least what you assume happens) to give to a private investigator. Use your imagination but remember who’s in charge!

Activity 4

Describe your daily routine by putting the following sentences in a logical order.

- a. Je suis un cours d'instruction.
- b. Je prends le petit déjeuner.
- c. Je vais au travail.
- d. Je me lève.
- e. Je fais une pause pour déjeuner.
- f. Je fais du cross.
- g. J'ai une réunion.
- h. Je prends une douche.
- i. Je m'habille.
- j. Je me couche.
- k. Je me mets en rang.
- l. Je regarde la télé.
- m. Je rentre chez moi.
- n. Je suis un cours d'instruction.
- o. Je vais en classe.

Activity 5

With the order / clues of the people listed with their vehicles, can you figure out the order of vehicles in this convoy? Hint: Thiam leads the convoy ...

Le véhicule du sergent major Lô est entre la jeep du sergent major Kane et le camion du sergent Dieng. Le sergent major Kane est derrière le capitaine Diallo. L'adjudant Thiam mène le convoi. Où, dans le convoi, se trouve le véhicule du sergent N'Diaye?

Activity 6

Pair activity. Practice the following exchanges with your partner:

Exchange 1

- A: Ask where the headquarter is.
B: Answer.
A: Ask where the mess hall is.
B: Answer in relation to the headquarters building.
A: Tell B you need gas. Ask where you can get some.
B: Say at the motor pool. Tell him where it is located.

Exchange 2

- A: Ask where you will sleep.
B: Say he is an E8 and will sleep in the NCO quarters.
A: Ask where the NCO quarters are and where your barracks room is.
B: Answer and say that his room is on the 3rd floor.
A: Ask where your wall locker is.
B: Say that it is next to the bed.

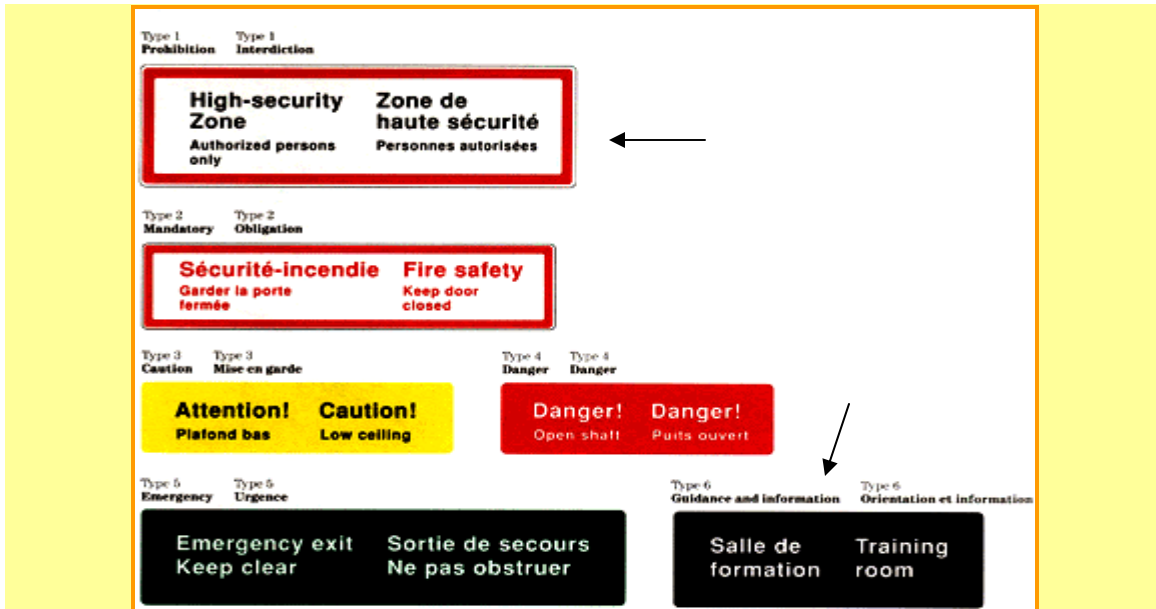
Activity 7

Select the correct response.

- | | |
|---|--|
| 1. La réunion préparatoire, où a-t-elle lieu? | au bureau
devant l'entraînement
à la cuisine |
| 2. Où est-ce que je peux avoir des vivres? | au réfectoire
à l'approvisionnement
au mess |
| 3. Où mange-t-on? | dans la salle de cours
au réfectoire
au QG |
| 4. Où est-ce qu'on peut acheter des articles de toilette? | au mess des sous-officiers
au poste de secours
à l'approvisionnement |
| 5. Où a lieu le briefing? | au mess des officiers
dans la salle de cours
à l'approvisionnement |

Activity 8

Look at the following signs in English and French. With your partner, discuss words or expressions that serve as markers in both languages. What other types of signs could you see around the base camp? Any signs to indicate a location of major facilities?



Activity 9

You are with a group of visitors being shown around post. As you listen to the tour leader (your instructor), number the sequence in which you visit the 12 facilities below. Note that you end up visiting only 11 of them. Which one gets left out?

Armory
Communications center
Demolition area
Guest quarters
Gym
Headquarters
Instructional facility
Dining facility
Pool
Shooting range
Athletic field
Training area

Activity 10

Listen to the following briefing given to an A-Team that has just arrived for a joint exercise at a Senegalese military base. Mark each statement *vrai* or *faux*. After your class goes over the answers, write down 3 questions to ask le sergent Diouf.

1. Colonel Bâ is the commanding officer for this exercise. V / F
2. This joint exercise will last two days. V / F
3. The cafeteria is open from 6 to 9.30. V / F
4. The command post is between the hospital and the cafeteria. V / F
5. The joint briefing is scheduled for 8 am tomorrow. V / F

Sample questions: Combien de temps va durer [...], Que fait-on après [...], Où [...].

Activity 1

Class activity. One student names an activity from the box on the left and the next student chooses a piece of equipment from the box on the right needed to perform that activity. Use either the *nous* or *on* form for each reply.

Example: *Aujourd'hui on a de l'entraînement au tir. On a besoin d'armes.*

Avoir de l'entraînement au tir	Café
Faire de la nage	Casque
Faire du cross	Baskets
Faire du parachutisme	Maillot de bain
Avoir un briefing	Cordes
Faire du vélo	Brodequins
Faire de l'alpinisme	Armes
Faire du ski	gants

Activity 2

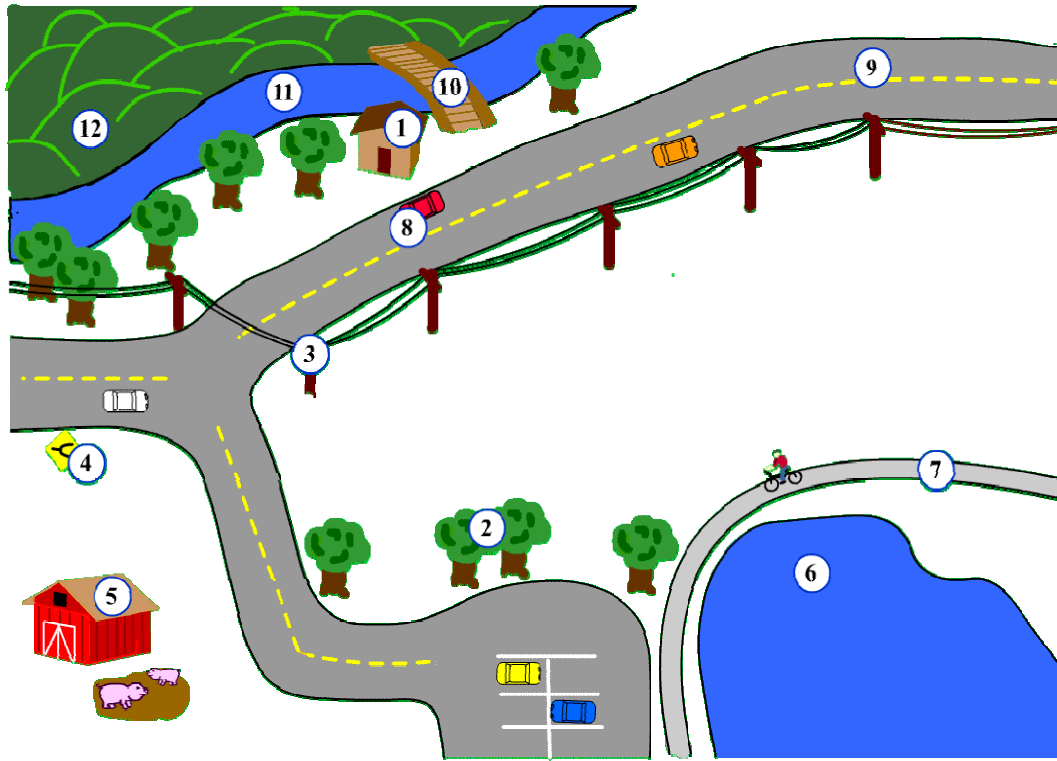
Pair activity. Take turns asking each other what you did last weekend. Be ready to report to the class how your partner spent his weekend.

Activity 3

Pair activity. You have been asked by a Senegalese soldier about life in the barracks in the US. Brainstorm in great detail what life in the barracks is like. In answering, try to explain what life is like in general, compared to civilian life and facilities.

Activity 4

Pair activity. Use the map that follows to practice asking and giving directions to get to base camp. Take turns and include routes for motorists as well as bicyclists, pedestrians and swimmers, using the landmarks to help you give guidance.



Activity 5

Listen to your instructor read a training schedule and fill in the clock times using the 24 hour system.

1. L'instruction est de _____ à _____.
2. A quelle heure est-ce que l'équipe A va au polygone de tir? De _____ à _____.
3. A quelle heure ouvre la cafétéria? A _____. Et à quelle heure est-ce qu'elle ferme? A _____.
4. A quelle heure est l'instruction en secourisme demain?
De _____ à _____.

Pair Activities, Student A

Activity 6

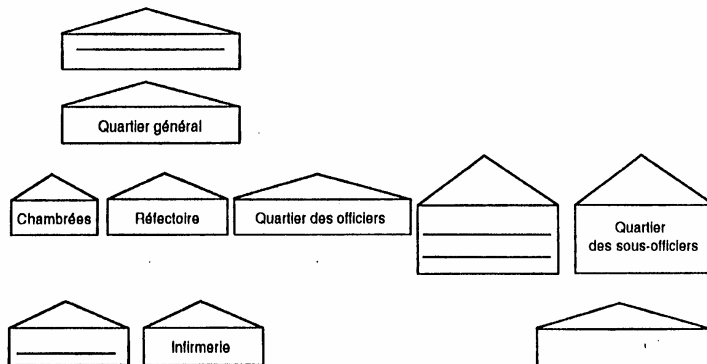
You are a Navy diver undergoing a week's training in night operations. Below is your schedule. Answer your partner's questions, and then find out what time he or she gets up, falls in, hikes in the mountain, has a briefing, and ends his work day.

Horaire des Hommes-Grenouilles

17h00	se lever et se préparer
17h20	prendre le petit déjeuner
17h45	se mettre en rangs
17h55 - 20h00	instruction
20h00	se préparer à l'entraînement physique
20h10	faire du cross sur la plage et de l'entraînement physique
21h15	faire une pause
21h30 - 22h45	nager et plonger en uniforme
21h45	préparer l'équipement de plongée
22h00 - 23h15	faire de l'entraînement sous l'eau
23h15 - 0h30	faire une pause pour déjeuner
0h30	préparer l'équipement
0h50 - 3h15	entraînement destruction
3h15	briefing
3h45	fin de la journée

Activity 7

Ask your partner about the location of several buildings on post (*Où se trouve...?*). Enter the information he gives you on the blank spaces in your map. Then your partner will ask you about the location of several buildings which are marked on your map. Answer him.



Pair Activities, Student B

Activity 6

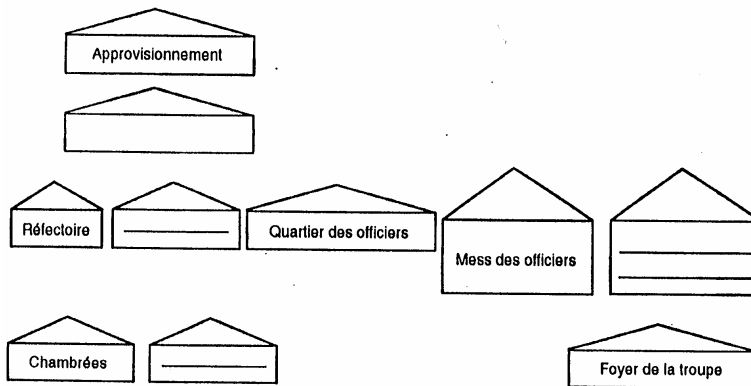
You are a mountain trooper undergoing a week of intensive training. Below is your schedule. Answer your partner's questions, and then find out what time he gets up, falls in, swims, has a briefing, and ends his work day

Horaire des Alpinistes

4h00	se lever et se préparer
4h20	prendre le petit déjeuner
4h45 - 6h10	se mettre en rangs
6h10	préparer l'équipement d'alpinisme
6h30 - 11h50	faire une randonnée dans la montagne
11h50	préparer l'équipement
12h00	pause pour le déjeuner
1h15 - 3h30	entraînement alpinisme
3h30	ranger l'entrepôt
3h45	briefing
3h55	fin de la journée

Activity 7

Ask your partner about the location of several buildings on post (*Où se trouve...?*). Enter the information he gives you on the blank spaces in your map. Then your partner will ask you about the location of several buildings which are marked on your map. Answer him.



Activity 1

Write a short paragraph in which you describe your daily routine.

Activity 2

Be prepared to discuss your daily routine at Fort Bragg.

Activity 3 Track 46

CD. Listen to the questions and write down the answers based on what you have learned in this lesson.

1. Où est-ce qu'on trouve les munitions?
2. Où mange-t-on dans la caserne?
3. Où est-ce qu'on trouve des médicaments?
4. Où est-ce qu'on dort au camp?
5. Où est-ce qu'on peut manger au camp?


Activity 4 Track 47

CD. Listen to the following orders where a group of American soldiers visiting a military base in West Africa are told where to sleep. Write down each soldier's rank and where he is sent.

- 1)
- 2)
- 3)

Activity 5

Read the following ad and check whether the statements are true or false.

<p>GOM COGNE GC27 gris Prix: 129.- €</p> <ul style="list-style-type: none"> • Pistolet de défense • Projectile caoutchouc: balle ou chevrotine. • NON LETAL, ne tue pas • Métal argent nickel. • Tir Fusée de détresse. • Livré en mallette PVC. • Accessoire disponible: • Holster cuir ou cordura. 	 <p>GOMME COGNE calibre 12 Réf:GC27</p> <ul style="list-style-type: none"> • A bullet from this gun could crack an engine block. T / F • This type of gun is very deadly. T / F • Accessories are now available for this gun. T / F
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Activity 6

Read the excerpt about the first French Commandos training and answer the questions that follow.

« ... Il est certain que l'on ne peut pas admettre du jour au lendemain dans une unité d'élite, dans une troupe de choc, des hommes qui ne sont pas suffisamment robustes, préparés et volontaires ! Il y a nécessité d'un entraînement très poussé, rude et viril, pour participer à des interventions rapides, de toutes natures et en tous lieux.

Le stage-commando : se déroule à l'Ecole des Fusi-



liers Marins¹ pendant huit semaines ; l'instruction y est effectuée par des instructeurs particulièrement qualifiés.

La résistance individuelle et l'esprit d'équipe sont développés par des exercices variés : marches forcées sur route, en terrain varié, sur sable, de 8 km à 35 km et elles sont chronométrées ; parcours aux obstacles divers et ingénieux : parcours du combattant, parcours jungle, parcours commando, parcours d'assaut ; franchissements de cours d'eau, de falaises ; nage de combat, initiation à la plongée sous-marine, tirs, démolition ; zodiac, débarquements depuis sous-marin ; exercices de jour et de nuit. Le stage se termine par un grand rallye de quarante-huit heures au cours duquel embuscade, attaque d'objectif, utilisation des moyens de déplacement ci-dessus sont pratiqués. C'est une bonne secousse qui clôture le stage et qui permet de contrôler l'instruction et les réactions en une période de fatigue accumulée.

From *Les Commandos*, by Marc Flament. Paris: Balland, 1972.

1. What are the adjectives used to describe the training of the commandos?
2. How long does the training last?
3. Explain: “une troupe de choc”.
4. What are the two main traits that are developed during this training period?
5. Give the English equivalent for some of the exercises that are part of the commandos' training:
marche forcée =
nage de combat =
plongée sous-marine =
tirs =
demolition =
6. What is the final exercise of the training?
7. Can you relate to: “fatigue accumulée”? Discuss your opinion with your classmates.

Activity 7

Examine each one of the Senegalese military “écussons” (shoulder patches) and give a 2-3 sentence description in French. Use adjectives of color, shape, and size. What symbols do you see on each patch?



source: www.senegalaisement.com