

SOLT French Module 3 Lesson 6
Student Manual



Setting up a Base Camp

At the end of this lesson, you will be able to describe supplies needed to set up a base camp and learn new French words to identify the accommodations at a military installation. You will also be able to identify common articles of military clothing as well as civilian clothing, and get familiar at where to obtain supplies for missions.

Plan to Set up a Base Camp

- List items for setting up a base camp
- Identify and describe one's surroundings in this environment
- Identify the accommodations at a military installation

Discuss Work Attire

- State military clothing needs
- Describe civilian and military clothing
- Select weather appropriate clothing
- Discuss common articles of clothing for men and women
- Compare clothing and shoe sizes in the US with sizes in French-speaking West Africa
- Describe seasonal clothes
- Discuss preference in style, color, and material

Get Supplies

- Identify supplies
- Select supplies for your mission
- Ask and answer questions about supplies and where to get them on post
- Discuss specific supplies required by team members
- Buy supplies

Scenario:

Pour établir un camp de base



Read the conversation about setting up camp and future training in Bamako between the Lt. Col. and the Corporal (a Malian). Go to the follow-up exercise and discuss new words, meanings, context with your class.

Lt. Col.: Caporal Barizamega!

Caporal: Oui mon Colonel?

Lt. Col.: Nous allons établir le campement ici. Rassemblez vos hommes et formez des équipes; une pour monter le réfectoire là-bas, près des rochers; une autre pour s'occuper du centre de transmissions à droite; à gauche, on mettra l'infirmierie et au bout de cette allée, près des arbres, vous planterez la tente pour le poste de commandement.

Caporal: Et pour le dortoir?

Lt. Col.: Dîtes aux hommes de sortir leur pelle et de creuser un trou pour y passer la nuit. On verra ça demain. Et dites-leur également de se dépêcher, la nuit va bientôt tomber. C'est compris?

Caporal: Oui mon Colonel!

Exercise 1 (Pair Work)

The class will be divided into pairs for this exercise. Working with a partner, read the scenario again. Pay attention to underlined phrases.

- A. Write the English equivalent of the phrases.
 - B. Talk about similarities and differences in comparison to your base camp preparations.
- A class discussion will follow.

A base camp

The essentials: items needed to establish a base camp:



une tente



des mâts



des piquets



une pelle



un poste émetteur



des jumelles



une gourde

Exercise 2 (Pair Work)

With the basic vocabulary given above and prepositions of place below, write in French the steps necessary to set up a tent *in the correct order*.

To express location: devant
derrière
à côté de
à gauche de
à droite de
en face de
entre

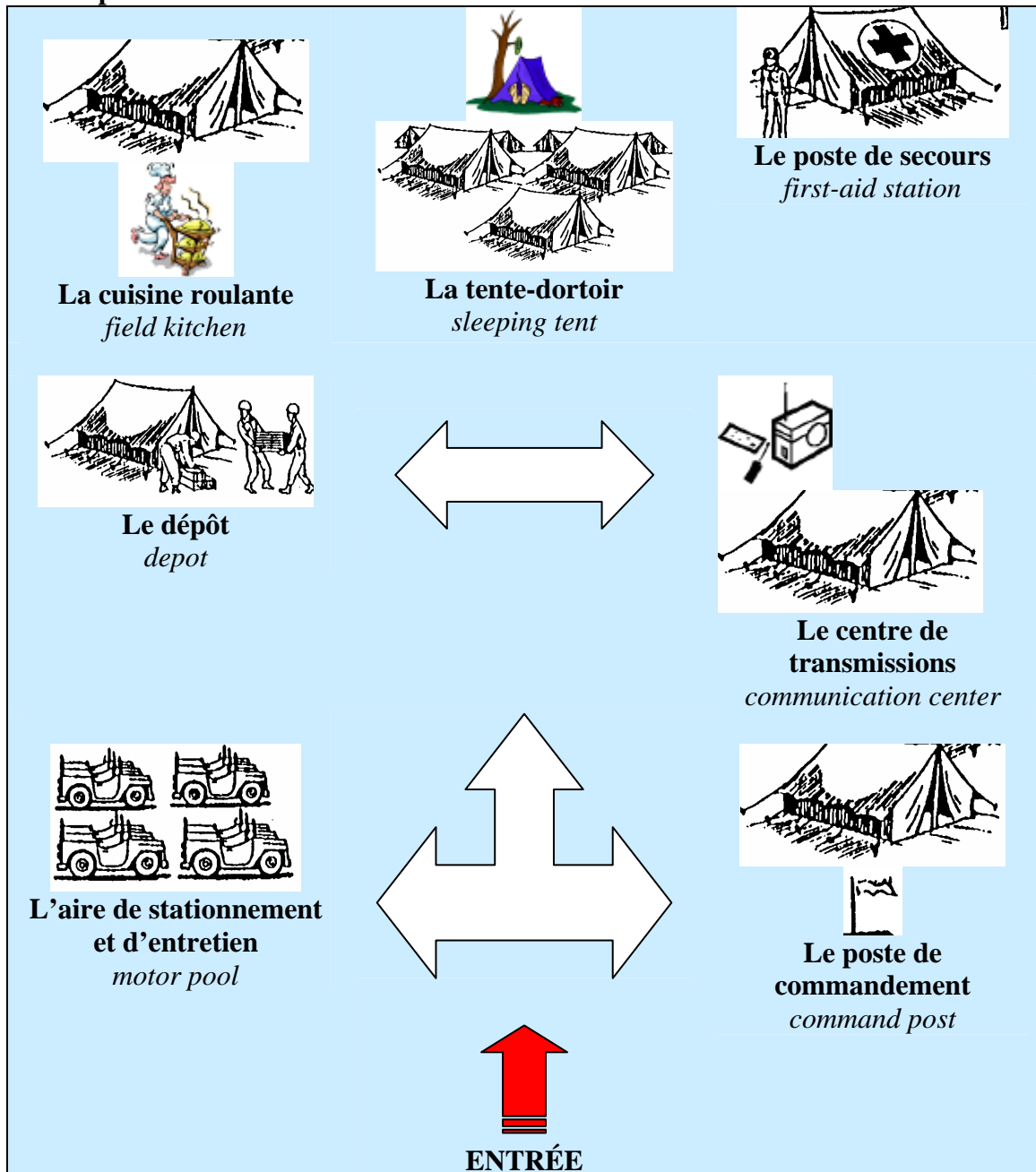
Exercise 3 (Class Work)

Review the prepositions of location. Your instructor will describe where students are located. Depending on class size, your instructor may describe objects. Place yourself where you should be so that your instructor's statement is accurate. After a few sentences, your instructor will ask a couple of students to follow the model and change student (object) arrangement in the classroom.

Example: Your instructor says: *John est derrière Matt. Matt est à côté de Paul.* Then John stands behind Matt and Matt stands next to Paul.

À vous maintenant...

Le camp:



Exercise 4 (Pair Work)

Fill in the blanks with the proper direction (placement) and then tell your partner where each base camp location is situated.

Example: Le poste de secours est derrière le centre de transmissions.

- A. La cuisine roulante est _____ la tente-dortoir.
- B. Le poste de secours est _____ la tente-dortoir.
- C. Le dépôt est _____ la cuisine roulante.
- D. Le centre de transmissions est _____ le poste de commandement et le poste de secours.
- E. Le dépôt est _____ centre de transmissions.

Exercise 5 (Class Work)

Discuss and list the important accommodations for a simple base camp other than the one given earlier. Write them on the board and classify them according to their importance.

Exercise 6 (Pair Work)

Working with a partner, analyze the following schema which depicts a general base camp. Write French meanings of them on the table below. Compare your answers with those of your classmates.







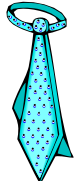


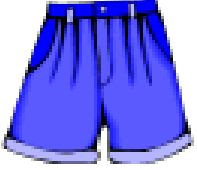
Exercise 7 (Pairs)

Imagine that you are at a Senegalese military post. Answer the questions below after your instructor reviews the key vocabulary.

1. Your friend is slightly injured. Where does he need to go to get medical treatment?
2. You would like to buy a pack of cigarettes. Where would you go?
3. You will observe the military training tomorrow. Where will this training most likely take place?
4. Where would you report a disturbing military message?
5. You are looking for Captain Fall. He is on lunch break. Where do you think he is most likely to be found?

Articles of clothing

Vêtements pour hommes:

			
une chemise	des chaussettes	un costume	un pantalon
			
un pullover	un T-shirt	une veste	des chaussures
			
			une cravate
			
un blouson (cuir)	des tennis	un short	

Vêtements pour dames / femmes:

			
une jupe	un maillot de bain	une robe	un soutien-gorge
			
	un chemisier	des gants	

Here are some more clothing words that are common but can be very tricky. For example, some are gender specific or may be singular in French but plural in English.

- ⇒ **bien habillé (e)**
- ⇒ ***un calçon** = **boxer shorts**
- ⇒ **une ceinture**
- ⇒ ***une culotte** = **sous-vêtement féminin**
- ⇒ **enfiler sa robe**
- ⇒ **des fringues** = **clothes / gear**
- ⇒ **un imperméable**
- ⇒ ***un jean** = **jeans / plural in English, singular in French**
- ⇒ **un manteau**
- ⇒ ***mettre** = **to put on**
- ⇒ ***porter** = **to wear / [er] verb**
- ⇒ ***s'habiller** = **to dress (oneself) / reflexive verb**
- ⇒ ***les sous-vêtements** = **underwear**
- ⇒ ***un survêtement** = **jogging suit / sweatsuit**

While this lesson deals more with military clothing in the vocabulary section, Lesson 7 will introduce you to more clothing vocabulary and verbs to use for bargaining. Look ahead for further explanation and additional words to include in the exercises to follow.

Exercise 8

Pack your suitcase for a vacation! What would you bring to wear for each of the following destinations?

1. une semaine à la plage à Hawaii
2. une semaine de ski au Colorado
3. une semaine à Paris au printemps
4. deux semaines à New York en hiver
5. trois semaines de vacances à votre endroit préféré

Exercise 9 (Pair Work)

Describe one of the images given below. Your partner should guess which image you are describing by pointing to it and indicating that this is the right article / image. If his guess is right then it is his turn to describe another image.



Modèle: Cette personne porte...

Exercise 10 (Pair Work)

Discuss with your partner where you usually buy the articles of clothing introduced on the previous page and say which item you would like to have. Make a list as you tell your partner.

State clothing needs***Les tailles***—to talk about size:

La taille	<i>size (clothes)</i>
Je fais du 38.	<i>I'm a size 38.</i>
Je porte du 38.	
Je cherche un 40.	<i>I'm looking for a size 40.</i>
Une chemise taille 15	<i>a size 15 shirt</i>
La pointure	<i>size (shoes)</i>
Un pair de chaussures en 42	<i>a size 42 pair of shoes</i>
Je chausse du 39.	<i>I'm a size 39 (shoes)</i>
Ça me va bien.	<i>It fits me well.</i>
C'est trop serré.	<i>It's too tight.</i>
⇒ trop grand.	<i>...too big.</i>
⇒ trop court.	<i>...too short.</i>
⇒ trop long.	<i>...too long.</i>
Il me faut la taille en dessus	<i>I need the next size up.</i>
⇒ la taille en dessous	<i>...next size down.</i>
Matériaux: (en) cuir	<i>leather</i>
(en) coton	<i>cotton</i>
(en) laine	<i>wool</i>

Quelle taille faites-vous?	<i>What size are you?</i>
Quelle pointure faites-vous?	<i>What size shoe do you wear?</i>
Avez-vous une taille 40?	<i>Do you have a size 40? (app. 30/men, 8/women)</i>
Avez-vous ce modèle en 40?	<i>Do you have the same thing in a size 40?</i>
Avez-vous ce modèle en plus grand / plus petit ?	<i>Do you have the same thing in a larger / smaller size?</i>

Introduction

Exercise 11 (Pairs)

A. Formulate questions about the size and color of a certain article of clothing using the cues. Take turns and write the questions in the blanks provided. Number 1 has been done for you as an example.

1. in black/my

Vous avez ma taille en noir?

2. in white/his

3. in gray/her

4. in brown/his

5. in khaki/my

6. in blue/her

7. in green/my

8. in yellow/her

10. in orange/my

11. in red/his

B. With your partner, use your written questions from Part A. and now use other expressions to ask about size. Be more specific with sizing and/or material. Your partner will answer with a “yes” or “no” answer.

Example: Ce n’est pas à ma taille [...]. Avez-vous une taille [...] en noir? Non, nous avons votre taille en bleu.

Men's Shirts: Collar size	
14.5	37
15	38
15.5	39
16	41
16.5	42
17	43
17.5	44
18	46

Men's Suits & Overcoats		Men's Trousers	
USA	France	US	France
36	46	28	71
38	48	30	76
40	50	32	81
42	52	34	87
44	54	38	97
		42	107
		44	112

Military clothing

TENUES DE COMBAT



Ceinturon



Casque

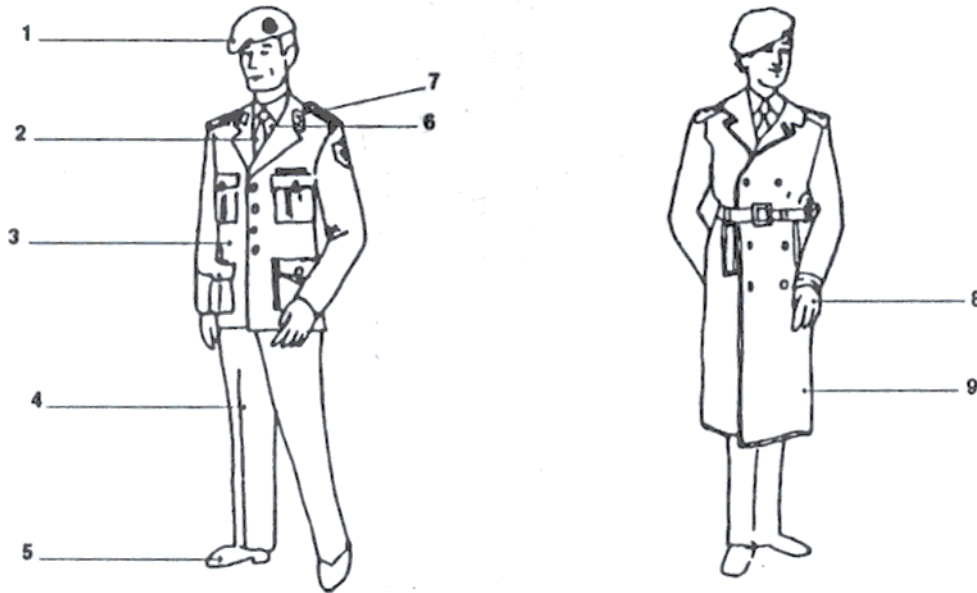
Pantalon de treillis

Brodequins

Veste de combat



TENUE DE SORTIE



Pantalon
Chaussures

Béret
Veste

Imperméable
Chemise

Insigne
Cravate

Gants

Exercise 12

What do the following soldiers need? Look at the pictures and answer the questions.

1. Il a besoin



2. Il a besoin



Introduction

3. Il a besoin de



6. Il a besoin



7. Il a besoin



Exercise 13 (Pair Work)

Each one of you will write key words under each image below. Once you are done, you will compare it with your partner by asking each other how you described a certain image (use the key words to form a full sentence). Remember to use colors, sizes, and textures.



Supplies

Qu'est-ce que nous emportons en mission?

Des provisions:



des vivres



des médicaments



de l'eau potable



des torchères

de l'équipement:



des postes émetteurs



une boussole



un sac de couchage



des allumettes



de l'insecticide



une fusée éclairante



des outils



des tentes



des torches électriques



une gourde/un bidon



une trousse de premier secours



une carte



un cubis/un bidon



des piles



des cordes



un sac à dos

des armes:



des explosifs



des couteaux



des munitions

Exercise 14 (Class Work)

Indicate with a number the category that each item belongs to.

1 = provisions

2 = équipement

3 = armes

eau potable
munitions
postes émetteurs
boussoles
sac de couchage
allumettes
insecticide
fusées éclairantes
explosifs
outils
tentes

piles électriques
bougies
trousse de premiers
secours
cartes
médicaments
couteaux
piles
cordes

Exercise 15 (Pair Work)

You are preparing for a mission. Tell each other the things you will need by pointing at the following ten things and saying what they are. Begin with: On a besoin de...



Tip of the day: *Poisson d'avril*

The French came to call April 1 *Poisson d'Avril*, or “April Fish.” French and francophone children sometimes tape (very discreetly) a picture of a fish on the back of their schoolmates, crying “Poisson d'avril” when the prank is discovered. There are of course adult adaptations of *poisson d'avril* shenanigans. For example, the media may announce an outlandish report and later reveal the truth. For Homework Activity 4 think about how the tricks played on American April Fool’s Day are similar to “Poisson d’avril.”

Exercise 16 (Class Work)

Your unit is sponsoring a summer camp for Senegalese children ages 6 through 12. Your task is to set the kids up with camp essentials. Pretend that the parents are present and hold a group discussion. For the English topics listed below, conclude with a logical answer. Follow the French model to begin.

- Discuss the items they need to bring: *Les enfants doivent apporter ...*
- They will be provided with some basics at camp: *Les enfants vont recevoir...*
- Some items are definitely not to be used: *Les enfants ne doivent pas utiliser...*

Exercise 17

Match each term with its *sigle* (acronym). Be logical and use any and all terms to help you figure it out! Share your answers with the class.

- | | |
|--|-------------------|
| 1) Poste de commandement | P.M.F |
| 2) Ration de Combat Individuelle Réchauffable | P.C. |
| 3) Véhicule Léger | P.I.F. |
| 4) Appareil Normal de Protection à Visière Panoramique:
un masque à gaz | R.C.I.R. |
| 5) Point à atteindre - Itinéraire – Formation | B.A.B. |
| | V.T.L.R |
| | A.N.P.V.P. |
| | V.L. |

Prepositions of place

Remember that prepositions like *devant* or *entre* are invariable (one form) with the exception of contractions with *à* and *de*. When prepositions contract with articles like *le*, *la*, *l'*, or *les*, the main word remains the same—only the preposition *à* or *de* changes depending on the noun that follows.

Examples: *Le café est en face de la poste.* BUT *L'épicerie est juste à côté de l'école.*
Many prepositions of place will **not** require a contraction: *La place est entre le café et la poste.*

Exercise 1

Find the matching squares.

en face de	of / from	near	de
behind	sans	envers	without
facing / opposite of	devant	près de	in front of
derrière	toward	on	sur

The verb *porter* (to wear)

This verb is regular and is conjugated as follows:

Je porte
Tu portes
Il/elle/on porte

Nous portons
Vous portez
Ils/elles portent

Exercise 1

Take a few minutes to read the following passage about how to dress for an interview. As you read, practice difficult sounds such as, “rend” or “~~h~~abillée” and underline words that use “porter”. Your instructor will ask someone to read this passage aloud and discuss the advice given.

Tout le monde se demande ce qu'il faut mettre pour se présenter à un entretien d'embauche. Faut-il impérativement que vous endossiez le costume-cravate, alors que vous n'en portez pour ainsi dire jamais ?

Quelle que soit la tenue que vous portez, pensez à vous sentir à l'aise dans vos vêtements. Si porter une cravate vous rend fou, abandonnez l'idée et portez simplement une chemise habillée.

Aire de stationnement et d'entretien (n.f)	<i>Motor pool</i>
Allumette (n.f)	<i>Matchbox, matchstick</i>
Approvisionnement (n.m)	<i>Supply, provision</i>
Arme (n.f)	<i>Weapon</i>
Bidon (n.m)	<i>Can, Bottle, flask</i>
Bottes (n.f.pl)	<i>Boots</i>
Bougie (n.f)	<i>Candle</i>
Boussole (n.f)	<i>Compass</i>
Brodequins (n.m.pl)	<i>Boots</i>
Casque (n.m)	<i>Helmet</i>
Ceinture (n.f)	<i>Belt</i>
Ceinturon (n.m)	<i>Uniform belt</i>
Caisse de munitions (n.f.pl)	<i>Ammunition crate</i>
Carte (n.f)	<i>Map</i>
Centre de transmission (n.m)	<i>Communications center</i>
Corde (n.f)	<i>Rope</i>
Couteau (n.m)	<i>Knife</i>
Cuisine roulante (n.f)	<i>Field kitchen</i>
Dépôt (n.m)	<i>Depot</i>
Emporter (verb)	<i>Bring along</i>
Équipement (n.m)	<i>Equipment</i>
Explosif (n.m)	<i>Explosive</i>
Fusée éclairante (n.f)	<i>Flare</i>
Infirmierie (n.f)	<i>Infirmary</i>
Insecticide (n.m)	<i>Insecticide</i>
Jumelles (n.f)	<i>Binoculars</i>
Lampe électrique (n.f)	<i>Flashlight</i>
Mât (n.m)	<i>Mast, pole</i>
Médicament (n.m)	<i>Medication</i>
Munitions (n.f.pl)	<i>Ammunition</i>
Outil (n.m)	<i>Tool</i>
Pile (n.f)	<i>Battery</i>
Piquet (n.m)	<i>Post, picket, tent pole</i>
Poste de commandement (n.m)	<i>Command post</i>
Poste de secours (n.m)	<i>First-aid station</i>
Poste émetteur (n.m)	<i>Transmitter, transmitting set</i>
Provision (n.f)	<i>Provision</i>
Sac à dos (n.m)	<i>Backpack</i>
Sac de couchage (n.m)	<i>Sleeping bag</i>
Taille (n.f)	<i>Size, waist</i>
Tente (n.f)	<i>Tent</i>
Tenue de combat (n.f)	<i>Combat uniform</i>
Tenue de sortie (n.f)	<i>Dress uniform</i>
Trousse de premier secours (n.f)	<i>First-aid kit</i>
Véhicule (n.m)	<i>Vehicle</i>
Vivres (n.m.pl.)	<i>Food, supply</i>

Ajouter (verb)	<i>To add</i>
Arbre (n.m)	<i>Tree</i>
Armurier (n.m)	<i>Gunsmith, armourer</i>
Béret (n.m)	<i>Beret</i>
Camion (n.m)	<i>Camion</i>
Camouflage (n.m)	<i>Camouflage</i>
Camp de base (n.m)	<i>Base camp</i>
Camp d'entraînement (n.m)	<i>Training (boot) camp</i>
Cantonement (n.m)	<i>Stationing, quartering, billet</i>
Cantonner (verb)	<i>To station, to quarter</i>
Casquette (n.f)	<i>Cap</i>
Constater (verb)	<i>To notice, to come to one's attention</i>
Constituer (verb)	<i>To constitute</i>
Désordre (n.m)	<i>Disorder, disorganization</i>
Dormir (verb)	<i>To sleep</i>
Dortoir (n.m)	<i>Sleeping quarters</i>
Endroit (n.m)	<i>Place</i>
Gourde (n.f)	<i>Flask</i>
Malade (adj.)	<i>Sick</i>
Matelas (n.m)	<i>Mattress</i>
Mission (n.f)	<i>Mission</i>
Moisir (verb)	<i>To mould</i>
Mouiller (verb)	<i>To wet, to moisten</i>
Ombre (n.f)	<i>Shadow, shade</i>
Ordre (n.m)	<i>Order</i>
Paillasse (n.f)	<i>Straw mattress</i>
Papier hygiénique (n.m)	<i>Toilet paper</i>
Pardessus (n.m)	<i>Overcoat</i>
Pelle (n.f)	<i>Shovel</i>
Pluie (n.f)	<i>Rain</i>
Porter (verb)	<i>To wear</i>
Protéger (verb)	<i>To protect</i>
Ranger (verb)	<i>To put away, to tidy</i>
Rendre Compte (verb)	<i>To report</i>
Réquisitionner (verb)	<i>To requisition</i>
Sol (n.m)	<i>Ground</i>
Tente-dortoir (n.f)	<i>Communal sleeping tent</i>
Torche de poche (n.f)	<i>Flashlight</i>
Veste de treillis (n.f)	<i>Combat jacket</i>



A cattle market

Livestock markets

While markets in Africa are a mixture of vendors displaying all sorts of goods, livestock markets are the exception and are highly specialized. Livestock markets usually feature goats, sheep and cattle. Even though chickens and other birds are classified as livestock, they are not sold in livestock markets. Livestock markets are usually situated on the outskirts of towns and villages or in a big open space within the city where the livestock can be accommodated, especially on the eve of certain holidays, such as Tabaski, when the number of livestock increases.

As in a regular market, there is a head of a livestock market, elected by his peers, who is in charge of managing the everyday issues facing his community. He also serves as a liaison between the sellers and the municipal authorities. Livestock markets are less stable than ordinary markets in terms of sellers and how often the seller attends the market. Most of the people who bring their animals to the livestock markets are not regular sellers. They are present once in a while and then go back to their farms or ranches. However, there are middlemen who are regular faces in the market and who try to make a living out of negotiating a price for buyers for a fee. These middlemen may take advantage of a desperate seller who had only come to town for the day and wants to get rid of his animals to return home. Often middlemen offer to buy stock or crops at prices far lower than they would get if the farmers traveled to market themselves. Because of this, both buyers and sellers hate the middlemen who are exploitative. Consequently, many sellers come to the livestock markets only when they are desperate and cannot find buyers elsewhere. Sometimes, buyers try to intercept sellers on their way to town before the latter are appraised of the ongoing price in the local market and before market fees drive the prices higher. Since most municipalities confine the selling of animals in designated livestock markets, the middlemen, in their turn look for violators and report them to the competent authorities. New technology such as the cell phone help collectors who can log market prices for farmers that have no way of finding out the prices before they travel to the market, or even if their crop is in short supply at a particular place.

Activity 1

In which facilities are the following pictures taken?



Activity 2

Your instructor will read aloud either a sentence or a question, each of which contains a new word from this lesson. Mark the correct English equivalent for each of them and share your answers with the class.

1. a. supply room
b. communication center
c. command post
2. a. motor pool
b. training area
c. classroom
3. a. mess hall
b. hospital
c. barracks
4. a. field kitchen
b. vehicles
c. provisions
5. a. radio equipment
b. sleeping bag
c. ammunitions

Activity 3

Listen to the following questions (read by your instructor) and mark the most appropriate answer to each of them. Be prepared to repeat the question.

1.
 - a. when wanting to signal its location
 - b. when trying to read a map at night
 - c. when celebrating the birthday of an officer
2.
 - a. when looking for entertainment
 - b. when setting up camp
 - c. when relaying a message
3.
 - a. when roping down
 - b. when doing the laundry
 - c. when marking a campground
4.
 - a. when visiting someone in the hospital
 - b. when they have run out of water
 - c. when helping an injured soldier
5.
 - a. when lighting a fire
 - b. during a cease fire
 - c. when they are under fire
6.
 - a. when evading the enemy
 - b. when provisions are not readily available
 - c. when they are lost













Activity 4

Your instructor will choose one person to play Amadou and another to act as John. The rest of the class will listen to their classmates as they discuss mission supplies. Fill in the blanks in the transcript.

- A:** Alors, tu emportes des _____, des explosifs, et des _____ éclairantes?
- J:** Oui, et des allumettes et une _____ aussi. Et toi, qu'est-ce que tu emportes?
- A:** Moi, j'emporte des piles et de _____. De quoi d'autre avons-nous besoin?
- J:** D'une _____ de premiers secours et d'une _____.

Activity 5

Fill in the blanks with the proper vocabulary. Prepare oral responses.

six _____	
trois paquets de _____	
douze _____	
cinq _____	
beaucoup de _____	
deux _____	
deux paquets de _____	
douze _____	
trois _____	
des _____	
des _____	
sept paquets de _____	

Activity 6

What are the Senegalese soldiers pictured below setting up? Answer with a complete sentence in French. Ils établissent un camp/ils dressent une tente. Next describe the scene for the class with at least 7 sentences. Talk about attire, setting, etc.



Activity 7

Pair activity. Civilian Clothing. Take turns in describing what one of the following people is wearing. Your partner has to guess which picture you are talking about. Don't forget to mention the colors. For a more comprehensive vocabulary list, look ahead at Lesson 7. Brief the class about your findings with respect to each one of the pictures. Be creative!



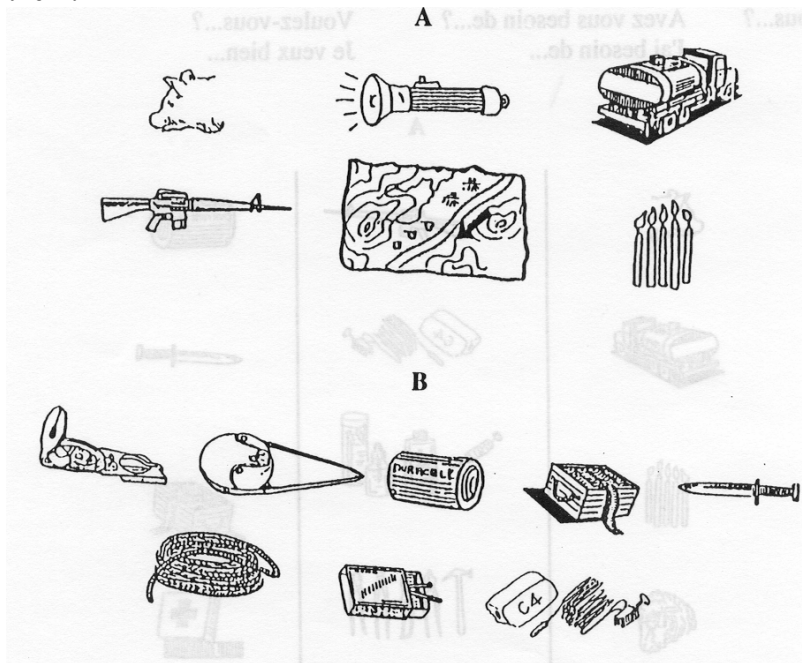
Activity 8 (Pair Work)

Look at the following list of supplies and together with your partner decide which team member uses which item. Write the number of the team member in the blank space next to the item. If an item is used by the entire team, write **T** next to it. Discuss your findings with the class.

- | | |
|-----------------------------|---|
| eau potable | 1. chef de détachement |
| munitions | 2. technicien et sous-chef de détachement |
| poste émetteur | 3. sergent des opérations |
| boussoles | 4. premier spécialiste en armement |
| sacs de couchage | 5. sergent des renseignements |
| allumettes | 6. second spécialiste en armement |
| insecticide | 7. infirmier-chef |
| cartes | 8. spécialiste en transmissions |
| médicaments | 9. sapeur-chef |
| couteaux | 10. infirmier |
| trousse de premiers secours | 11. radio |
| fusées éclairantes | 12. sapeur |
| explosifs | |
| outils | |
| tentes | |
| torches électriques | |
| bougies | |
| piles | |
| cordes | |
| bidons | |

Activity 3

Pair activity. Work with your partner to find the logical connection between the supplies listed under A and the additional items listed under B needed to operate or make use of them.



Activity 4

Pair activity. The lieutenant gives an order to the sergeant on where to set up camp facilities in relation to each other. The sergeant draws a map as the lieutenant describes how he wants the camp set. Role-play the situation for the whole class.

Pair Activities, Student A

Activity 5

You and your partner are in charge of getting the items you need to set up the base camp. This is what you already have. Check what your partner has, and make a list of what you are missing.



Activity 6

You are the driver of a supply truck. Since you are not certain about the destination, ask the person in charge [your partner] where to go and name at least 3 items for each destination.

Model:

Driver: Il faut apporter des couteaux au poste de secours? = Should / must we bring the knives to the first aid station?

Soldier: Non! On doit en apporter à la cuisine roulante!

- ✓ à l'aire de stationnement et d'entretien
- ✓ à la cuisine roulante
- ✓ à la tente
- ✓ au centre de transmissions
- ✓ au dépôt de munitions
- ✓ au poste de commandement
- ✓ au poste de secours

Pair Activities, Student B

Activity 5

You and your partner are in charge of getting the items you need to set up the base camp. This is what you already have. Check what your partner has, and make a list of what you are missing.



Activity 6

You are in charge of directing the supply trucks to their destination at the base camp. Use the following checklist to answer the driver's questions [your partner] who will name at least 3 items for each destination.

Model:

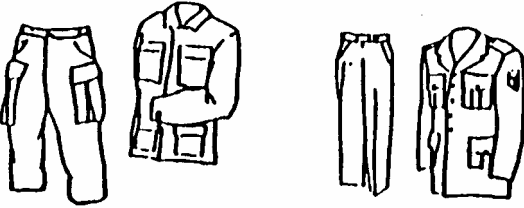
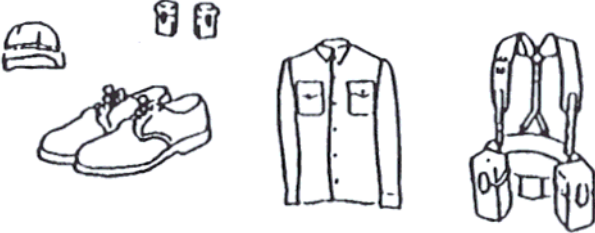

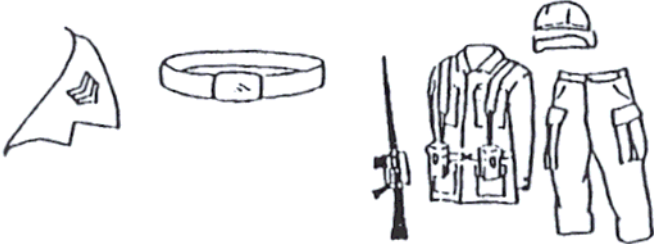
Driver: Il faut apporter des couteaux au poste de secours? = Should / must we bring the knives to the first aid station?

Soldier: Non! On doit en apporter à la cuisine roulante!

- ✓ à l'aire de stationnement et d'entretien
- ✓ à la cuisine roulante
- ✓ à la tente
- ✓ au centre de transmissions
- ✓ au dépôt de munitions
- ✓ au poste de commandement
- ✓ au poste de secours

Activity 1 Track 42

CD. You will hear soldiers come into the supply room to pick up or exchange various uniform items. Write the number of the item and the correct size for each rank.

Grade	Uniform	Taille/Pointure
lieutenant		
capitaine		
commandant		
sergent		

Activity 2

Read the following excerpt from a letter describing a base camp and answer the questions.

C. O. S.
COMMANDOS DE FRANCE

ALGER, le 16 Août 1944.

Le Médecin Capitaine DUBARD
Médecin Chef du C.O.S.

au

Médecin Général BAUDET
Commandant le Service de Santé
de la Division d'ALGER.

J'ai l'honneur de vous rendre compte de ce que je me suis rendu cet après-midi à la caserne du 85ème d'Art. à l'aison Carrée où doivent aller demain cantonner les unités des Commandos de France, sur l'ordre du Général TESTARD, et avoir constaté que :

le cantonnement est constitué par environ 80 tentes type Marabout, serrées les unes contre les autres, avec un espacement d'à peine 1 mètre, dans une enceinte de caserne exigüe, sans la moindre arbre pour donner un peu d'ombre.

le sol est constitué par un empiècement analogue à celui d'une route non goudronnée, avec une pente légère, faisant que l'eau de pluie ruisselle à l'intérieur.

il n'y a pas de rigole autour des tentes et les dernières pluies ont pu mouiller le sol. Il règne dans ces marabouts une humidité chaude extrêmement pénible.

les paillasses et les matras prévues pour nos hommes sont mouillés et en grandes parties moisies.

et nombreuses tentes n'ont pas de chapeau à leur sommet ce qui a permis aux dernières pluies de fouetter directement à l'intérieur.

J'ajoute, qu'une visite aux cuisines, qui demain seront les nôtres, m'a fait envisager sans optimisme, la question de l'alimentation.

from *Les Commandos de France*, by Maja Destrem. Paris: Fayard, 1982.

1. Quels sont le grade et la spécialité de Dubard?
2. Combien de tentes y a-t-il dans le cantonnement?
3. Est-ce qu'il y a des arbres au cantonnement?
4. Combien de mètres y a-t-il entre chaque tente?
5. Est-ce qu'il fait froid ou chaud dans les tentes?
6. Comment sont les matras et les paillasses?
7. Est-ce que la cuisine est en bon état?

Activity 3 Track 43

CD. Listen to Khady describing a base camp and sketch it. Label the buildings and place of each one. Use your vocabulary list to help you. Be prepared to discuss in class the next day.

Activity 4 Track 44

CD. Some jokers set up camp on April 1st, and nothing is where it is supposed to be. Listen to the report and match each item with its present location by drawing a line.

1. Telephone	a. Command post
2. Food supplies	b. Field kitchen
3. Ammunition crates	c. Depot
4. Sleeping bags	d. Sleeping tent
5. Radio equipment	e. Communication center
6. Medical supplies	f. First-aid station
7. Toilet paper	g. Latrine
8. Fuel	h. Pool

Activity 5

Your team is getting ready to go on a mission. Make a list for your Senegalese colleague of the supplies you need to set up a base camp and mark the items that are of primary importance. As you scan the list, highlight any items that may not be readily available based on past conversations with your colleague. Prepare a few short sentences in French to demonstrate what you have learned from your Senegalese colleague. For example, how much ***new information*** did you learn about the mission terrain? What difficulties are you and your team likely to encounter as you set up the base camp?

Activity 6

Match the photo with the correct vocabulary word dealing with essential supplies.

<i>Chargeur piles</i>	
<i>Lampe Torche</i>	
<i>Piles</i>	
<i>Pochette pour lampe torche</i>	
<i>Led pour lampes torches</i>	
<i>Réflecteur</i>	

Activity 7

Be ready to order from the Senegalese army's supply room what you need to set up a base camp. Remember greetings and how to address someone before you place your order.

Activity 8

In English, make a detailed list of the pros and cons of civilian and military clothing. For example, seasons affect both military and civilian clothing needs. Choice is a pro for most civilians but lack of choice (already decided for you) could be a pro listed under military clothing. After you have completed the list, write 3 French adjectives or nouns next to each pro and con. Be ready to discuss your list and opinions in class.

Activity 9

Look over each coat of arms pictured below. How are they similar? And/or different? Do you recognize any words from other lessons? The first bearing represents what country? Write a few French sentences that describe each of these and in English, give your assessment of the importance of each item. Be prepared to share your findings with the class.

