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# HORIZONS

Sixth Edition





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Sixth Edition



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# PREFACE

## Do you have a gift for languages?

Have you ever heard people say that they know someone who has a gift for languages? What does that mean? Are some people born with a special ability to learn languages? How do you know if you have a gift for languages? If you understood the sentence you just read, then you have a gift for languages. After all, you have already learned to speak and understand at least one language well—English. Everybody is born with a natural ability to learn languages, but some individuals seem to learn languages more quickly than others do. This is because, over time, we develop different learning styles.

The process individuals use to learn languages depends a great deal on their personality. As with any other process, such as learning a new computer program or writing a composition for English class, individuals can attain similar results, although they approach the task differently. Some language learners like to plan each step before beginning. Others prefer to jump in as soon as they know enough to get started, and continue from there using a hit-or-miss method. Some language learners like to understand in detail why a language works the way it does before they try to use it, whereas others are ready to try speaking as soon as they know only the most basic rules, making educated guesses about how to express themselves.

Both methods have advantages and disadvantages. Some people become so bogged down in details that they lose sight of their main purpose—communication. Others pay so little attention to details that what they say is unintelligible. No matter what sort of learner you are, the most important part of the language-learning process is to constantly try to use the language to express yourself. Always alternate study of vocabulary and structures with attempts to communicate.

Since you now know that you have a gift for languages, you might think of the following pages as a user's manual that suggests how to use your language-learning capacity to learn French efficiently. Some of the learning techniques will work for you, others may not fit your learning style. Read through the following three sections before beginning your French studies, and refer to them later to develop the language-learning process that works best for you.

- **Goals and expectations:** How much French should you expect to learn in your first year of study and how much time and effort will be required of you?
- **Motivation:** How do you motivate yourself to study and practice the language?
- **Learning techniques:** What are some study tips that will facilitate learning French?

## GOALS AND EXPECTATIONS Who can learn a language?

Many people believe that, as an adult, you cannot learn a language as well as you might have when you were a child. It is true that children are good language learners, but there is no reason why adults cannot learn to speak a language with near-native fluency. Children learn languages well because they can adapt very easily and they do it willingly. Being able to adapt is very important in language learning. Children are not afraid to try something new, and they are not easily embarrassed if things do not turn out as they expect. Adults, on the other hand, are often afraid of doing something wrong or looking ridiculous. Don't be afraid to experiment, using what you already know to guess at how to express yourself in French. It does no harm if you try to say something and you do not get the expected response. Just try again.

By the time people become adults, they generally learn by analyzing, rather than by doing. They have also grown so accustomed to their own way of doing things that they are reluctant to change. Similarly, adult language learners often feel that the way English works is the natural way. They try to force the language they are learning into the same mold. In fact, languages work in a variety of ways, all equally natural. Learn to accept that the French way of doing things is just as natural and valid as the English way.

Another difference in the way that children and adults learn languages is that children spend a lot more time focused on what they are doing. When children learn languages, they spend almost every hour they are awake for several years doing nothing but learning the language. Learning to communicate is their principal objective in life. Most adults, on the other hand, spend just a few hours a week studying a new language, and during this time they are often distracted by many other aspects of their lives. In a classroom setting where small children have contact with a foreign language for just a few hours per week, children do not learn better than adults. In fact, adults have several advantages over children, such as their ability to organize and their longer attention spans. Your ability to develop fluency in French depends mainly on three things: the amount of time you spend with the language, how focused you are, and how willing you are to try to communicate using it.

## How well will you speak after a year?

Those of you who are new to foreign language study probably have a variety of ideas about what you will be doing in this course. People who become frustrated in foreign language study generally do so because they start off with the wrong expectations. Some people begin a foreign language course with a negative attitude, thinking that it is impossible to really learn a language without going to a country where it is spoken. Although it is indeed usually easier to

learn French in a French-speaking region, you can learn to speak French very fluently here as well. Once again, it is a question of spending time with the language, while focusing on how to communicate with it.

There are also some students who begin foreign language classes with expectations that are too high, thinking that they will begin speaking French with complete fluency nearly overnight. Learning a language takes time. Even after two years of concentrated study, it is reasonable to have achieved only basic fluency. If you set a goal for yourself to have everyday conversation skills after your second year of study, and if you work hard toward this goal, you will be able to function in most everyday conversation settings; however, you will still frequently have to look for words, you will probably still speak in short simple sentences, and you will often have to use circumlocution to get your meaning across. In *Horizons*, you will learn how to function in the most common situations in which you are likely to find yourself in a francophone region. To illustrate how much you will learn during the first few weeks of study, take out a sheet of paper, and list, in English, the first eight questions you would probably ask in the following situation: Before the first day of class, you sit down next to a student you have never seen before and you begin to chat.

In this situation, students generally ask questions like the following:

- How are you doing?
- What's your name?
- What are you studying?
- Where are you from?
- Where do you live? / Do you live on campus?
- Do you like it there?
- Do you work? Where?
- When are you graduating?

This is the extent of the conversation that you have with many people you will meet, and you will be able to do this in French after only a few weeks.

## How much time and effort must you invest to be a successful language learner?

There are three Ps involved in learning a language: patience, practice, and persistence. We have already said that success in learning a foreign language depends on how much time you spend studying and practicing it. You might wonder how time-consuming French class will be. The amount of time required depends on your study skills and attention span. However, nobody can be successful without devoting many hours to studying and using the language. Generally, to make steady progress at the rate that material is presented in most college or university classes, you should expect to spend two to three hours on the language outside of class, for every hour that you are in class.

## What is involved in learning to express yourself in another language?

Students studying a foreign language for the first time may have false expectations about what is involved in learning to speak another language. Many people think that you just substitute a French word for the equivalent word in English. Most of the time, you cannot translate word for word from one language to another. For example, if a French speaker substituted the equivalent English word for each French word in the following sentence, it would create a very unusual sentence.

### **Nous ne l'avons pas encore fait.**

*\*We not it have not still done.*

You might be able to figure out that this sentence means, “We haven’t done it yet,” but sometimes translating word for word can give a completely wrong meaning. For example, if you translate the following sentence word for word, you would think that it has the first meaning that follows it, whereas it really has the second. This is because the indirect object pronoun **vous** (*[to] you*) precedes the verb in French.

### **Je voudrais vous parler demain, s’il vous plaît.**

*\*I would like you to speak tomorrow, if it you pleases.*

*I would like to speak to you tomorrow, please.*

You probably noticed in this last example that one word in English may be translated by several words in French and vice versa (**voudrais** = *would like*, **vous** = *to you*, **parler** = *to speak*, **s’il vous plaît** = *please*).

Differences in languages are not due simply to a lack of one-to-one correspondence between words and structures. Cultural differences also strongly affect how we communicate. Culture and language are so interrelated that it is impossible to learn a language fluently without becoming familiar with the culture(s) where it is spoken. For example, in French, a cultural difference that affects the spoken language is that French society is not as informal as ours. Adults generally do not call each other by their first names, and the words for *sir* and *madam* are used much more frequently than in English. For example, it is normal to say **Bonjour, monsieur** (*Hello, sir*), whereas English speakers say *Hello*.

Cultural differences affect the spoken language and also nonverbal communication. For instance, when the French speak to each other, they generally stand closer than we do. When we are talking to a French-speaker, we may feel that our space is invaded and back away. The French may interpret this as being standoffish. As you can see, learning to communicate in French entails a lot more than substituting French words for English words in a sentence.

## Does practice make perfect?

Your goal in learning French should not be to say everything perfectly. If you set this goal for yourself, you will probably be afraid to open your mouth, fearing mistakes. Your goal should be to communicate clearly, but you should expect to make mistakes when speaking. If you

make a mistake that impedes communication, those you are speaking to will ask for clarification or repeat what you have said to be sure of what you mean. Listen carefully to how they express themselves, and make adjustments the next time you need to convey a similar message.

Although perfection is not the goal of language learners, practice is vital to success. (Remember the three Ps of language learning: patience, practice, and persistence.) You can learn every vocabulary word and rule in the book, but unless you practice regularly, listening to French and attempting to speak it, you will not learn the language. Practicing a language is just as necessary for success as practicing a sport or a musical instrument. Imagine that you are a football player or pianist. You might know every play in the book, or you might understand music theory completely, but unless you practice, you will never be able to perform. It is important to learn the rules of French, but you must also practice it regularly.

## What do you do if foreign languages make you panic?

Most individuals feel nervous when they have to speak to strangers. This is true when you speak your own language, and it's even truer when speaking a foreign language. There is no reason to be nervous, yet fear of looking ridiculous is often difficult to control. It is normal to experience some anxiety in class. If you suffer extreme anxiety in language class—to such a degree that it impedes your ability to concentrate—it is best to recognize that you fear having to perform in class. Go see your instructor and discuss your anxiety. In order to conquer it, you must acknowledge it.

## MOTIVATION

### How can learning a foreign language help you?

Learning a foreign language should be fun. After all, you will spend a lot of class time chatting with classmates, which most of us find enjoyable. However, learning French takes time and effort. No matter how much you enjoy it, there will be times when you need to motivate yourself to study or practice. You can use motivation techniques for practicing a language similar to those musicians or athletes use to practice an instrument or a sport.

Many musicians and athletes have a personal goal. They imagine themselves playing a great concert at Carnegie Hall or winning a big game, receiving applause and praise. Similarly, each time you start to practice French, imagine yourself speaking French fluently with a beautiful accent. In this mental image, you might be a diplomat, or you might be talking to the waiter at a French restaurant, impressing your friends.

Some people who practice an instrument or a sport do so for personal growth. Many people feel that learning

a new language helps them discover a new side of their personality. By learning to appreciate another culture, you learn to understand your own better. You also come to know yourself better and you broaden your horizons.

Of course, a lot of people are motivated to practice an instrument or a sport because they make their living from it. This is good motivation for learning a language too. In today's international economy, the best jobs are going more and more to those who speak more than one language, and who have an understanding of other cultures. Many jobs in the travel industry, in communications, in government, and in companies dealing in international trade and business require proficiency in another language.

## How can you learn to enjoy studying?

As with any accomplishment, learning a foreign language requires a lot of work. You will enjoy it more if you think of it as a hobby or a pastime and as an opportunity to develop a skill. Here are some training techniques that can help you learn a new language.

- Get into a routine. Devote a particular time of day to studying French. It is best to find a time when you are fresh and free of distractions, so you can concentrate on what you are doing. If you study at the same time every day, getting started will become habitual, and you will have won half the battle. Once you are settled working and learning, it becomes fun.
- Make sure that the place where you study is inviting and that you enjoy being there.
- Study frequently for short periods of time, rather than having marathon sessions. After about two hours of study, the ability of the brain to retain information is greatly reduced. You tend to remember what you learn at the beginning of each study session and at the end. What you study in the middle tends to become blurred. To illustrate this, read the following words one time, then turn the page and see how many you remember. dog, house, sofa, cat, rooster, room, telephone, mouse, book, pencil, television. Most people can remember the first word and the last. The longer the list, the harder it is to remember the words in the middle. The same is true with studying. Study smaller “chunks” of material more frequently, and set reasonable goals for yourself. Don't try to learn it all at once.
- Study with a classmate or a friend. It is much easier to practice talking with someone else, and it is easier to spend more time working with the language if you are interacting with another person. Also, by studying with classmates, you will feel more comfortable speaking in front of them, which eliminates some of the embarrassment some adults feel when trying to pronounce foreign words in front of the whole class.
- Play games with the language. It is fun to learn how to say things in a new language. For instance, ask yourself how you would say things you hear on the radio or

television in French. If you do know how to say something in French that you hear, your knowledge will become more certain. If you don't know how to say something in French, that's normal if you are a beginner. When you finally learn the word or expression you were wondering about, you will remember it more easily, because you have already thought about it.

- Surround yourself by French. Rent French movies or watch DVDs of American movies in the French-language track, listen to French music, and search the Web for French websites with recent news or topics that interest you. Websites with a lot of pictures are the best, because the pictures give you clues to the meaning of unfamiliar words. You probably will not understand very much at first in movies and songs, but they will motivate you to learn more. They teach you about cultural differences, and they help give you a sense of good pronunciation.
- Don't let yourself get frustrated. If you are frustrated each time you sit down to study, ask yourself why. First of all, make sure that you are not studying when you are too tired or hungry. Also, make sure that you clearly understand your assignment and its purpose. Learn to distinguish a language-learning problem from a problem understanding instructions. If you are confused about what you are to do or why, see your instructor during office hours or contact another student. (This is another reason to study with a classmate!)

## LEARNING TECHNIQUES

### How can you spend your study time most efficiently?

Individuals organize material differently as they learn it. Some people learn better by seeing something; others learn better by hearing it. The following are some study tips for how to go about learning French. You may find that some of these methods work for you and others do not. Be creative in practicing your French, using a variety of study techniques.

### General study tips

- Learn not to translate word for word. Learn to read and listen to whole sentences at a time.
- Keep a log of your study time in a small spiral notebook. This will help you learn to study more efficiently. Each time you sit down to study new material, write down the time you begin. When you finish, write down the time you stop, and two or three sentences summarizing what you studied. Students often feel frustrated that they spend a lot of time studying, but they do not retain much. By keeping a log, you will know exactly how much time you spend on French. Writing one or two sentences summarizing what you studied helps you check your retention.
- Alternate speaking, listening, reading, and writing activities. By changing tasks frequently, you will be able to study longer without losing your concentration.

## Vocabulary-learning techniques

- Use your senses. Pronounce words aloud as you study them. Close your eyes as you pronounce the word and picture the thing or activity represented by nouns or verbs.
- Use flashcards. When possible, draw a simple picture instead of the English word. Also, write a sentence using the word on the card, trying to remember it each time you look at the card. Use different colored inks to help you visualize the meaning of words. For example, when studying colors, write them on the flashcard in that color. When learning food items, write the words for red foods, such as strawberries and tomatoes, in red, the words for green foods in green, etc. Write words that can be associated with shapes, such as tall, short, big, small, round, or square, with letters having similar shapes.
- Learn useful common phrases such as “What time is it?” or “How are you?” as a whole.
- Label household items in French on masking tape.
- Tape lists of vocabulary in places where you spend time doing routine tasks.
- Study vocabulary in manageable “chunks.” Each morning, write out a list of 20 new words and carry it in your pocket. A few times during the day, spend two minutes trying to remember the words on the list. Take out the list and review the words you forgot for two minutes. By the end of the day, you will have spent just a few minutes and you will have learned the 20 words.
- Learn 10 useful phrases every day.
- Audio of the end-of-chapter vocabulary words is downloadable from the *Horizons* Premium Website. Download it and play it at home, while you jog, or in your car.
- Make tests for yourself. At the end of a study session, write the English words or phrases on a sheet of paper. Put the sheet of paper away for a few hours. Later, take it out and see how many of the French equivalents of these words or phrases you remember.
- Group words in logical categories. For example, learn words for fruits together, words for animals together, sports-related vocabulary together, etc.
- Make flashcards with antonyms on each side, such as hot/cold, near/far, to go to sleep/to wake up, etc.
- Use related English words to help you remember the French. For example, the French word for *to begin* is **commencer**. Associate it with *to commence*. Be creative in finding associations. For example, the word for *open* is **ouvert**. You can associate it with *overture*, which is the opening part of a musical piece, or an *overt* action, which is one that is done in the open. Write related English words on flashcards.
- Learn to say “**Comment dit-on... ?**” (“*How do you say . . . ?*”) when you do not know a word or phrase.
- Remember that we cannot say everything even in our own language. If you do not know a word, try to think of another way to say what you want. Use circumlocution. For example, if you do not know how to say “to drive,” say “to take the car” instead.



## Grammar-learning techniques

- Play teacher. Try to guess what your instructor would ask you to do if he or she were giving a quiz the next day.
- Do the *Pour vérifier* self-checks in the margins next to explanations of structures.
- Use color coding to help you remember grammatical information. For example, all nouns in French are categorized either as masculine or feminine, and you must memorize in which category each noun belongs. When you make flashcards, write feminine nouns on pink cards or with pink/red ink and use blue for masculine nouns. Use an eye-catching color on flashcards to indicate points you want to remember, such as irregular plurals or verbs that take *être* in the **passé composé**.
- If you like to use lists to study, organize them so that they help you remember information about words. For example, to remember noun gender, write masculine words in a column on the left and feminine words in a column on the right. If you can visualize where the word is on the list, you can remember its gender.
- Learn to accept ambiguity. Sometimes, as soon as you learn a new rule, you find out that it doesn't always work the way you expect it to.

## Pronunciation-learning techniques

- Repeat everything you hear in French under your breath or in your head, even if you have no idea what it means. This will not only help your pronunciation, it will help your listening comprehension and your ability to learn vocabulary. For instance, if you keep repeating an unfamiliar word you hear in your head, when you finally find out what it means, you will remember it very easily.
- Read French words aloud as you study.
- Listen to the audio that goes with the book and the Student Activities Manual several times. It is impossible to concentrate both on meaning and pronunciation the first time you listen to them. Listen to them at least once focusing on pronunciation only.
- Make recordings of yourself and compare them to those of native speakers.
- Exaggerate as you practice at home. Any pronunciation that is not English will seem like exaggeration. Psychologically, it is very difficult to listen to yourself speaking another language. Pretend you are a French actor playing a role as you practice pronunciation.
- Listen to French songs on the Internet. Search for the lyrics and sing along.

## Using the Text Audio Recordings and the SAM Audio Recordings

There are two distinct sets of audio programs that go with each chapter of the *Horizons* program: the Text Audio and the SAM Audio. The recordings on the Text Audio correspond to the listening sections marked with an audio icon in

the textbook. The SAM Audio corresponds to the listening activities in the Student Activities Manual. The audio that accompanies the text is on the *Horizons* Premium Website. It is also accessible via the *iLrn™ Heinle Learning Center*. This audio allows you to review material covered in class on your own, or to prepare for the next day's class. When using the audio, it is important to make sure that you have accessed the right audio for either the textbook activities or the SAM.

In order to get maximum benefit from the recorded listening activities, approach them with the right attitude. It takes time, patience, and practice to understand French spoken at a normal conversational speed. Do not be surprised if you find it difficult at first. Relax and listen to passages more than once. You will understand a little more each time. Remember that you will not understand everything and that, for some exercises, you are only expected to understand enough to answer specific questions. Read through exercises prior to playing the audio, so that you know what to listen for.

If you find you do not have enough time to process and respond to a question before the next one begins, pause the audio to give yourself more time. Most importantly, be patient and remember that you can always listen again.

Be willing to listen to the audio activities several times. It is important to listen to them at least one separate time, focusing solely on pronunciation. Practice, patience, and persistence pay!

We hope that the preceding suggestions on how to go about learning French will serve you well, helping you to become a successful language learner. Good luck with your French studies, and most of all, enjoy yourself!

## HORIZONS ILRN™ HEINLE LEARNING CENTER AND PREMIUM WEBSITE

As a student of French, you have access to a multitude of online resources. They can be accessed at [www.cengage-brain.com](http://www.cengage-brain.com). Here is what you will find on each one.

*Horizons* iLrn™ Heinle Learning Center:

Audio-enhanced vocabulary flashcards

Grammar tutorials

Grammar and pronunciation podcasts

Concentration games

Crossword puzzles

Glossary

Web links

Basic tutorial quizzes

Google Earth™ coordinates

*Horizons* Premium Website:

Text Audio

SAM Audio

Video

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## THE HORIZONS VIDEO PROGRAM, *LES STAGIAIRES*

*Les Stagiaires* was written by the *Horizons*' authors to offer students more exposure to the text's vocabulary and grammar in a seamlessly integrated manner. The video, comprising ten episodes, provides learners with further listening practice. Students have the opportunity to learn about and experience French culture in the context of a storyline that involves seven characters and their interactions in a French office environment. The activities in each chapter's *Vidéo reprise* section are now designed with pre- and post-viewing activities. In addition, these activities simultaneously review the entire chapter's vocabulary and grammar.

In this video, we meet two interns, Amélie Prévot and Rachid Bennani. They are just starting their summer internships at Technovert, a small green-technology company.



**Amélie Prévot**



**Rachid Bennani**

Henri Vieilledent is the founder, owner, and leader of this dynamic and fast-growing company. Coffee and croissants are his daily motivators.



**Henri Vieilledent**



**Camille Dupont**

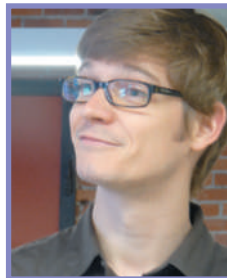
His faithful assistant, Camille Dupont, helps him run the business . . . and keeps his coffee-and-croissant supply abundant.



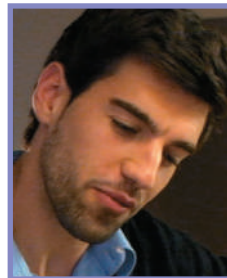
**Céline Diop**

One of Vieilledent's weapons in his efforts to make the company flourish and remain competitive is Céline Diop. The confident and driven sales manager also becomes an effective and appreciated mentor to the two young interns.

You might not be able to tell right away, but Matthieu Sauvage is a wiz. His area of expertise? Computers. However, interactions with the staff can sometimes be challenging for him. He can be extremely shy and awkward. When Amélie joins the Technovert staff, will Matthieu finally take a risk and break his painful timidity?



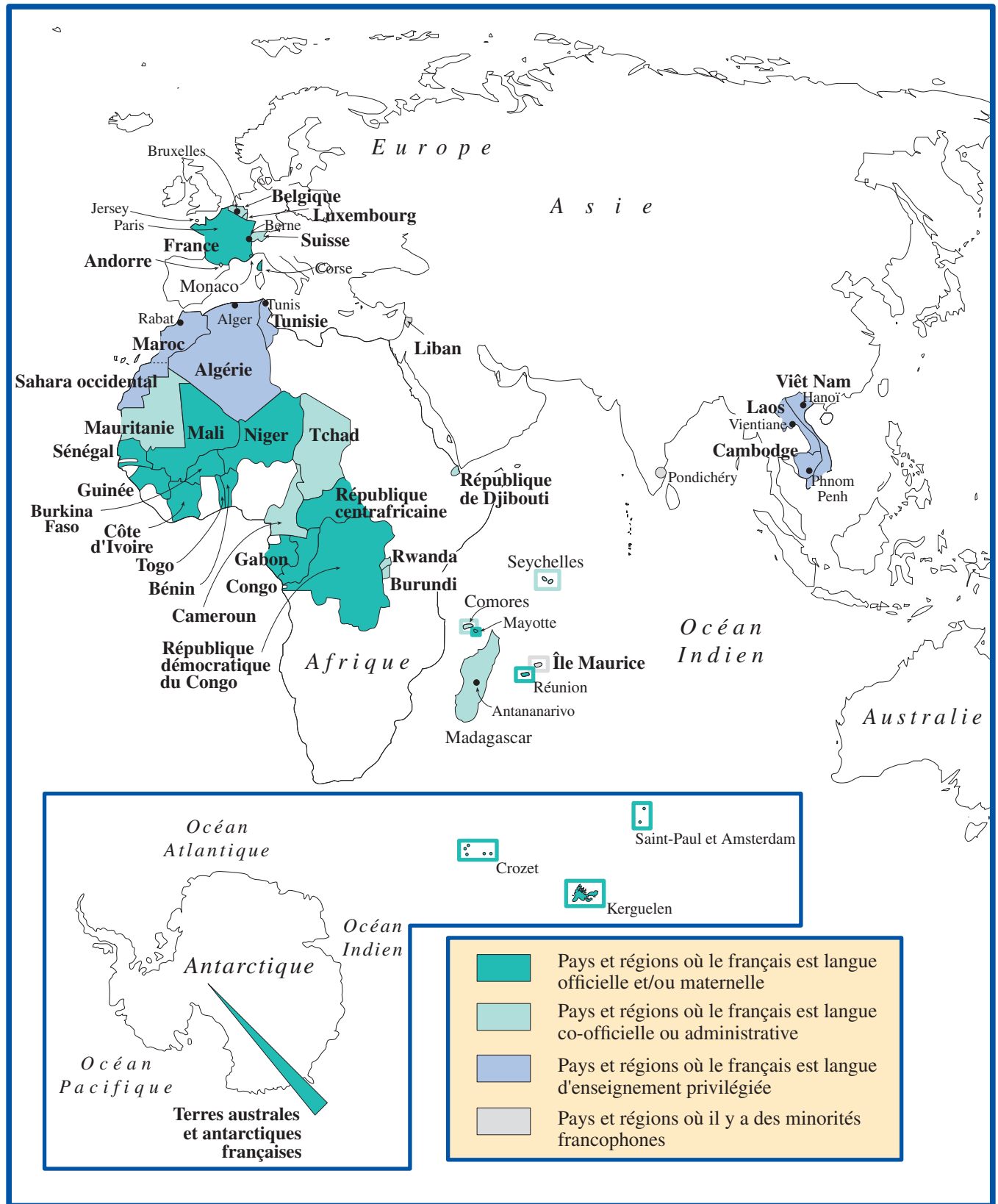
**Matthieu Sauvage**



**Christophe Vieilledent**

Finally, Christophe Vieilledent is the company's gofer—though he doesn't go for . . . a lot! The mail delivery and other odd jobs he does around the building do not keep him from indulging in his favorite pastime: reading manga. With a father in high places he is able to keep a low profile . . .





# Le monde francophone

## On commence!



 iLrn Heinle Learning Center

 [www.cengagebrain.com](http://www.cengagebrain.com)

 Audio

 Internet web search

 Pair work

 Group work



© Jorge Royan/Alamy

## COMPÉTENCE

1

Greeting people

**Les formules de politesse****Les salutations familières**

2

Counting and describing your week

**Les nombres de zéro à trente****Les jours de la semaine**

3

Talking about yourself and your schedule

**Un autoportrait****L'heure**

4

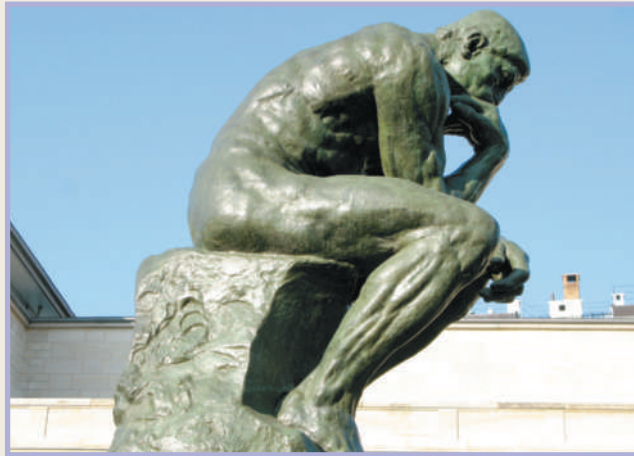
Communicating in class

**En cours****Des expressions utiles et l'alphabet**Comparaisons culturelles *L'heure officielle*

Vocabulaire

# BIENVENUE DANS LE MONDE FRANCOPHONE!

With what do you immediately associate France and French culture – food and wine, film, art, music, literature, fashion . . . ? Did you also know that France is a world leader in agriculture, science, technology, medicine, telecommunications, and aerospace engineering, and is the fifth largest export nation in the world?



**Le penseur de Rodin**

© Ignatius Wooster/fotolia.com



**La fusée Ariane 5**

© S. Martin/AFP/Getty Images

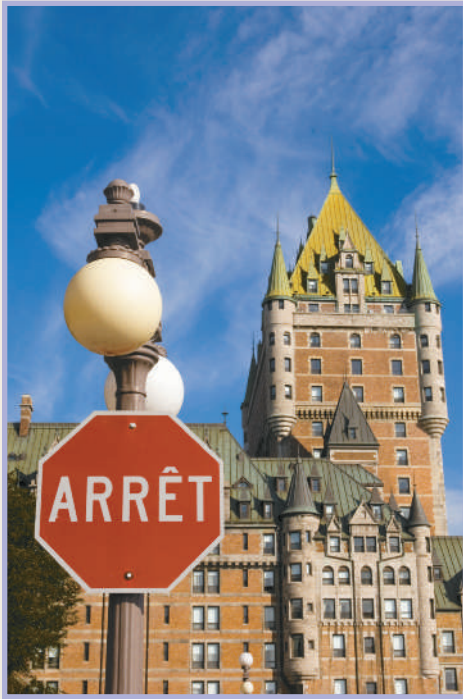


**Le TGV**

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**Bienvenue dans le monde francophone! Welcome to the French-speaking world!**





**On parle français au Québec...**


© Chris Chealle/Getty Images



**et à Tahiti!**

© SPhotos/Alamy

 In the **Culture Modules** in the video library, see **The Francophone World**.

 Look in the front of the book at the map of the countries and regions where French is spoken. Are you surprised that some of these countries and regions are francophone? Pick one of them and research its history on the Web to find out why people speak French there, and if they speak any other languages.

Did you know that French is spoken throughout the world? Want to discover the world? Discover French – a language you can use right here in North America . . . and across the continents!

## Le savez-vous?

What makes French one of the most important global languages? Take this quiz and find out. If you don't know, guess!

- Look at the map in the front of the book to answer questions **a-i**.
  - In how many countries is French spoken: about 5, about 25, about 40, or about 100?
  - In or near which continents does French have a linguistic or cultural influence: Europe and Africa; Europe, Africa, and the Americas; or every continent?
  - Are most of the francophone countries in Africa located in the north, the south, the east, or the west?
  - Which province in Canada has the largest number of French speakers: British Columbia, Newfoundland and Labrador, or Quebec?
  - True or false? French is not spoken in any areas of the South Pacific.
  - True or false? There is a francophone influence in the USA, particularly in Louisiana and in the northeast.
  - Where in South America is French spoken?
  - In which three of these places in the Caribbean is French an important language: the Dominican Republic, Haiti, Guadeloupe, the Virgin Islands, the Bahamas, Martinique, the Cayman Islands?
  - In which six of these European countries is French spoken: France, Portugal, Belgium, Italy, Andorra, Switzerland, Monaco, Albania, Luxembourg?
- About how many people in the world speak French as their primary or secondary language: about 100 million, about 270 million, about 550 million?
- In the USA, how many people speak French at home: close to one million, close to two million?
- About how many French speakers are there in Canada: 5 million or 11 million?
- The top two most frequently studied foreign languages worldwide and the only two global languages are \_\_\_\_\_ and \_\_\_\_\_.
- French is an official language of: **a.** the United Nations, **b.** the International Olympic Committee, **c.** UNESCO, **d.** NATO, **e.** the European Union, **f.** all of these

**On parle français au** *French is spoken in* **et à** *and in*

# COMPÉTENCE 1

## Greeting people

### LES FORMULES DE POLITESSE

#### Note culturelle

People in France generally shake hands when they meet and they often do not just say *bonjour*. Instead, they include the word *monsieur*, *madame*, *mademoiselle*, or the person's name. Traditionally, *madame* was used to address married women and *mademoiselle* for unmarried women. The use of *mademoiselle* was banned in official government documents in 2012 to make the treatment of women and men parallel. However, it is still commonly used by people to address very young women. In English, do you prefer to use *Ms.* or *Mrs.* and *Miss*?



1-2

#### Note de vocabulaire

1. **Bonjour** can be used to say *hello* at any time of day, but **bonsoir** can only be used to say *good evening*.
2. Use **je vais** to say *how you are doing*. Use **je suis** to say *who you are* or to describe yourself.



1-3

To greet adult strangers and those to whom you show respect, say:



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— Bonjour, madame.

— Bonjour, monsieur. Je suis Hélène Cauvin. Et vous, comment vous appelez-vous?

— Je m'appelle Jean-Luc Bertin.

— Bonsoir, monsieur. **Comment allez-vous?**

— Bonsoir, madame. **Je vais très bien, merci.** Et vous?

— **Assez bien.**

Et vous? Comment allez-vous?

Je vais très bien.

Assez bien. / **Pas mal.** / **Comme ci comme ça.**

Pas très bien.

#### Notes

1. Boldfaced words are glossed at the bottom of the page. Try to guess their meaning from the context before looking at the glosses.
2. Audio for items accompanied by this symbol are accessed online.

**Prononcez bien!** See Modules 5, 6, 12, and 28.

## PRONONCIATION

### Les consonnes muettes et la liaison



1-4

In French, consonants at the end of words are often silent and **h** is always silent, as it is in some English words such as *hour* and *honest*. The consonants **c**, **r**, **f**, and **l** (CaReFuL) are the only consonants that are generally pronounced at the end of a word. However, do not pronounce the final **r** of **monsieur**.

Marc      bonjour      actif      Chantal

— Bonjour, monsieur. Je m'appelle Paul Richard. Et vous, comment vous appelez-vous?

— Je m'appelle Henri Dulac. Comment allez-vous?

— Je vais très bien, merci.

If a consonant at the end of a word is followed by a word beginning with a vowel sound (**a**, **e**, **i**, **o**, **u**, **y**) or a mute **h**, the final consonant sound is often pronounced and is linked to the beginning of the next word. This linking is called **liaison**. In liaison, a single **s** is pronounced like a **z**.

Comment vous z appelez-vous? Comment t allez-vous?

**Comment allez-vous?** *How are you?*    **Je vais très bien, merci.** *I'm doing very well, thank you.*    **Assez.** *Fairly, Rather*    **Pas mal.** *Not bad(ly).*  
**Comme ci comme ça.** *So-so.*

**A Prononcez bien!** Copy these sentences, crossing out the consonants that should not be pronounced and marking where liaison would occur.

**EXEMPLE** Comment ~~al~~lez-vous, monsieur?

1. Je suis Chantal Hubert.
2. Bonjour, madame. Comment allez-vous?
3. Très bien, monsieur. Comment vous appelez-vous?
4. Je m'appelle Henri Dufour. Et vous?



Now go back and reorder the four sentences to create a logical conversation to read aloud with a partner.



**B Bonjour, monsieur/madame.** Imagine that you are meeting a new French business associate. Read the following conversation with another student, changing the words in italics so that they describe you and your partner.

- Bonjour, *madame*. Comment allez-vous?
- Bonjour, *monsieur*. Je vais *très bien*, merci. Et vous?
- *Assez bien*, merci. Je suis *Jules Alami*. Et vous, comment vous appelez-vous?
- Je m'appelle *Emma Delors*.



**C Que dit-on?** Complete the conversations and act them out with a partner. Expand them and present them to the class.



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**D Bonsoir!** Imagine that you are at a formal reception. Go around the room and greet at least three people, exchanging names, and finding out how they are doing. Be sure to shake hands.

## LES SALUTATIONS FAMILIÈRES

### Note culturelle

When people greet one another in France, they usually shake hands or exchange a brief kiss on each cheek called a *bise*. What do people do when they greet each other in your region?

To greet classmates, friends, family members, or children, say:



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1-5

### Vocabulaire supplémentaire

**Comment t'appelles-tu? / Comment tu t'appelles?** *What's your name?*  
(familiar)

**Comment vas-tu?** *How are you?*  
(familiar)

**Ciao!** *Bye!* (familiar)

**Bon week-end!** *Have a good weekend!*

**Bonne journée!** *Have a good day!*



1-6

— **Salut, Pierre. Ça va?**  
— Salut, Juliette. **Ça va.** Et toi, **comment ça va?**  
— Pas mal.

— Bonjour, je m'appelle Pauline.  
Et toi, tu t'appelles comment?  
— Moi, je m'appelle Lucas.

Here are several ways to say good-bye. Use **À plus!** and **Salut!** only in familiar situations. The other expressions may be used in either formal or familiar situations.

Au revoir! *Good-bye!*

À tout à l'heure! *See you in a little while!*

À bientôt! *See you soon!*

À demain! *See you tomorrow!*

À plus tard! / À plus! *See you later!*

Salut! *Bye!*

## PRONONCIATION

Les voyelles **a, e, é, i, o** et **u**



1-7

**Prononcez bien!** See Modules 7–10, 13, 23, and 27.

When you pronounce vowels in English, your tongue or lips move as you say them, so that the position of your mouth is not the same at the end of a vowel as at the beginning. In French, you hold your tongue and mouth firmly in one place while pronouncing vowels. This gives vowels a tenser sound. Practice saying these sounds.

a [a]:	à	ça	va	madame	mal	assez
e [ɛ]:	je	ne	que	de	demain	devoirs
é [e]:	café	pâté	bébé	été	préféré	répété
i [i]:	quiche	idéal	Paris	machine	six	merci
o [o]:	bientôt	vélo	hôtel	kilo	mots	trop
u [y]:	tu	salut	Luc	super	du	université

The vowel **o** has two pronunciations, [o] or [ɔ], and the vowel **e** has three pronunciations, [ɛ], [e], or [ɛ̃]. You will learn more about this in **Chapitre 3**. Final *unaccented e* is not generally pronounced, unless it is the only vowel in a word, as in **je**.

Franc**é**      madam**é**      appell**é**      un**é**      Ann**é**

Compare these words:

Marie / mari**é**      divorce / divor**é**      fatig**ue** / fatigu**é**

**Salut!** *Hi!, Bye!*    **Ça va?** *How's it going?*    **Ça va.** *It's going fine.*    **Comment ça va?** *How's it going?*



**A Prononcez bien!** Listen as different people give their name and indicate whether it is the first or second name shown.

- |           |        |            |         |             |        |
|-----------|--------|------------|---------|-------------|--------|
| 1. Alisa  | Élisa  | 5. Élona   | Ilona   | 9. Abdel    | Abdul  |
| 2. Amélie | Émelie | 6. Albert  | Hubert  | 10. Éric    | Ulrick |
| 3. Ali    | Éli    | 7. Mariel  | Muriel  | 11. Nicolas | Nicolo |
| 4. Éliana | Iliana | 8. Arielle | Urielle | 12. Mano    | Manu   |

**B Dans quelle situation?** Read each of these phrases aloud and say whether you would be more likely to hear it in situation A or B.



- |                               |                               |
|-------------------------------|-------------------------------|
| 1. Bonjour, madame.           | 5. À plus!                    |
| 2. Salut, Thomas.             | 6. Comment allez-vous?        |
| 3. Très bien, merci. Et vous? | 7. Ça va. Et toi?             |
| 4. Tu t'appelles comment?     | 8. Comment vous appelez-vous? |

Now give a logical response to each of the items above.

**C On dit...** What would you say in French . . .

- to greet your professor during the day? in the evening?
- to ask your professor's name? to tell him/her your name?
- to ask your professor how he/she is doing?
- to say that you are doing very well? fairly well? not badly? not very well?
- to greet a classmate? to ask a classmate's name?
- to ask a friend how it's going? to tell him/her that it's going well?
- to say good-bye to someone? to say that you will see him/her tomorrow? soon? later today?



**D Que disent-ils?** Imagine that you and a classmate are meeting for the first time in class. Prepare a brief conversation with a partner in which you greet each other, exchange names, ask and say how it is going, and say good-bye. Shake hands or exchange **bises**.



Now redo the conversation as strangers meeting at a formal conference.

 You can find a list of the new words from this **Compétence** on page 26 and access the audio online.