

Seventh Edition

HORIZONS

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TABLE DES MATIÈRES

Le monde francophone

Themes and Functions

Vocabulary

Culture

CHAPITRE PRÉLIMINAIRE

On commence! • 2

GÉOCULTURE:
Bienvenue dans le monde francophone! • 4



COMPÉTENCE 1

Greeting people

Les salutations formelles 6
Les salutations familières 8

COMPÉTENCE 2

Counting and describing your week

Les nombres de zéro à cinquante-neuf 10
Les jours de la semaine 12

COMPÉTENCE 3

Talking about yourself and your schedule

Moi, je... 14
L'heure 16

COMPÉTENCE 4

Communicating in class

Des expressions utiles 20
L'alphabet 22

COMPARAISONS CULTURELLES • 24

L'heure officielle 24

VOCABULAIRE • 26

Sur la Côte d'Azur

Themes and Functions

Vocabulary

CHAPITRE 1

À l'université • 28
**GÉOCULTURE et
 VIDÉO-VOYAGE:**
La Côte d'Azur • 30

COMPÉTENCE 1

**Identifying and
describing people**

Les gens à l'université 34

COMPÉTENCE 2

Describing people

Les descriptions des
gens 42

COMPÉTENCE 3

**Describing the
university area**

Le campus et le quartier
48

COMPÉTENCE 4

**Talking about your
studies**

L'université et les cours
54

LECTURE ET
COMPOSITION • 60

COMPARAISONS
CULTURELLES • 62

RÉSUMÉ DE
GRAMMAIRE • 64

VOCABULAIRE • 66

CHAPITRE 2

Après les cours • 68
**GÉOCULTURE et
 VIDÉO-VOYAGE:**
À Nice • 70

COMPÉTENCE 1

**Saying what you
like to do**

Le temps libre et les
loisirs 74

COMPÉTENCE 2

**Saying how you
spend your free time**

Le week-end 80

COMPÉTENCE 3

**Asking about
someone's day**

La journée 88

COMPÉTENCE 4

Going to the café

Au café 94

LECTURE ET
COMPOSITION • 100

COMPARAISONS
CULTURELLES • 102

RÉSUMÉ DE
GRAMMAIRE • 104

VOCABULAIRE • 106

En Amérique

Themes and Functions

Vocabulary

CHAPITRE 3

Un nouvel appartement • 108

**GÉOCULTURE et
VIDÉO-VOYAGE:**
*En Amérique: Au
Québec* • 110



COMPÉTENCE 1

Talking about where
you live

Le logement 114

COMPÉTENCE 2

Talking about your
possessions

Dans le salon 120

COMPÉTENCE 3

Describing your
room

Les meubles et les
couleurs 126

COMPÉTENCE 4

Giving your address
and phone number

Des renseignements 132

LECTURE ET
COMPOSITION • 138

COMPARAISONS
CULTURELLES • 140

RÉSUMÉ DE
GRAMMAIRE • 142

VOCABULAIRE • 144

CHAPITRE 4

En famille • 146

**GÉOCULTURE et
VIDÉO-VOYAGE:**
*En Amérique: En
Louisiane* • 148



COMPÉTENCE 1

Describing your
family

Ma famille 152

COMPÉTENCE 2

Saying where you go
in your free time

Le temps libre 158

COMPÉTENCE 3

Saying what you are
going to do

Le week-end prochain
164

COMPÉTENCE 4

Planning how to get
there

Les moyens de transport
170

LECTURE ET
COMPOSITION • 176

COMPARAISONS
CULTURELLES • 178

RÉSUMÉ DE
GRAMMAIRE • 180

VOCABULAIRE • 182

À Paris

Themes and Functions

Vocabulary

CHAPITRE 5

Les projets • 184

**GÉOCULTURE et
VIDÉO-VOYAGE:**

Les régions de la France • 186



COMPÉTENCE 1

Saying what you did

Le week-end dernier 190

COMPÉTENCE 2

Telling where you went

Je suis parti(e) en voyage 196

COMPÉTENCE 3

Discussing the weather and your activities

Le temps et les projets 202

COMPÉTENCE 4

Deciding what to wear and buying clothes

Les vêtements 208

LECTURE ET
COMPOSITION • 216

COMPARAISONS
CULTURELLES • 218

RÉSUMÉ DE
GRAMMAIRE • 220

VOCABULAIRE • 222

Bienvenue en Europe francophone • 224

CHAPITRE 6

Les sorties • 228

**GÉOCULTURE et
VIDÉO-VOYAGE:**

À Paris • 230



COMPÉTENCE 1

Inviting someone to go out

Une invitation 234

COMPÉTENCE 2

Talking about how you spend and used to spend your time

Aujourd'hui et dans le passé 240

COMPÉTENCE 3

Talking about the past

Une sortie 246

COMPÉTENCE 4

Narrating in the past

Les contes 252

LECTURE ET
COMPOSITION • 258

COMPARAISONS
CULTURELLES • 260

RÉSUMÉ DE
GRAMMAIRE • 262

VOCABULAIRE • 264

En Bretagne

Themes and Functions

Vocabulary

CHAPITRE 7

La vie quotidienne • 266

**GÉOCULTURE et
VIDÉO-VOYAGE:**
En Bretagne • 268



COMPÉTENCE 1

**Describing your
daily routine**

La vie de tous les jours
272

COMPÉTENCE 2

**Talking about
relationships**

La vie sentimentale 280

COMPÉTENCE 3

**Talking about what
you did and used
to do**

Les activités d'hier 288

COMPÉTENCE 4

**Describing traits and
characteristics**

Les traits de caractère 294

LECTURE ET
COMPOSITION • 300

COMPARAISONS
CULTURELLES • 304

RÉSUMÉ DE
GRAMMAIRE • 306

VOCABULAIRE • 308

CHAPITRE 8

La bonne cuisine • 310

**GÉOCULTURE et
VIDÉO-VOYAGE:**
La cuisine régionale • 312



COMPÉTENCE 1

**Ordering at a
restaurant**

Au restaurant 316

COMPÉTENCE 2

Buying food

Les courses 326

COMPÉTENCE 3

Talking about meals

Les repas 334

COMPÉTENCE 4

**Choosing a healthy
lifestyle**

La santé 340

LECTURE ET
COMPOSITION • 348

COMPARAISONS
CULTURELLES • 350

RÉSUMÉ DE
GRAMMAIRE • 352

VOCABULAIRE • 354

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Aux Antilles

Themes and Functions

Vocabulary

CHAPITRE 9

En vacances • 356

**GÉOCULTURE et
VIDÉO-VOYAGE:**

La France d'outre-mer • 358



COMPÉTENCE 1

**Talking about
vacation**

Les vacances 362

COMPÉTENCE 2

Preparing for a trip

Les préparatifs 368

COMPÉTENCE 3

Buying your ticket

À l'agence de voyages 374

COMPÉTENCE 4

**Deciding where to go
on a trip**

Un voyage 380

LECTURE ET
COMPOSITION • 386

COMPARAISONS
CULTURELLES • 388

RÉSUMÉ DE
GRAMMAIRE • 390

VOCABULAIRE • 392

CHAPITRE 10

À l'hôtel • 394

**GÉOCULTURE et
VIDÉO-VOYAGE:**

Les Antilles • 396



COMPÉTENCE 1

Deciding where to stay

Le logement 400

COMPÉTENCE 2

Going to the doctor

Chez le médecin 406

COMPÉTENCE 3

**Running errands on
a trip**

Des courses en
voyage 412

COMPÉTENCE 4

Giving directions

Les indications 420

LECTURE ET
COMPOSITION • 426

COMPARAISONS
CULTURELLES • 428

RÉSUMÉ DE
GRAMMAIRE • 430

VOCABULAIRE • 432

Bienvenue en Afrique francophone • 434

CHAPITRE DE RÉVISION

La vie moderne • 438



RÉVISION:
CHAPITRES 1–2

Les profils en ligne • 440

RÉVISION:
CHAPITRES 3–4

Vivre vert • 444

RÉVISION:
CHAPITRES 5–6

Ma vie, c'est une BD! • 448

RÉVISION:
CHAPITRES 7–8

La vie saine • 452

RÉVISION:
CHAPITRES 9–10

L'écotourisme • 456

TABLEAUX DES VERBES • 460

VOCABULAIRE FRANÇAIS–ANGLAIS • 466

INDEX • 485

MAPS

PREFACE

Can I learn a language?

Everybody is born with a natural ability to learn languages. You know you can learn a language, because you already learned one - English!

How do I learn a language?

How individuals approach learning a language depends a great deal on their personality. As with any other process, people can approach a task differently, but still obtain similar results. Some language learners like to jump in as soon as they know enough to get started, and continue from there using a deductive method. Others want to understand in detail how a language works before they try to use it.

Both methods have advantages and disadvantages. 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. And above all, practice, practice, practice!

How can the *Horizons* print and online MindTap® combination help me learn?

Horizons is designed to work for you, whatever type of learner you may be. Each section of *Horizons* opens with useful phrases and a conversation allowing you to use new words and sentences to begin to communicate right away and to make deductions about how French works. These openers are followed by rules that explain in detail the structure of French. *Horizons* will also give you “tips” – strategies and practice – on how to understand, read, write, and speak French more easily. You will also find out about interesting aspects of francophone culture and how some of these affect spoken and nonverbal communication.

There are three P’s involved in learning a language: patience, practice, and persistence. When you take a language class, you should anticipate spending a lot of time practicing what you are learning. Like developing any other skill, such as playing a sport, drawing, or playing a musical instrument, success in learning a foreign language depends on how much time you spend studying and practicing it. In the *Horizons* program, you will have multiple opportunities to practice reading, writing, speaking, and listening to French in a variety of ways. Online MindTap® adds a new dimension to your practice. In MindTap®, the opening sections, structural explanations, and listening, reading, and writing strategies are accompanied by **Try it!** activities that allow you to check for yourself that you understand the new vocabulary, structures, and strategies. In MindTap®, every section of *Horizons* provides multiple opportunities to practice what you are learning. These activities progress from basic exercises that you can use to check your comprehension and to practice the new vocabulary and structures to tasks that allow you to apply what you learn to communicate with your classmates via partner-chat activities.

Will all this 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 speak. Your goal should be to communicate clearly, but you should expect to make mistakes when speaking. Listen carefully to how French speakers 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. 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. Use the multiple opportunities to practice and to hear French as it is spoken in the *Horizons* text and MindTap® online to progress to clear communication. Enjoy talking to your classmates in class or in the online chats to develop your speaking skills.

How can I be successful?

1. Avoid thinking that you can 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, substituting the equivalent English word for each French word in the following sentence 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.

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

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

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*).

2. Accept cultural differences since they affect how we communicate. 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 just say *Hello*.
3. Spend time with the language, stay focused on your task, and be willing to try to communicate using it.
4. Get help if language learning makes you anxious, or if you need help with how to learn or with a particular concept. Don’t wait! Get help when you need it!

5. Have realistic expectations. Learning a language takes time. 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. You will be able to meet someone and have a short conversation with this person after only a few weeks.
6. Keep yourself motivated by thinking about what language can do for you. Remember that in today's international economy, individuals who speak another language have better opportunities. Create a personal goal, such as being able to one day speak fluently, travel and enjoy the cultural diversity in the francophone world, get a job with an international company, or do volunteer work abroad. Most people want to make a difference in the world, and learning another language is a good way to begin!

How can I 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, similar to learning to play a sport or a musical instrument. 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. 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. Watch 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 I spend my 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

- Establish a routine. Schedule a time and a comfortable place to study French and gather what you will need. Once you start working and learning, it becomes fun.
- Study frequently for short periods of time. Remember to avoid marathon sessions. Your brain can't learn everything all at once!
- 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. Each time you sit down to study new material, write down the time you begin, when you finish, and two or three sentences summarizing what you studied. 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. Picture things and activities represented by the new words. Learn useful common phrases such as “What time is it?” or “How are you?” as a whole.
- As you begin to learn a group of new words or phrases from the end-of-chapter vocabulary list, first practice repeating each word after the recording online. Your brain will not retain new words as well if you are unsure how to pronounce them.
- Use flashcards. In MindTap®, you will find a vocabulary list for each section of *Horizons* as well as audio flashcards. You can download those on your phone. Pull up your vocabulary list to study when you do routine tasks, or when you are waiting for an appointment, working out, or in the car.
- 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.
- Test 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. Also learn pairs of antonyms together: 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*.
- 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.
- 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 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

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 of the text and the **Try it!** activities in MindTap® to make sure you understand new explanations.
- 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 in the book and MindTap® several times. It is impossible to concentrate both on meaning and pronunciation the first time you listen. Listen at least once focusing on pronunciation only. To get maximum benefit from the 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 what is being said, pause the audio to give yourself more time. Most importantly, be patient and remember that you can always listen again.
- 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.

THE *HORIZONS* VIDEO PROGRAM, *LES STAGIAIRES*

The *Stagiaires* video revolves around the interactions of the employees at a French company. The episode at the end of each chapter, except the *Chapitre préliminaire* and the *Chapitre de révision*, will allow you to review what you have learned and see it used in everyday conversations.

In this video, we meet two interns, Amélie Prévot and Rachid Bennani. They are just starting their 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.



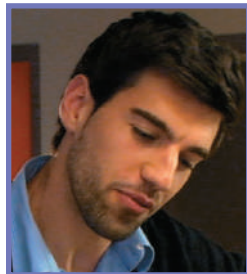
Céline Diop

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 the attractive intern, Amélie, joins the Technovert staff, will Matthieu finally take a risk and overcome 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 can keep a low profile.

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In loving memory of Marc A. Prévost, who contributed so much not only to this work, but to each of our lives. He was a wonderful person who loved teaching the language and culture of his homeland, and he will be missed by his colleagues and students.

Bienvenue dans le monde francophone!

On commence!



Pair work



Group work



Class work



Video



Audio



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LE MONDE FRANCOPHONE

Géoculture: Bienvenue dans le monde francophone!

COMPÉTENCE

1

Greeting people

Les salutations formelles

Les salutations familières

2

Counting and describing your week

Les nombres de zéro à cinquante-neuf

Les jours de la semaine

3

Talking about yourself and your schedule

Moi, je...

L'heure

4

Communicating in class

Des expressions utiles

L'alphabet

Comparaisons culturelles: *L'heure officielle*

Vocabulaire

LE MONDE FRANCOPHONE

GÉOCULTURE: BIENVENUE DANS LE MONDE FRANCOPHONE!

Bold-faced words are glossed at the bottom of the page. Try to guess their meanings from the context before looking at the glosses.



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On parle français au Québec...

Did you know that French is spoken throughout the world? It is estimated that more than 220 million people speak French world-wide. Two-thirds of these francophones (French speakers) live outside of France in around 40 countries across the world.

In the Americas, French is spoken in several states of the US, in several provinces in Canada, in French Guiana in South America, and on several Caribbean islands.



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en Louisiane...



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et en Haïti.

Bienvenue dans le monde francophone! *Welcome to the French-speaking world!* **On parle français au** *French is spoken in* **en in** **et and**

Africa has more francophones than any other continent. In fact, Kinshasa, the capital of the Democratic Republic of the Congo, has more French speakers than any other city besides Paris.



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On parle français en République démocratique du Congo...



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et au Maroc.

You will also hear French spoken in the South Pacific; for example, on the 121 islands that make up French Polynesia.



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On parle français à Tahiti!

Le savez-vous?

Use the map in the back of the book and what you just read to answer these questions.

1. French is spoken in about how many countries?
2. Does French have a linguistic or cultural influence on five continents (Europe, Africa, North America, South America, Asia) and on several islands of Oceania, or on only four continents (Asia, Europe, North America, and Africa)?
3. Kinshasa, the city with the second largest number of francophones in the world after Paris, is the capital of what African country?
4. The term **Maghreb** refers to the area of Northern Africa that includes Morocco, Algeria, and Tunisia. Although French is also spoken in this region, what language would you expect to be the official one?
5. In what four places in South America or the Caribbean where French is spoken?
6. In which ocean is French Polynesia located?

COMPÉTENCE 1

Greeting people

LES SALUTATIONS FORMELLES

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** or **madame**, 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 not uncommon to hear it used to address very young women. In English, do you prefer to use *Ms.* or *Mrs.* and *Miss*?

To greet adults with whom you do not have a close relationship and those to whom you show respect, say:



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0-1

- Bonjour, madame.
- Bonjour, monsieur. Je suis Hélène Cauvin. Et vous, comment vous appelez-vous?
- Je m'appelle Jean-Luc Bertin.
- **Vous êtes d'ici?**
- **Non**, je suis **de** Montréal. Et vous, vous êtes d'ici?
- **Oui**, je suis d'ici.



0-2

- 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.** /

Pas très bien.

Comme ci comme ça.

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  is accessed online.



0-3

PRONONCIATION

Les consonnes muettes et la liaison



0-4

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 ~~allez~~ *t*allez-vous?

Les salutations formelles Formal greetings **Vous êtes d'ici?** Are you from here? **Non** No **de** from **Oui** Yes **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! Two new acquaintances are meeting. Copy these sentences from their conversation, 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?
5. Vous êtes d'ici?
6. Non, je suis de Paris.



0-5



Now go back and reorder the six sentences to create a logical conversation. When you are done, listen to the conversation, then practice reading it 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* as needed 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*. Vous êtes d'ici?
- *Oui, je suis d'ici*. Et vous?
- Je suis de *Lyon*.



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À VOUS!

Imagine that you are just beginning an internship with a French company and are meeting your new colleagues. Review the conversations at the top of page 6. Then, go around the room and greet as many colleagues as possible. Exchange names and ask how the others are doing and if they are from here. *Use formal greetings.*

Note de vocabulaire

1. Use **bonjour** to say *hello* at any time of day. Use **bonsoir** only to say *good evening*.
2. Note the abbreviations for **monsieur (M.)**, **madame (Mme)**, and **mademoiselle (Mlle)**.
3. Use **je vais** to say how you are doing. Use **je suis** to say who you are, where you are from, or to describe yourself.
4. **De** (*From*) changes to **d'** before a vowel sound or a silent **h**.

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?

Note de vocabulaire

1. To say *you*, use **tu** with friends, family, etc., and **vous** in more formal relationships. Note that different verb forms are used with each one: **tu es / vous êtes...** (you are ...). After **et**, use **toi** rather than **tu**.
2. **Salut!** is used to say both *Hi!* and *Bye!*
3. The final **-s** of **plus** is pronounced in **À plus!**, but not in **À plus tard!**

Vocabulaire supplémentaire

Comment t'appelles-tu? /

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

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

À bientôt! *See you soon!*

À tout à l'heure! *See you later* (the same day!)

Ciao! *Bye!* (familiar)

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

Bonne journée! *Have a good day!*

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



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0-6

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



0-7

- Bonjour, je m'appelle Pauline. Et toi, tu t'appelles comment?
- Moi, je m'appelle Lucas. Je suis de Lyon. Et toi? **Tu es d'où?**
- Moi, je suis d'ici.



0-8

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

Au revoir! *Good-bye!*

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



0-9

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

To pronounce the **u** sound, position your mouth to pronounce a French **i** with your tongue held high in your mouth. Then, purse your lips. Compare the vowel sounds in **vous** and **vu**.

The vowel **o** has two pronunciations, [o] or [ɔ], and the vowel **e** has three pronunciations, [ə], [e], or [ɛ]. 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**: *France*, *madame*, *appelle*, *un*, *Ann*.

Compare these words: *Marie / marié, divorce / divorcé, fatigue / fatigué.*

Les salutations familières *Familiar greetings* **Salut** *Hi* **Ça va?** *How's it going?* **Ça va.** *It's going fine.* **comment ça va?** *how's it going?*
Tu es d'où? *You are from where?*



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

A.



B.



- | | |
|-------------------------------|-------------------------------|
| 1. Bonjour, madame. | 6. À plus! |
| 2. Salut, Thomas. | 7. Comment allez-vous? |
| 3. Très bien, merci. Et vous? | 8. Ça va. Et toi? |
| 4. Tu t'appelles comment? | 9. Comment vous appelez-vous? |
| 5. Vous êtes d'où? | 10. Tu es d'ici? |

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

C On dit... It is your first day in a French class for foreign students in France. 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 ask if he/she is from here?
- 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 where he/she is from? to say what city you are from?
- 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? later?



À VOUS!

Review the conversations on page 8. Then, go around the room and meet as many new people as you can in the time set by your professor. Have a short conversation with each person in which you greet one another, exchange names, ask and say how it is going, exchange information on where you are from, and say good-bye. Shake hands or exchange bises. Use *familiar* French, rather than formal.

You can access the audio of the active vocabulary of this **Compétence** online.

COMPÉTENCE 2

Counting and describing your week

LES NOMBRES DE ZÉRO À CINQUANTE-NEUF

Note culturelle

The French manner of indicating numbers with fingers is with palms facing in and starting with the thumb rather than the index finger, then proceeding to the index finger and on to the little finger. Ask your classmates how they indicate numbers with their hands. Are there any variations by nationality or regional origin?

Comptez de zéro à cinquante-neuf, s'il vous plaît!

0 zéro			
1 un	11 onze	21 vingt et un	31 trente et un
2 deux	12 douze	22 vingt-deux	32 trente-deux
3 trois	13 treize	23 vingt-trois	33 trente-trois...
4 quatre	14 quatorze	24 vingt-quatre	40 quarante
5 cinq	15 quinze	25 vingt-cinq	41 quarante et un
6 six	16 seize	26 vingt-six	42 quarante-deux
7 sept	17 dix-sept	27 vingt-sept	43 quarante-trois...
8 huit	18 dix-huit	28 vingt-huit	50 cinquante
9 neuf	19 dix-neuf	29 vingt-neuf	51 cinquante et un
10 dix	20 vingt	30 trente	52 cinquante-deux...
2 + 2 = 4	Combien font deux et deux? Deux et deux font quatre.		
5 - 2 = 3	Combien font cinq moins deux? Cinq moins deux font trois.		

PRONONCIATION

Les nombres et les voyelles nasales 0-11

Although final consonants are generally silent in French, they are pronounced in the following numbers when counting. In **sept**, the **p** is silent, but the final **t** is pronounced. The final **x** in **six** and **dix** is pronounced like the *s* in *so*.

cinq six sept huit neuf dix

Many numbers also contain nasal vowels. In French, when a vowel is followed by the letter **m** or **n** in the same syllable, the **m** or **n** is silent and the vowel is nasal.

Use the words below as models of how to pronounce each of the nasal sounds. The letter combinations that are grouped together are all pronounced alike.

on / om	[ɔ̃]	onze	bonjour	non	nom
an / am	[ɑ̃]	quarante	anglais	dimanche	chambre
en / em		trente	comment	ensemble	embêtant
in / im	[ɛ̃]	cinq	quinze	vingt	important
ain / aim		demain	américain	mexicain	faim
un / um		un	lundi	brun	parfum
ien	[jɛ̃]	bien	combien	canadien	rien
oin	[wɛ̃]	moins	loin	coin	soin

Although most speakers in France, especially Parisians and young people, pronounce the combinations **un / um** as [ɛ̃], as shown above, you will also hear it pronounced [œ̃]: **un, lundi, brun, parfum.**



0-12

A Prononcez bien! How are the italicized letters in the following French-English cognates pronounced? Sort the words under the appropriate columns. Then listen and repeat, comparing the pronunciation of these words with their English cognates.

imbécile *emblème* *jungle* *impact* *ambition* *bungalow* *complice*
institut *ensemble* *refrain* *anthologie* *saint* *amphibien* *bombe*
androïde *concert* *combat* *baron* *employé* *encyclopédie* *action*

[<i>ẽ</i>] as in cinq :	[<i>ã</i>] as in trente :	[<i>õ</i>] as in onze :



B C'est logique! How logical are you? Complete each list with the logical numbers and practice reading them aloud with a partner.

1. 1 3 5 9 11 15 17
2. 2 4 8 10 14 18 20
3. 0 5 10 20 30 40
4. 50 49 48 46 45
5. 55 50 45 40
6. 11 13 15 19 21 23 25



0-13

C Comparaisons culturelles. Here are the ten countries with the largest number of French speakers after France. You will hear the number of speakers. Fill in the missing numbers.

1. la République démocratique du Congo: ____ millions
2. l'Algérie: ____ millions
3. le Maroc: ____ millions
4. le Canada: ____ millions
5. le Cameroun: ____ millions
6. la Belgique: ____ millions
7. la Côte d'Ivoire: ____ millions
8. la Tunisie: ____ millions
9. la Suisse: ____ millions
10. Madagascar: ____ millions

D En taxi. You've taken a taxi in a francophone country. Tell the driver the address of your destination.

EXEMPLE 28, avenue des Champs-Élysées
Vingt-huit avenue des Champs-Élysées, s'il vous plaît.

1. 27, boulevard Diderot
2. 11, rue Petit
3. 19, place Saint-Denis
4. 55, rue Bonaparte
5. 15, rue Sébastopol
6. 12, rue Garibaldi
7. 30, boulevard Gabriel
8. 47, rue du Temple



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E Combien font...? Read each math problem and give the answer.

1. $2 + 3 =$
2. $21 + 6 =$
3. $14 + 16 =$
4. $18 + 12 =$
5. $15 + 11 =$
6. $54 - 4 =$
7. $17 - 11 =$
8. $50 - 13 =$
9. $45 - 4 =$

LES JOURS DE LA SEMAINE

Note culturelle

The first day of the week on French calendars is **lundi** (Monday), not **dimanche** (Sunday). Do you think this would make it more convenient for planning your weekend?

To ask and tell the day of the week, say:

- C'est quel jour aujourd'hui?
- C'est lundi.

lundi	mardi	mercredi	jeudi	vendredi	samedi	dimanche
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Do not translate the word *on* to say that you do something *on* a certain day. To say that you do something *every* Monday (or another day), use **le** with the day of the week.

Je travaille **lundi**.

*I work **on Monday**.* (this Monday)

Je travaille **le lundi et le jeudi**.

*I work **on Mondays and Thursdays**.* (every week)

Use **du... au...** to say *from* what day *to* what day you do something every week.

Use **tous les jours** to say *every day*.

Je travaille **du lundi au vendredi**.

*I work **from Mondays to Fridays**.*

Je travaille **tous les jours**.

*I work **every day**.*

Also notice these words.

le matin

in the morning(s), mornings

l'après-midi

in the afternoon(s), afternoons

le soir

in the evening(s), evenings

le week-end

on (the) weekend(s), weekends

avant

before

après

after, afterwards



Le matin, je suis à la maison avant les cours.



L'après-midi, je ne suis pas à la maison. Je suis en cours de français et après le cours de français, je suis dans un autre cours.



Le soir, après le cours de français, je travaille.



Le week-end, je ne travaille pas.

Vocabulaire supplémentaire
pendant la semaine during the week
sauf except

Note de vocabulaire

- Days of the week are not capitalized in French.
- Use **du... au...** to say *from... to...* with days of the week when talking about what one does in general every week, but use **de... à...** instead to talk about what one is doing one particular week. **En général, je travaille du lundi au vendredi. Cette (This) semaine, je travaille de lundi à mercredi.**
- Notice that you use two words, **ne... pas**, to say what someone does *not* do. **Ne** is placed before the verb and **pas** after it. You will learn more about this in *Chapitre 1*.

Les jours de la semaine The days of the week C'est quel jour aujourd'hui? What day is it today? C'est lundi. It's Monday.
à la maison at home les cours classes je ne suis pas I am not en cours de français in French class dans un autre
cours in another class je travaille I work je ne travaille pas I don't work



0-14

Two friends are talking about their schedule this semester.

- Tu es en cours quels jours **ce semestre**?
- Je suis en cours le lundi, le mercredi et le vendredi.
- Tu travailles **aussi**?
- Oui, je travaille le mardi matin, le jeudi matin et le week-end.

A Au revoir! Say good-bye to a friend and say that you'll see him/her on the indicated day.

EXEMPLE Monday **Au revoir! À lundi!**

- | | | |
|-----------|-------------|--------------|
| 1. Sunday | 3. Thursday | 5. Saturday |
| 2. Friday | 4. Tuesday | 6. Wednesday |

B C'est quel jour? Complete these statements.

- | | |
|----------------------------------|---|
| 1. Aujourd'hui, c'est... | 6. Après le week-end, c'est... |
| 2. Demain, c'est... | 7. Ce semestre/trimestre, je suis en cours... |
| 3. Après-demain, c'est... | 8. Je suis en cours de français... |
| 4. Les jours du week-end sont... | 9. Je travaille... (Je ne travaille pas.) |
| 5. Avant le week-end, c'est... | 10. Je suis souvent (<i>often</i>) à la maison... |

C Emploi du temps. A student is talking about her week. Select the option in parentheses that is logical in each sentence.

- Aujourd'hui, c'est (jeudi, le jeudi) et demain, c'est (vendredi, le vendredi).
- Ce semestre, je suis en cours tous les jours (du, au) lundi (du, au) jeudi.
Je ne suis pas en cours (vendredi, le vendredi).
- Je suis en cours de français (après-midi, l'après-midi).
- Ce semestre, je suis à la maison le matin (avant, après) le cours de français et je travaille l'après-midi (avant, après) le cours de français.
- Ce semestre, je travaille (samedi, le samedi).
- Ce week-end, je travaille (lundi, dimanche) aussi.

Now go back and change the statements so that each one is true for you. If a statement is already true, read it as it is.



D Et toi? Complete these statements with the appropriate days of the week to describe yourself. Then, circulate through the classroom to try to find two people who completed at least three of the statements the same way you did. Write down their names.

EXEMPLE Je suis en cours...

- Je suis en cours du lundi au vendredi. Et toi?
- Moi aussi, je suis en cours du lundi au vendredi. /
- Moi, je suis en cours le mardi et le jeudi.

- | | |
|---|--|
| 1. Ce semestre/trimestre, je suis en cours... | 3. Je travaille... (Je ne travaille pas.) |
| 2. Je ne suis pas en cours... | 4. Je suis souvent (<i>often</i>) à la maison... |



À VOUS!

With a partner, read aloud the conversation at the top of the page, paying particular attention to pronunciation. Then, redo the conversation to make it true for you. Switch roles and do it again.

You can access the audio of the active vocabulary of this **Compétence** online.

COMPÉTENCE 3

Talking about yourself and your schedule

MOI, JE...

Note culturelle

In France, all students finishing secondary school have studied several years of a foreign language, and many have studied more than one. How does this compare to the situation in your area?

Note de grammaire

- When stating someone's profession (including **étudiant(e)**), nationality, or religion, do not include the French equivalent of the word *a*. (**Je suis étudiant(e).**)
- Adjectives of nationality and the names of languages are not capitalized in French.
- Many adjectives in French add an **e** at the end when describing females. When the masculine form of an adjective ends in a consonant other than **c, r, f, or l**, the final consonant is usually silent. Since the feminine form of an adjective usually ends in **-e**, this consonant is no longer final and is pronounced. You will also notice that adjectives such as **canadien** and **américain** lose their nasality and the **n** is pronounced in the feminine forms **canadienne** and **américaine**.
- The words **je, ne, de, and parce que** (because) change to **j', n', d', and parce qu'** before vowels or a silent **h**. This is called elision.
- Use **un** to say *a* or *an* with a male (**un ami**) and **une** to say *a* or *an* with a female (**une amie**). You will learn about this in *Chapitre 1*.
- The French verbs for *live, work, and speak* have the ending **-e** when talking about yourself (**j'habite, je travaille, je parle**), but they have the ending **-es** when the subject of the verb is **tu** (**tu habites, tu travailles, tu parles**). Both endings are silent, so there is no difference in the pronunciation of these verb forms for **je** and **tu**. You will learn more about this later.

Use these phrases to talk about yourself. Include the ending in parentheses if you are a female.

Je suis...

Je ne suis pas...

étudiant(e).
professeur.
américain(e).
canadien(ne).
de Chicago.
d'ici.

J'habite...

Je n'habite pas...

à Toronto.
seul(e).
avec **un ami / une amie.**
avec ma famille.
avec **un camarade de chambre / une camarade de chambre.**

Je travaille...

Je ne travaille pas...

beaucoup.
à l'université.
pour Apple.

Je parle...

Je ne parle pas...

anglais.
français.
espagnol.

Pour moi, le français est...

intéressant.
assez **facile.**
un peu difficile.
super!
assez cool!



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Je suis canadienne, de Montréal, mais j'habite à Paris avec une amie. Je suis étudiante à l'université.



0-15

In the following conversation, two young people meet at a party in Montreal.

- Tu es canadien?
- Oui, je suis d'ici. Et toi, tu es canadienne aussi?
- Non, je suis de Cleveland.
- **Mais** tu parles très bien français! Tu habites ici **maintenant**?
- Oui, **parce que** je suis étudiante à l'université. Et toi, tu travailles ici?
- Non, je suis aussi étudiant.

J'habite / live **à** in (to, at) **seul(e)** alone **un ami** a friend (male) **une amie** a friend (female) **un camarade de chambre** a roommate (male) **une camarade de chambre** a roommate (female) **beaucoup** a lot **pour** for
Je parle / speak, I talk **facile** easy **un peu** a little **Mais** But **maintenant** now **parce que** because

A Moi, je... Talk about yourself by choosing the words in parentheses that best describe you.

1. (Je suis / Je ne suis pas) étudiant(e).
2. (Je suis / Je ne suis pas) de Los Angeles.
3. (J'habite / Je n'habite pas) à Minneapolis.
4. (Je suis / Je ne suis pas) canadien(ne).
5. J'habite (seul[e] / avec ma famille / avec un[e] ami[e] / avec des ami[e]s).
6. (Je parle / Je ne parle pas) très bien français.
7. Pour moi, le français est (cool / assez facile / un peu difficile / intéressant / super).

B Descriptions. A Canadian student is talking about himself. Change the words in *italics* as needed to make the paragraph true for you.

Je m'appelle *Chris Jones*. Je suis de *Toronto*. Maintenant, j'habite *avec un ami à Chapel Hill* parce que je suis *étudiant à l'université de Caroline du Nord*. Je parle un peu français. Je parle *anglais et espagnol* aussi. Pour moi, le français est *très facile*.



C En rond. Find out more about your classmates. Work in groups of three. For each item, say what is true for you and ask the student on your right about himself/herself, using *Et toi?* He/She will complete the item and ask the person to his/her right the same question, who will answer and then begin the next question.

- | | |
|----------------------------|---|
| 1. Je m'appelle... Et toi? | 5. J'habite avec... (J'habite seul[e].) Et toi? |
| 2. Je suis... Et toi? | 6. Je travaille... (Je ne travaille pas.) Et toi? |
| 3. Je suis de... Et toi? | 7. Je parle... Et toi? |
| 4. J'habite à... Et toi? | 8. Pour moi, le français est... Et pour toi? |



D Et toi? Imagine that you and your partner meet at an event for international students in Paris. Take turns asking and answering these questions.

1. Comment tu t'appelles?
2. Comment ça va?
3. Tu es étudiant(e)?
4. Tu travailles aussi?
5. Tu es américain(e)?
6. Tu es d'où?
7. Tu habites à Paris maintenant?
8. Tu parles espagnol?



À VOUS!

With a partner, read aloud the conversation on the preceding page, paying particular attention to the pronunciation. Then act it out, adapting it to make it true for you. Afterward, switch roles and do it again.

Vocabulaire sans peine!

Vocabulaire sans peine! notes help you learn vocabulary quickly by pointing out cognate patterns between English and French. Cognates are words that look similar and have the same meaning in two languages.

Note these patterns of adjectives indicating where people are from:

-ain = -an

américain(e) = American

africain(e) = African

-ien(ne) = -ian

canadien(ne) = Canadian

australien(ne) = Australian

How would you say these in French?

Mexican

Colombian

L'HEURE

Note culturelle

Traditionally, the French workday followed a particular pattern: breakfast in the early morning, work, a two-hour break for lunch, and then work in the afternoon and into the evening. Most people went home for lunch to eat and be with their family. As France has become more urban, however, **la journée continue**, or a nine-to-five schedule, has become a way of life. There is a shorter lunch break, and people often have lunch at work or in a nearby restaurant, fast-food chain, or café. How does this compare to a typical workday in your area?

Note de vocabulaire

1. Some people use **douze heures** for **midi**.
2. One may also tell time by telling the minutes after the hour, instead of using **et quart**, **et demie**, or **moins...** For example, one hears **Il est trois heures quinze**, **Il est cinq heures trente**, or **Il est trois heures quarante-cinq**.

Quelle heure est-il? *What time is it?*

To tell time *on the hour*, use:

Il est + number + heure(s). **Il est trois heures.** *It's 3:00.*

When telling the time, use **une** for *one*. The word **heures** has an **s** except in **une heure**. Don't use **heure** after **midi** (*noon*) or **minuit** (*midnight*).

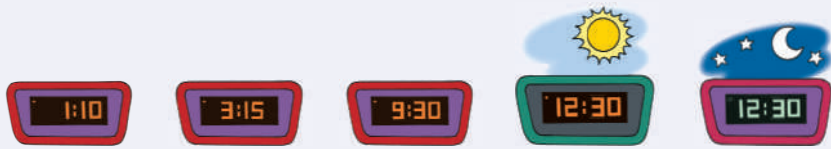


Il est une heure. Il est deux heures. Il est midi. Il est minuit.

To tell time *after the hour up to the half hour*, use:

Il est + number of hour + heure(s) + minutes. **Il est trois heures cinq.** *It's 3:05.*

For *a quarter after*, use **et quart** and for *half after*, use **et demie**. The word **et** is only used in telling time in these two expressions. With **midi** and **minuit**, use **et demi** without the final **e**.



Il est une heure dix. Il est trois heures et quart. Il est neuf heures et demie. Il est midi et demi. Il est minuit et demi.

After the half hour, you can tell the time *until the next hour*. Use:

Il est + number of next hour + heure(s) moins + minutes until the hour. **Il est six heures moins cinq.** *It's 5:55.*

For *a quarter until the hour*, use **moins le quart**. This is the only time **le** is used in telling time.



Il est deux heures moins vingt-cinq. Il est deux heures moins vingt. Il est deux heures moins le quart.

The following clock is useful in visualizing how time is expressed. With **moins...**, remember to use the number of the upcoming hour.



Instead of using *A.M.* and *P.M.*, use the following, except with **midi** or **minuit**.

du matin (<i>after midnight until noon</i>)	Il est huit heures du matin .
de l'après-midi (<i>after noon until 6 p.m.</i>)	Il est une heure de l'après-midi .
du soir (<i>6 p.m. until midnight</i>)	Il est neuf heures du soir .

Use **à** to ask or tell *at* what time something takes place.

Le cours de français est **à quelle heure**?



Le cours de français **commence à** une heure.



Le cours de français **finit à** deux heures et quart.

To say that you do something *from* a certain time *to* another, use **de... à**.

Le lundi, je suis en cours **de** neuf heures **à** une heure.

Note de vocabulaire

1. Use **du matin / de l'après-midi / du soir** only for indicating *A.M.* and *P.M.* when telling time. Use **le matin / l'après-midi / le soir** to say *in the morning / in the afternoon / in the evening* in all other cases.
2. Although *at* may be dropped in English, **à** cannot be omitted in French. To ask (*At*) *What time is French class?*, use **À quelle heure est le cours de français?**

PRONONCIATION

L'heure et la liaison

0-16

Notice that there is liaison before the word **heure(s)** and that the pronunciation of some numbers changes in this liaison. Practice pronouncing these times.

Quelle heure est-il?

Il est deux heures.

Il est trois heures.

Il est cinq heures.

Il est six heures.

Il est sept heures.

Il est huit heures.

Il est neuf heures.

Il est dix heures.



Il est dix heures moins le quart.



A Prononcez bien! For each time shown, ask your partner what time it is, using the two times given. Pay particular attention to pronunciation. Your partner will respond with the correct time. Change roles after each item.

EXEMPLE 2:00 Il est deux heures. / Il est deux heures et demie.
— Il est deux heures ou (or) il est deux heures et demie?
— Il est deux heures.

1. 2:10 Il est deux heures dix. / Il est deux heures et quart.
2. 3:15 Il est trois heures vingt. / Il est trois heures et quart.
3. 4:20 Il est quatre heures vingt-cinq. / Il est quatre heures vingt.
4. 5:30 Il est cinq heures et demie. / Il est cinq heures et quart.
5. 6:45 Il est six heures moins le quart. / Il est sept heures moins le quart.
6. 8:35 Il est neuf heures moins vingt-cinq. / Il est huit heures moins vingt-cinq.
7. 9:50 Il est neuf heures moins dix. / Il est dix heures moins dix.
8. 12:00 A.M. Il est midi. / Il est minuit.



B Quelle heure est-il? Can you tell the time if someone asks you? Take turns asking and telling the time with a partner.

EXEMPLE   — Quelle heure est-il?
— Il est une heure de l'après-midi.

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



C Il est quelle heure? Can you understand if someone tells you the time? Write the times you hear. Notice how the word **heure(s)** is abbreviated in French.

EXEMPLES VOUS ENTENDEZ (YOU HEAR): Il est dix heures et quart.
VOUS ÉCRIVEZ (YOU WRITE): 10h15
VOUS ENTENDEZ: Il est neuf heures cinq.
VOUS ÉCRIVEZ: 9h05

D Où êtes-vous? Say whether or not you are usually at the indicated place or with the indicated people at the time given.

EXEMPLE Le lundi à 9h15 du matin, *je suis / je ne suis pas* en cours.
Le lundi à neuf heures et quart du matin, je suis en cours.
Le lundi à neuf heures et quart du matin, je ne suis pas en cours.

1. Le lundi à 7h00 du matin, *je suis / je ne suis pas* à la maison.
2. Le mercredi à 2h30 de l'après-midi, *je suis / je ne suis pas* en cours de français.
3. Le jeudi à 5h20 de l'après-midi, *je suis / je ne suis pas* dans un autre cours.
4. Le vendredi à 10h45 du soir, *je suis / je ne suis pas* avec des amis.
5. Le samedi à minuit, *je suis / je ne suis pas* seul(e).
6. Le dimanche à 7h30 du soir, *je suis / je ne suis pas* avec ma famille.

E Quand? Complete these sentences so that they are true for you the first day of the week you have your French class.

EXEMPLE Je suis à la maison **avant sept heures et demie.**
before [time]

1. Je suis à la maison _____.
before [time]
2. Je suis à l'université _____. (J'habite sur *[on]* le campus.)
after [time]
3. Le cours de français commence _____.
at [time]
4. Le cours de français finit _____.
at [time]
5. Je suis en cours _____.
from [time] to [time]
6. Je travaille _____. (Je ne travaille pas.)
from [time] to [time]
7. Je suis à la maison _____.
after [time]

F Mon emploi du temps. On a sheet of paper, make two copies of this daily planner, changing it to describe your schedule on one copy and leaving the other one blank. With a partner, take turns describing your schedules. On the blank daily planner, fill in your partner's schedule as he/she describes it to you.

EXEMPLE Le lundi, je suis en cours de dix heures à une heure. Je travaille de deux heures à quatre heures. Je suis à la maison après cinq heures.

lundi	
6:00	
7:00	
8:00	
9:00	
10:00	
11:00	} en cours
12:00	
1:00	
2:00	
3:00	} travail
4:00	
5:00	à la maison
6:00	
7:00	
8:00	
9:00	
10:00	
11:00	
12:00	

You can access the audio of the active vocabulary of this **Compétence** online.

COMPÉTENCE 4

Communicating in class

DES EXPRESSIONS UTILES

Note culturelle

Generally, homework is less controlled at French universities than in the U.S. and Canada, and course grades are mainly determined by a few tests. Students are responsible for their daily progress. Would you prefer to have this type of system?

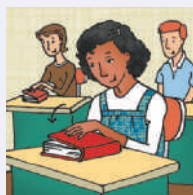
Le prof(esseur) **dit aux** étudiants:



Ouvrez votre livre à la page 23.

Lisez l'exercice A.

Fermez votre livre.



Prenez votre cahier, du papier et un crayon ou un stylo.

Faites l'exercice A avec **un(e) autre** étudiant(e).



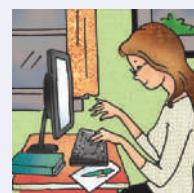
Écoutez la question et répondez avec une phrase complète.

Écrivez la réponse au tableau.



Étudiez les mots de vocabulaire.

Faites **les devoirs en ligne**.



Note de vocabulaire

1. There are several ways to say *You're welcome*.

De rien.

Il n'y a pas de quoi.

Je vous en prie. (formal)

Je t'en prie. (familiar)

2. **Pardon** and **excusez-moi** are not interchangeable. Use either to get someone's attention. Use **pardon** to pass through a crowd. Use **excusez-moi** (**excuse-moi** [familiar]) to say you're sorry about something you did.

You may also wish to use these phrases.

Comment? Répétez, s'il vous plaît.

— Vous comprenez?

— Oui, je comprends.

Non, je ne comprends pas.

— Comment dit-on *the homework* en français?

— On dit **les devoirs**.

— Que veut dire **votre**?

— Je ne sais pas.

— Ça veut dire *your*.

— Merci. / Merci bien.

— De rien.

Pardon. / Excusez-moi.

What? Please repeat.

— *Do you understand?*

— *Yes, I understand.*

No, I don't understand.

— *How does one say **the homework** in French?*

— *One says **les devoirs**.*

— *What does **votre** mean?*

— *I don't know.*

— *It means **your**.*

— *Thank you. / Thanks.*

— *You're welcome.*

Excuse me.

dit aux says to the **Lisez** Read **Écoutez** Listen to **Prenez** Take **votre cahier** your notebook, your workbook
un crayon ou un stylo a pencil or a pen **Faites** Do **un(e) autre** another (**autre** other) **Étudiez** Study
les mots the words **les devoirs** the homework **en ligne** online

PRONONCIATION

Les voyelles groupées



0-18

Practice the pronunciation of the following vowel combinations. Notice that the combination **eu** has two different sounds, depending on whether it is followed by a pronounced consonant in the same syllable.

- a + u / e + u / o + u

au, eau [o]:	au	aussi	beaucoup	tableau
eu [ø]:	deux	un peu	jeudi	monsieur
eu [œ]:	heure	neuf	professeur	seul(e)
ou [u]:	vous	douze	jour	pour

- a + i / e + i / o + i / u + i

ai [ɛ]	français	je vais	je sais	vrai
ei [ɛ]	treize	seize	beige	neige
oi [wa]:	moi	toi	trois	au revoir
ui [ɥi]	huit	minuit	aujourd'hui	je suis



0-19

A Prononcez bien! Many French words and phrases are used in English. Listen to these words and decide which of the vowel combinations given goes in each blank.

EXEMPLE VOUS VOYEZ (*YOU SEE*): **ai/au** vin_____grette

VOUS ENTENDEZ (*YOU HEAR*): vinaigrette/
vi-nai-gret-te / vinaigrette

VOUS COMPLÉTEZ: **ai/au** vinaigrette

- | | | |
|-------------------------------|---------------------------------|---------------------------------|
| 1. ou/oi c____p d'état | 4. eu/au chauff____r | 7. eu/eau nouv____ riche |
| 2. eu/ei p____gnoir | 5. oi/ui film n____r | 8. eu/au f____x pas |
| 3. eu/au mili____ | 6. oi/ui haute c____sine | 9. ai/au au contr____re |

Now say what each one of the above terms means, using one of the choices given. If you do not know, in French, ask what it means. Pay attention to the pronunciation.

EXEMPLE *Vinaigrette, ça veut dire vinegar and oil dressing. en anglais. / Que veut dire vinaigrette en anglais?*



B En cours. In groups, make up commands your instructor might give you.

Lisez... / Prenez... / Faites... / Étudiez... / Écoutez... / Écrivez... / Répondez à...

votre cahier / la phrase / les devoirs / l'exercice / les mots de vocabulaire
la question / la réponse / un stylo et du papier / votre livre

C Réponses. You are visiting Quebec. What do you say... ?

to thank someone / when someone thanks you /
to pass through a group / if you don't know / to have something repeated /
if you don't understand / to ask what **autre** means / to ask how to say *close* in
French / if you step on someone's foot

government overthrow
on the contrary
social climber
hired driver
robe
setting
mistake
dark cinema
fine food
vinegar and oil dressing

L'ALPHABET

Note d'orthographe

1. The **cé**dille occurs only on the letter **c** and causes it to be pronounced [s] before the vowels **a**, **o**, and **u**.

2. The accent marks occur only on vowels, and the **accent aigu** only on the vowel **e**.

3. Accents in French do not indicate stress. They are used to indicate different vowel sounds (**é** versus **è**), to differentiate two words in writing (**ou** [or] versus **où** [where]), or for historical reasons. You will learn about accent marks and the use of the **cé**dille in **Chapitre 2**. For now, learn the accents as part of the spelling of a new word.

When you hear new words, it may be helpful to see how they are spelled. You can ask:

Ça s'écrit comment?

How is that written?

Ça s'écrit avec ou sans accent?

Is that written with or without an accent?

Ça s'écrit avec un ou deux s en français / en anglais?

Is that written with one or two s's in French / in English?

A a	Anne	Q ku	Quentin
B bé	Bruno	R erre	Romane
C cé	Caroline	S esse	Stéphane
D dé	Didier	T té	Tristan
E e	Emma	U u	Ursula
F effe	Françoise	V vé	Valérie
G gé	Gérard	W double vé	William
H hache	Hugo	X iks	Xavier
I i	Isabelle	Y i grec	Yves
J ji	Jules	Z zède	Zoé
K ka	Karima		
L elle	Lola	é = e accent aigu	ç = c cédille
M emme	Margot	è = e accent grave	' = apostrophe
N enne	Nathan	â = a accent circonflexe	- = trait d'union
O o	Olivier	ï = i tréma	ll = deux l
P pé	Pascal		

A Des animaux. Listen as the names of some animals are spelled out and write them down.



0-20

EXEMPLE VOUS ENTENDEZ (YOU HEAR): A-N-I-M-A-L
VOUS ÉCRIVEZ (YOU WRITE): animal

B Les SMS. Here are some common abbreviations used in French text messages (les SMS or les textos). First, spell them out, using the French alphabet and numbers. Then, match each one to its equivalent. In some cases, attempting to read the symbols aloud may help you determine the meaning.



s'il vous plaît excellent mort de rire (laughing out loud) Tu es OK?
ciné (cinema) Bonjour. De rien. À demain. À plus! Je sais.

- | | | |
|---------|---------|---------|
| 1. XLnt | 5. A+ | 8. 2ri1 |
| 2. TOK? | 6. Je c | 9. a2m1 |
| 3. SVP | 7. MDR | 10. 6né |
| 4. Bjr. | | |



C **Que veut dire...? Comment dit-on...?** With a partner, take turns asking and telling what each of the following means.

EXEMPLE lisez — Que veut dire *lisez*?
— Ça veut dire *read*!

lisez ouvrez comptez faites autre tableau

Now, ask your partner how to say each of the following. When he/she tells you, ask how it is spelled in French.

EXEMPLE read — Comment dit-on *read* en français?
— On dit *lisez*.
— Ça s'écrit comment?
— Ça s'écrit L-I-S-E-Z.

read please You're welcome.
notebook How is that written?



D **Préférences.** Share your preferences. Spell out the following things for your classmates to write down and identify. If the name is composed of more than one word, use **espace** to say *space*.

EXEMPLE votre café préféré (*your favorite café*)
VOUS DITES (YOU SAY): C-H-E-Z-espace-M-O-Z-A-R-T
LES AUTRES RÉPONDENT (THE OTHERS RESPOND): Chez Mozart

1. votre restaurant préféré
2. votre acteur préféré / votre actrice préférée
3. votre film préféré
4. votre ville (*city*) préférée
5. votre musicien préféré / votre musicienne préférée



Paris, c'est ma ville préférée.

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You can access the audio of the active vocabulary of this **Compétence** online.

COMPARAISONS CULTURELLES

L'HEURE OFFICIELLE

It is important to understand **l'heure officielle**, the 24-hour clock, as it is used in all schedules and sometimes in conversations in most countries. Is the 24-hour clock used in your country? In what circumstances? Does using the 24-hour clock make things clearer or less clear to you?

With the 24-hour clock:

- Continue counting from 13 on, instead of beginning with 1 to 12 o'clock again during the P.M. hours. For example, 2:00 A.M. is **deux heures** and 2:00 P.M. is **quatorze heures**.
- Do not use **et, moins, midi, minuit, du matin, de l'après-midi**, and **du soir**. Instead, simply state the minutes after the hour. For example, **deux heures et quart** is **deux heures quinze** and **dix heures moins dix** is **neuf heures cinquante**.

To convert conversational time after noon to official time, add 12 (**une heure de l'après-midi = treize heures**). To convert official time after noon to conversational time, subtract 12 (**vingt heures = huit heures du soir**).



© John Angerson/Alamy Stock Photo

Il est quatorze heures cinq.

L'HEURE FAMILIÈRE	L'HEURE OFFICIELLE
12h05 minuit cinq	0h05 zéro heure cinq
1h15 une heure et quart (du matin)	1h15 une heure quinze
12h20 midi vingt	12h20 douze heures vingt
1h30 une heure et demie (de l'après-midi)	13h30 treize heures trente
10h40 onze heures moins vingt (du soir)	22h40 vingt-deux heures quarante
11h50 minuit moins dix	23h50 vingt-trois heures cinquante

How would you express each of these times in conversational time? In official time?

12:30 A.M. 3:45 A.M. 1:20 P.M.
 10:40 A.M. 12:15 P.M. 11:55 P.M.

A Horaire de train. You are flying into Paris to study for a month at a French language institute in the town of Le Creusot. The institute's website lists some of the TGV trains you can take daily from the Gare de Lyon station in Paris to Le Creusot. Say what time each train arrives, using official time. The first one has been done as an example.

Paris-Le Creusot TGV	
Départ Paris Gare de Lyon	Arrivée Le Creusot TGV
5h50	7h09
7h52	9h10
11h51	13h07
13h53	15h11
17h53	19h10
19h58	21h16
20h30	22h46

EXEMPLE 5h50

Le train de cinq heures cinquante arrive à sept heures neuf.

**B****À la télé.**

You want to watch these shows on TV5Monde, the international French TV station. Take turns asking a partner what time they are on. Answer first using official time, then convert it to conversational time.

EXEMPLE

le journal de la RTBF

— **Le journal de la RTBF est à quelle heure?**

— **À six heures trente; c'est-à-dire, à six heures et demie du matin.**

Grille des programmes

Lun 09

Matin

04:05 300 MILLIONS DE CRITIQUES
 05:00 FLASH INFO
 05:02 LE JOURNAL DE RADIO-CANADA
 05:27 TV5MONDE LE JOURNAL AFRIQUE
 05:46 TÉLÉMATIN
 → 06:30 LE JOURNAL DE LA RTBF
 07:00 TV5MONDE LE JOURNAL
 07:20 QUOI DE NEUF DOC?
 07:30 TV5MONDE LE JOURNAL
 07:58 TÉLÉMATIN
 → 08:40 UN OBJET, UNE HISTOIRE
 08:44 L'INVITÉ
 08:53 RÊVES D'HÔTEL
 09:00 LE JOURNAL DE FRANCE 2
 09:29 ZAP IN.CH
 09:55 COURTS SÉJOURS
 09:59 INSPIRATION DESIGN
 10:21 SENTINELLES DE LA NATURE
 10:29 PIQUE-ASSIETTE INVITE LES CHEFS
 10:55 LES PEUPLES DES MONTAGNES
 10:59 SUISSE FOCUS
 11:26 MERCI PROFESSEUR!
 → 11:29 DES CHIFFRES ET DES LETTRES

Après-midi

12:00 64' LE MONDE EN FRANÇAIS - 1RE PARTIE
 12:23 LE JOURNAL DE L'ÉCONOMIE
 12:27 64' LE MONDE EN FRANÇAIS - 2E PARTIE
 12:47 L'INVITÉ
 12:55 64' L'ESSENTIEL
 13:00 LE JOURNAL DE LA RTS
 13:26 LE COURT DU JOUR - INVENTER DEMAIN
 13:30 FLASH INFO
 13:33 ÉPICERIE FINE - TERROIRS GOURMANDS
 13:59 D'ART D'ART
 14:02 LE SABRE ET LA KALACHNIKOV
 14:54 VISITES PRIVÉES
 15:49 NOTRE HISTOIRE
 15:53 VIC LE VIKING
 → 16:05 LE PETIT PRINCE
 16:30 PLUS BELLE LA VIE
 17:02 VENDÉE GLOBE
 17:04 LE JOURNAL DE FRANCE 2
 17:31 TOUT COMPTE FAIT
 18:10 GÉOPOLITIS
 → 18:26 QUESTIONS POUR UN CHAMPION
 18:56 OBJECTIF NATURE
 19:00 TV5MONDE LE JOURNAL
 19:20 MÉTÉO
 19:22 LE JOURNAL DU DAKAR
 19:30 69 MINUTES SANS CHICHIS

Soir

→ 21:16 FABRIQUES CULTURELLES
 21:30 TV5MONDE LE JOURNAL
 21:50 MÉTÉO
 21:53 TENDANCE XXI EXPRESS
 22:00 DEVOIR D'ENQUÊTE
 23:37 ITINERIS
 → 23:51 MATIÈRE GRISE EXPRESS
 00:00 TV5MONDE LE JOURNAL
 00:10 MÉTÉO
 00:14 L'INVITÉ
 00:22 LES EXPERTS DU PASSÉ
 00:30 MEURTRES À AVIGNON
 01:57 ELLES ONT TOUTES UNE HISTOIRE
 01:59 VERSION FRANÇAISE
 02:26 LE COURT DU JOUR - LES TRAVAILLEURS DE L'OMBRE
 02:30 FLASH INFO
 02:32 GOÛT DE / GOOD FRANCE
 02:34 CE MONDE EST FOU

Source: <http://www.tv5monde.com/cms/chaîne-francophone/programmes/p-86-s5-z302-lg0-La-semaine-d-un-seul-coup-d-oeil.htm>

1. Un objet, une histoire
2. Des chiffres et des lettres
3. Le Petit Prince

4. Questions pour un champion
5. Fabriques culturelles
6. Matière grise express

VOCABULAIRE

COMPÉTENCE 1



Greeting people

GREETING PEOPLE

les salutations formelles / familières	<i>formal / familiar greetings</i>
Bonjour.	<i>Hello., Good morning.</i>
Bonsoir.	<i>Good evening.</i>
monsieur (M.)	<i>Mr., sir</i>
madame (Mme)	<i>Mrs., madam</i>
mademoiselle (Mlle)	<i>Miss</i>
Comment allez-vous?	<i>How are you? (formal)</i>
Je vais très bien.	<i>I'm doing very well.</i>
Assez bien.	<i>Fairly well.</i>
Comme ci comme ça.	<i>So-so.</i>
Pas mal.	<i>Not bad(ly).</i>
Pas très bien.	<i>Not very well.</i>
Salut!	<i>Hi!, Bye! (familiar)</i>
Comment ça va? / Ça va?	<i>How's it going? (familiar)</i>
Ça va (bien).	<i>It's going fine.</i>
et	<i>and</i>
Et vous?	<i>And you? (formal)</i>
Et toi?	<i>And you? (familiar)</i>
moi	<i>me</i>
merci	<i>thank you, thanks</i>

EXCHANGING NAMES

Comment vous appelez-vous?	<i>What's your name? (formal)</i>
Tu t'appelles comment?	<i>What's your name? (familiar)</i>
Je m'appelle...	<i>My name is ...</i>
Je suis...	<i>I am, I'm ...</i>

SAYING WHERE YOU ARE FROM

Vous êtes d'ici?	<i>Are you from here? (formal)</i>
Tu es d'où?	<i>You are from where? (familiar)</i>
Je suis...	<i>I am ...</i>
d'ici	<i>from here</i>
de (+ city)	<i>from (+ city)</i>
oui	<i>yes</i>
non	<i>no</i>

SAYING GOOD-BYE

À demain.	<i>See you tomorrow.</i>
À plus.	<i>See you later. (familiar)</i>
À plus tard.	<i>See you later.</i>
Au revoir.	<i>Good-bye.</i>
Salut!	<i>Hi!, Bye! (familiar)</i>

COMPÉTENCE 2



Counting and describing your week

COUNTING TO 59

les nombres	<i>numbers</i>
Comptez de... à...	<i>Count from ... to ...</i>
s'il vous plaît	<i>please (formal)</i>
zéro, un, deux, trois, quatre,	<i>zero, one, two, three, four,</i>
cinq, six, sept, huit, neuf,	<i>five, six, seven, eight, nine,</i>
dix, onze, douze, treize,	<i>ten, eleven, twelve, thirteen,</i>
quatorze, quinze, seize,	<i>fourteen, fifteen, sixteen,</i>
dix-sept, dix-huit,	<i>seventeen, eighteen,</i>
dix-neuf,	<i>nineteen,</i>
vingt, vingt et un,	<i>twenty, twenty-one,</i>
vingt-deux, vingt-trois,	<i>twenty-two, twenty-three,</i>
vingt-quatre, vingt-cinq,	<i>twenty-four, twenty-five,</i>
vingt-six, vingt-sept,	<i>twenty-six, twenty-seven,</i>
vingt-huit, vingt-neuf,	<i>twenty-eight, twenty-nine,</i>
trente, trente et un,	<i>thirty, thirty-one,</i>
trente-deux, trente-trois...	<i>thirty-two, thirty-three ...</i>
quarante, quarante et un,	<i>forty, forty-one,</i>
quarante-deux...	<i>forty-two ...</i>
cinquante, cinquante et un,	<i>fifty, fifty-one,</i>
cinquante-deux...	<i>fifty-two ...</i>
Combien font deux et deux?	<i>How much is two and two?</i>
Deux et deux font quatre.	<i>Two and two equals four.</i>
Combien font cinq moins deux?	<i>How much is five minus two?</i>
Cinq moins deux font trois.	<i>Five minus two equals three.</i>

TELLING THE DAY OF THE WEEK

les jours de la semaine	<i>the days of the week</i>
aujourd'hui	<i>today</i>
C'est quel jour aujourd'hui?	<i>What day is today?</i>
C'est...	<i>It's ...</i>
lundi	<i>Monday</i>
mardi	<i>Tuesday</i>
mercredi	<i>Wednesday</i>
jeudi	<i>Thursday</i>
vendredi	<i>Friday</i>
samedi	<i>Saturday</i>
dimanche	<i>Sunday</i>

DESCRIBING YOUR SCHEDULE

Tu es...?	<i>Are you ... ?</i>
Je suis / Je ne suis pas...	<i>I'm / I'm not ...</i>
en cours (de français)	<i>in (French) class</i>
à la maison	<i>at home</i>
dans un autre cours	<i>in another class</i>
Tu travailles?	<i>Do you work?</i>
Je travaille...	<i>I work ...</i>
Je ne travaille pas...	<i>I don't work ...</i>
Quels jours...?	<i>What days ... ?</i>
le lundi	<i>(on) Mondays</i>
le lundi matin	<i>(on) Monday mornings</i>
du lundi au vendredi	<i>from Mondays to Fridays</i>
le matin	<i>mornings, in the morning(s)</i>
l'après-midi	<i>afternoons, in the afternoon(s)</i>
le soir	<i>evenings, in the evening(s)</i>
tous les jours	<i>every day</i>
le week-end	<i>(on) weekends / on the weekend(s)</i>
les cours	<i>classes</i>
le cours de français	<i>French class</i>
ce semestre	<i>this semester</i>
avant	<i>before</i>
après	<i>after, afterwards</i>
aussi	<i>also, too</i>

COMPÉTENCE 3



Talking about yourself and your schedule

TALKING ABOUT YOURSELF

Tu es...?	Are you ... ?
Je suis / Je ne suis pas...	I am / I am not ...
américain(e)	American
canadien(ne)	Canadian
étudiant(e)	a student
professeur	a professor
Tu habites...?	Do you live ... ?
J'habite / Je n'habite pas...	I live / I do not live ...
à... (+ city)	in ... (+ city)
avec ma famille	with my family
avec un(e) ami(e)	with a friend
avec un(e) camarade de chambre	with a roommate
seul(e)	alone
Tu parles...?	Do you speak ... ?
Je parle / Je ne parle pas...	I speak / I do not speak ...
anglais	English
espagnol	Spanish
français	French
Pour moi, le français est...	For me, French is ...
assez cool	pretty cool
assez facile	fairly easy
intéressant	interesting
super	great
un peu difficile	a little difficult / hard
Tu travailles...?	Do you work ... ?
Je travaille / Je ne travaille pas...	I work / I do not work ...
à l'université	at the university
beaucoup	a lot
pour...	for ...
à	in, to, at
maintenant	now
mais	but
parce que	because

TELLING TIME

l'heure	the time
une heure	an hour / one o'clock
Quelle heure est-il?	What time is it?
Il est une heure cinq.	It's 1:05.
Il est deux heures dix.	It's 2:10.
Il est trois heures et quart.	It's 3:15.
Il est quatre heures et demie.	It's 4:30.
Il est dix heures moins le quart.	It's 9:45.
Il est une heure moins dix.	It's 12:50.
Il est midi.	It's noon.
Il est minuit.	It's midnight.
À quelle heure?	At what time?
à... heure(s)	at ... o'clock
du matin	A.M., in the morning
	[when telling time]
de l'après-midi	P.M., in the afternoon
	[when telling time]
du soir	P.M., in the evening
	[when telling time]
Le cours de français est à quelle heure?	French class is at what time?
Le cours de français commence à...	French class starts / begins at ...
fini à...	finishes / ends at ...
de... heures à... heures	from ... o'clock to ... o'clock
Je suis en cours de... à...	I am in class from ... to ...

COMPÉTENCE 4



Communicating in class

CLASSROOM INSTRUCTIONS

des expressions utiles	useful expressions
Le prof(esseur) dit aux étudiants...	The professor says to the students ...
Ouvrez votre livre à la page 23.	Open your book to page 23.
Lisez l'exercice A.	Read exercise A.
Fermez votre livre.	Close your book.
Écoutez la question et répondez avec une phrase complète.	Listen to the question and answer with a complete sentence.
Écrivez la réponse au tableau.	Write the answer on the board.
Prenez votre cahier, du papier et un crayon ou un stylo.	Take (out) your notebook / workbook, paper and a pencil or a pen.
Faites l'exercice avec un(e) autre étudiant(e).	Do the exercise with another student.
Étudiez les mots de vocabulaire.	Study the vocabulary words.
Faites les devoirs en ligne.	Do the homework online.

OTHER USEFUL EXPRESSIONS

Comment? Répétez, s'il vous plaît.	What? Please repeat.
— Vous comprenez?	— Do you understand?
— Oui, je comprends.	— Yes, I understand.
— Non, je ne comprends pas.	— No, I don't understand.
— Comment dit-on the homework en français?	— How does one say the homework in French?
— On dit les devoirs.	— One says les devoirs.
— Que veut dire votre?	— What does votre mean?
— Je ne sais pas.	— I don't know.
— Ça veut dire your.	— It means your.
— Merci (bien).	— Thank you., Thanks.
— De rien.	— You're welcome.

Pardon. / Excusez-moi.

Excuse me.

THE ALPHABET

l'alphabet	the alphabet
Ça s'écrit comment?	How is that written?
Ça s'écrit...	Is that written ...
avec ou sans accent?	with or without an accent?
avec un ou deux s en français / en anglais?	with one or two s's in French / in English?
Ça s'écrit...	That's written ...

Pour l'alphabet et les noms des accents, voir la page 22.

Pour l'heure officielle, voir la page 24.

Sur la Côte d'Azur

À l'université



Pair work



Group work



Class work



Video



Audio



© Art Kowalsky/Alamy Stock Photo

LE MONDE FRANCOPHONE

Géoculture et Vidéo-voyage: La Côte d'Azur

COMPÉTENCE

1

Identifying and describing people

Les gens à l'université

Describing people

Les pronoms sujets, le verbe être, la négation et quelques adjectifs

Stratégies et Lecture

- **Pour mieux lire:** *Using cognates and familiar words to read for the gist*
- **Lecture:** *Qui est-ce?*

2

Describing people

Les descriptions des gens

Describing and comparing people

D'autres adjectifs et le comparatif

Asking what someone is like

Les questions

3

Describing the university area

Le campus et le quartier

Saying what there is

Le genre, l'article indéfini et l'expression il y a

Identifying people and things

C'est ou Il est / Elle est

4

Talking about your studies

L'université et les cours

Identifying people and things

L'article défini

Vidéo-reprise: *Les Stagiaires*

Lecture et Composition

- **Pour mieux lire:** *Scanning to preview a text*
- **Lecture:** *L'accent grave*
- **Pour mieux écrire:** *Using and combining what you know*
- **Composition:** *Un autoportrait*

Comparaisons culturelles: *Les études*

Résumé de grammaire

Vocabulaire

LE MONDE FRANCOPHONE

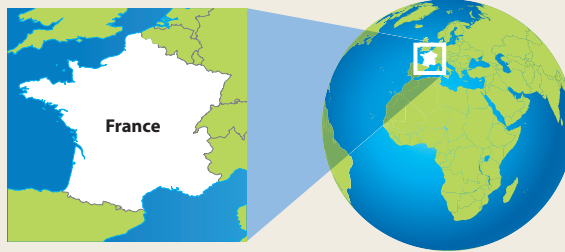
GÉOCULTURE ET VIDÉO-VOYAGE: LA CÔTE D'AZUR



LA FRANCE (la République française)

NOMBRE D'HABITANTS: 65 350 000 (Les Français)

CAPITALE: Paris



La Côte d'Azur est **une des plus belles** parties de la France – et aussi une des plus **fascinantes**!



© Raga Jose Fuste/prisma/AGE Fotostock

La Promenade des Anglais à Nice

Nice est **la plus grande ville** de la Côte d'Azur. Nice est **connue pour ses plages** et pour **sa célèbre promenade tout le long de la mer**, la Promenade des Anglais, **l'endroit parfait pour faire une course matinale**.



© Veniamin Krasov/Shutterstock.com

Une parfumerie à Grasse

La ville de Grasse est connue pour la fabrication de **parfums**.

Les gorges de Daluis **sont** fantastiques et excellentes pour faire du rafting!



© PHB.cz/Richard Semik/Shutterstock.com

Les gorges de Daluis

une des plus belles *one of the most beautiful* **fascinantes** *fascinating* **la plus grande ville** *the biggest city* **connue pour ses plages** *known for its beaches*
sa célèbre promenade *its famous walkway* **tout le long de la mer** *all along the sea* **l'endroit parfait pour faire une course matinale** *the perfect place to take a morning run*
parfums *perfumes* **sont** *are*



Le musée Picasso à Vallauris



La plage à Antibes

Voulez-vous voir les œuvres de Picasso?



Les Plages électroniques de Cannes

La plage à Antibes est très belle!

Cannes est connue pour son fameux festival du film et aussi pour le festival des Plages électroniques de Cannes, un festival de musique électro.

Sur la Côte d'Azur, **ça bouge!**

Le savez-vous?

Quelle chose (*What thing*) de la liste correspond à chaque endroit (*each place*)?

le rafting

le musée Picasso

une course matinale

la fabrication de parfums

les Plages électroniques

1. Vallauris

4. Cannes

2. Grasse

5. les gorges de Daluis

3. la Promenade des Anglais à Nice

AVANT LA VIDÉO

In this video, you are going to visit the **Côte d'Azur**, called the French Riviera in English. Would you like to visit the **Côte d'Azur**?

Recognizing an associated word, either in French or English, can help you guess the meaning of a new word. Using the related word given in parentheses, guess which French word from the list is used in each of these sentences from the video to express the boldfaced English word. Afterwards, read each sentence in its entirety to help you better understand the video.

Respirez	la journée
matinale	initiez
électroniques	soirée
Parfumerie	



1. Today, we are spending **the day** on the Côte d'Azur.
(le jour) Aujourd'hui, on passe _____
sur la Côte d'Azur.

2. In the morning, **morning** run on the Promenade
des Anglais in Nice!
(le matin) Le matin, course _____
sur la Promenade des Anglais à Nice!



3. Later, **evening** on the terrace, cours Saleya in Nice.
(le soir) Plus tard, _____ terrasse,
cours Saleya à Nice.



4. And for music fans: the Nice Jazz Festival or the
Electronic Beaches of Cannes.
(électronique) Et pour les amateurs de
musique: le Nice Jazz Festival ou les Plages
_____ de Cannes.



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5. At the end of the day, **initiate** yourself to rafting for a crazed descent of the Daluis gorge.

(une initiation) En fin de journée, _____
-vous au rafting pour une folle descente des gorges de Daluis.

6. In Grasse, visit of the International Museum of **Perfumery**. **Breathe** deeply!

(le parfum) À Grasse, visite au Musée international de la _____.
(la respiration) _____ à fond!

▶ EN REGARDANT LA VIDÉO

As you watch the video, determine in what order the activities from **Avant la vidéo** appear.

Bear in mind that you will not understand all you hear. Use what you know and the images to help understand the main ideas.

▶ APRÈS LA VIDÉO

After viewing the video a second time, complete these statements with the correct option from the list. Remember that you will not understand all you hear. Use what you know and the images to help you understand the main ideas.

d'orques (orcas) et de dauphins (dolphins)

une promenade le long de la mer à Nice

la fabrication de parfums

à Nice et à Cannes

1. La Promenade des Anglais est _____.
2. La ville de Grasse est célèbre pour _____.
3. À Marineland, il y a (there are) des spectacles _____.
4. Il y a des festivals de musique _____.