



Entre Nous

A COMMUNICATIVE APPROACH TO BEGINNING FRENCH



REPUBLIQUE FRANÇAISE



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Preface

OBJECTIVES

Entre nous is a beginning-level college French program for classes that meet three to five times a week. It consists of (a) a textbook, including an *Annotated Instructor's Edition*, (b) a student workbook (*Cahier d'exercices*), (c) an audio program, comprised of audio tapes and a complete script (*Audio Program for Laboratory Directors*), (d) an instructor's manual (*Guide pédagogique*), (e) a test bank, (f) a set of transparencies for overhead projectors, (g) a video program, and (h) a computer-assisted learning program. The audio program is available for purchase or on loan for local duplication.

The goals of *Entre nous* are to enable the learner to gain the necessary skills and confidence to communicate effectively in French, to aim for a satisfactory level of proficiency in comprehending and utilizing the basic structures and vocabulary, and to appreciate the contemporary culture and civilization of France and the francophone world. It makes use of varied approaches to second language learning and teaching and promotes the active use of the language in authentic contexts and communicative situations.

In preparing *Entre nous*, we took into consideration the fact that it is unrealistic to expect first-year learners to assimilate and retain all of the grammatical structures traditionally presented in beginning-level French textbooks, and that there is a need to reduce the number of structural items in favor of more intensive communicative activities. Accordingly, we have not only eliminated some of the more advanced structures but have also provided explanations with maximum clarity for work *at home* in order to create more class time to practice the language. *Entre nous* is not meant to be an "essentials" text, however. Its reduction in overall length results from the selective omission of certain structures that can wait until the second year, and *not* from the oversimplification of grammatical points, reduction of examples, or from cramming in too many items under one entry and decreasing the number of oral and communicative activities.

Among the features *Entre nous* offers is its versatility and flexibility in the number of options available to instructors in planning the curriculum. Its arrangement of themes and divisions offers them a kind of "à la carte" menu to decide what material to cover in each unit. At every stage they can introduce the exercises and activities that are best

suited in terms of their learners, their academic program and calendar, and their own teaching experience and style. Another feature of *Entre nous* is the opportunity for the learners to interact with their peers in a framework that emphasizes paired and group work, centered around a given topic or situation. By working together students seek out unknown information and report back on it to their peers, they survey their classmates to see who agrees or disagrees with them, and they occasionally engage in mini-débats to express their feelings and give their opinions. Other features include the integration of photographs and realia (such as signs and announcements, short advertisements, and excerpts from brochures—all in the original French) into exercises and activities. We also attempt to bridge the gap between the structure of spoken and written French by comparing the two whenever necessary and by offering an abundance and variety of practice in the audio and video programs.

MAIN COMPONENTS

Entre nous consists of thirteen **Units**, one unit for approximately *two* weeks of classes, except for the shorter Preliminary Unit and Unit 12, which are intended to be covered in one week. At the beginning of the unit is a set of objectives for the acquisition of communicative skills. Each unit centers around two topics or themes and contains five components: **Prélude**, **Interlude**, **Finale**, and two sets of **Développement**. All directions to the oral activities are in French from the beginning, with English in the early units when necessary, so as to encourage maximum use of the language and create an all-French classroom atmosphere. (The separate *Guide pédagogique* offers a more detailed discussion of how to approach each component of a unit.)

PRÉLUDE

This component serves as an introduction to one of the two themes of the unit, beginning with *Expressions* and *Locutions utiles*, which present words and phrases relevant to the theme and are usually illustrated with a drawing. The vocabulary is selected in order to encourage students to talk about their own environments and activities in North America as well as in similar situations in French-speaking countries: family, friends, course work, climate and weather, health, sports, travel, entertainment, past experiences, future plans, and so on.

The vocabulary is put to immediate use in *Conversations*, which consist of mini-dialogues and/or a series of contextualized questions and discussions, or reading passages. The English equivalents of *Expressions* and the mini-dialogues of *Conversations* appear in the corresponding unit of the *Cahier d'exercices*. The instructor selects the activities that are suitable for his or her academic calendar and students. The *Annotated Instructor's Edition* contains comments for implementation, while the separate *Guide pédagogique* offers more suggestions for lesson planning, alternate or expansion activities, and the script for all accompanying supplementary exercises and listening comprehension activities in the audio program.

At the end of **Prélude** is a section in English entitled *Commentaires culturels*, which discusses aspects of contemporary French civilization related to the theme. Some of the

words and expressions are also given in French and frequently recur in subsequent components of the Unit. Students go over these commentaries at home. There are true-false statements in English in the **Guide**, which the instructor may use to check their understanding.

DÉVELOPPEMENT

This section presents explanations of structures and language use, followed by oral exercises and activities to be done in class and in the laboratory. The *En bref* section for explanations in the **Développement** should not be misconstrued as indicating that our text is “grammar”- (rather than “Proficiency”) oriented; rather, it is intended as an aid with maximum clarity to students when they study *at home* and is not meant to be covered in class.

The explanations are given in English so that students can go over them *on their own* without falling into the trap of oversimplification or incorrect generalization of rules. They are explicit, providing comparison with English when necessary, and include a definition of all common grammatical terms. There are abundant examples, charts, diagrams, and drawings to promote effective and efficient assimilation of the structures. We usually provide French grammatical terms too so that the instructor may briefly *summarize* the day’s structural targets in simple French. Again, the *Annotated Instructor’s Edition* and the **Guide** provide helpful hints for explanations and activities, as well as suggestions for the use of related pronunciation exercises. They also show what items might be assigned for recognition only.

Each structure is practiced in situational contexts, encouraging students to learn the vocabulary and express themselves creatively and spontaneously. The oral work progresses rapidly from instructor-initiated verification of forms and personalized questions in *Mise en train* to real communicative activities in *Entre vous*, done in pairs and/or groups and which invite students to talk about themselves, express their feelings and opinions, obtain and share information, personal facts, and more. Several sections incorporate the threshold (*niveau-seuil*) approach with a description of specific functions that students should be able to perform in French, such as making requests, giving, accepting, or declining invitations, making or accepting apologies, asking for permission, expressing appreciation, feelings, opinions, and others. In all phases of practice, use of English is kept to an absolute minimum from the very first unit.

Not all of the oral activities need to be covered. Approximately 60% of the activities in *Mise en train* are included in the audio program, so that students can practice them in the language laboratory or at home with their own cassette players. In addition, the audio program includes supplementary oral exercises as well as numerous and varied listening comprehension activities.

INTERLUDE

This component comes in the middle of the unit and introduces the second main theme, in a format similar to that of **Prélude** but often shorter and without the *Locutions utiles*. It, too, is followed by a **Développement** section, as described earlier.

FINALE

In this last component of the unit, all the preceding main lexical and structural items are grouped together in a series of activities in more extended contexts. There is a wide variety to choose from, and it is not expected that all segments of the **Finale** can be covered in a schedule of one unit every two weeks. The instructor must therefore select those most suited to his or her class's needs.

The first activity, *Lecture et conversations*, consists of a reading passage followed by one or more exercises, including *vrai-faux* items and personalized questions to check the comprehension of the text. Other activities are based on realia and photographs. Regular features include *Parlons de nous*, questions directed to the student that can also be used as warm-up activities for several class meetings, *Questions* based on a theme for practice with question words, and *Reconstitution orale/écrite*, also centered on a theme. Composition topics occur in every other unit, beginning with Unit 2.

OTHER COMPONENTS

Vocabulaire: The unit vocabulary with English equivalents lists the lexical items occurring in the oral activities of **Développement** (*Mise en train* and *Entre vous*), a minimum vocabulary for the unit. The basic system of compilation and entry is explained in the *Vocabulaire* of the Preliminary Unit and Unit 1 of the text as well as in Chapter I of the *Guide pédagogique*.

Exercices supplémentaires and **Compréhension auditive:** The audio program for each unit also contains supplementary oral exercises and a variety of listening comprehension activities. For the exercises, the *Cahier d'exercices* gives the printed texts; for listening comprehension work, it has the answer sheets as well as keys.

Exercices écrits: The *Cahier d'exercices* contains exercises specifically geared to writing practice, corresponding to each section of **Développement** and part of **Finale**. Many call for individualized answers and prepare students gradually to produce original sentences. Students evaluate their work by checking the answer keys or sample answers at the end of each section. There are also simple word games (with answer keys), designed to review some of the structures and vocabulary of the unit. A set of review writing exercises, without answer keys, is found at the end of every two units, beginning with Unit 1 (the keys are in the *Guide*).

Exercices de prononciation: The eighteen mini-lessons focus on the basic pronunciation problems encountered by speakers of American English. They are separated from the rest of the text in order to make lesson planning more flexible and to facilitate locating and frequently reviewing specific items. All the exercises are recorded on cassette. Brief contrastive explanations of French and English pronunciation are included in the *Cahier d'exercices*, in which the exercises are also duplicated.

Tableaux: The main drawings in the text, for vocabulary, structures, and descriptions, are available as overhead transparencies. Moreover, this set contains several additional transparencies with sequential drawings (not in the textbook) that can be used for conversations and testing. All the transparencies are duplicated in a reduced size in the *Guide pédagogique* to facilitate selection and sorting. Further uses of the transparencies, either to work on other structures or for speaking practice/tests, are also in the *Guide*.

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To the student

HOW TO LEARN A FOREIGN LANGUAGE

The basic goal in learning a foreign language is to be able to communicate with people whose native language is not English and to become acquainted with and appreciate a culture other than your own. By understanding, speaking, and reading the language of another country you will have a better chance to see why other peoples do not always think, behave, or view life the same as Americans do. As you progress in your studies you will sometimes be amused, perhaps even startled, by the manner in which non-English speakers think and act and how they express themselves both verbally and nonverbally. Acquiring knowledge of a foreign language and culture is an enlightening experience and can be very rewarding, especially if you take a positive approach.

If you have studied a foreign language recently, you probably know what to expect in a language class and what is required in terms of preparation for successful achievement. If you are new to this field or if it has been a while since you took a language course, you may be able to benefit from some of the following strategies to ensure optimum results.

Attend class regularly. Learning a foreign language requires frequent exposure to the language and daily application. It is not a matter of reading through the explanations and exercises and hoping that some kind of osmosis takes place. It is more like learning a piece of music by heart, which requires active practice and memorization (and inspiration). It is better to come to class even if you feel unprepared or have not done the homework assignment, for you will still gain by being involved with the language and from the interaction with your peers.

Participate actively in class. The more you participate in class by volunteering answers and asking questions, the faster and better you will learn the new language. It is normal to feel tense or insecure at the beginning, but as the instructor promotes good interaction within the class, those feelings will disappear. Working with a partner or a small group in class is one of the best ways to use the language actively and reinforce what you are learning while sharing personal facts and opinions. Most exercises and activities in foreign-language classes today provide an opportunity for group and partner work.

Listen to the audio cassettes. The audio cassettes that accompany your textbook are an important resource for you to become proficient in the language. The cassettes provide a variety of voices of authentic native speakers who speak clearly and at a natural rate of speed. It is usually not a good idea, however, to listen to and practice with the cassettes for too long a period. Several sessions of 15–20 minutes are much more effective and less tiring than a single stint of one hour. Keep track of the progress in your listening skills by using your workbook. Mark the difficult items or ones you missed so that you can go back and review them.

Work with a partner. Just as it is helpful to work with a partner in class, it is a good idea to study with someone outside of class too. This will ensure that both of you will be saying the words and sentences out loud as well as focusing on the explanations and vocabulary of the lesson. Moreover, since the goal of language learning is communication, it will seem more real and hence communicative if you have someone to interact with in the new language.

Keep up with the assignments. Since language learning is a cumulative process, the best results come from practicing and reviewing consistently. Like learning to play a musical instrument, it is also much easier to learn a language in small steps on a regular basis rather than letting things go and trying to cram in all the material at once. If you study with a partner, as suggested, it will help you keep up with the work.

Apply what you learn. Try to apply the speech patterns, vocabulary, and expressions that you learn to new linguistic situations. Do not hesitate to act on your instincts or to make guesses in using the language. You may make some false starts as you come upon exceptions to the rule or other ways of expressing ideas in a different context or situation. But don't let that discourage you. Consider learning a new language to be a challenge and an opportunity, and anticipate the day when you can use it as a real vehicle of communication with native speakers of the language.

Summary of cultural discussions and communicative activities

UNIT	CULTURAL INFORMATION	MAIN THEMES	FUNCTIONS AND EXPRESSIONS
Preliminary	Greeting people Levels of language	Meeting people	Greeting/Leave-taking Introducing one another Identifying/Locating people Spelling in French Making affirmative/negative statements and questions
1	Educational system University life	Courses Classroom/Campus Daily schedule Time expressions	Opinions about courses Agreeing/Disagreeing Campus buildings and locations Identifying/Locating objects Campus buildings Expressing possession Making requests Using numbers Expressing daily routines

UNIT	CULTURAL INFORMATION	MAIN THEMES	FUNCTIONS AND EXPRESSIONS
2	Geography Sports National holidays and vacations	Weather/Climate Calendar Sports activities	Regional weather/climate Talking about sports activities Describing colors Dates and weekly schedules Events in the immediate future Addresses/Phone numbers/Hours of operation Frequency of events Possession Using large and approximate numbers
3	Family life and young people The metric system	Family Clothing and sizes	Family relationship Clothing: what to wear and when Asking for distinctions Reacting to negative questions and statements Describing objects and people Comparing objects and people Various patterns for questions The notion of cognates
4	Cafés and restaurants Eating habits and customs	Food and drinks Meals	Choosing/Ordering drinks and food Inviting/Accepting/Declining Expressing ability/desires Emphasizing one part of a statement Expressing generalizations Indefinite quantities Basic statement patterns Question words
5	Specialty stores Department stores	Shopping Doing errands	Planning for/doing (food) shopping Department stores Relating sequential events Bargaining for prices Definite/Indefinite quantities Expressing needs/physical states Question words Past actions and events
6	Homes and rooms Hotels	Houses and rooms Furniture and appliances	Describing house plans/rooms Furniture and appliances Expressing admiration Getting a hotel room Past events and habitual actions Stating knowledge/familiarity Object pronouns

UNIT	CULTURAL INFORMATION	MAIN THEMES	FUNCTIONS AND EXPRESSIONS
7	Social Security Health care	Parts of the body Health, illnesses, and accidents	Referring to parts of the body Symptoms of illnesses Expressing surprise Reflexive actions with daily activities (Auto)Biographical data Expressing duration of actions Object pronouns
8	Paris: transportation, various areas, monuments and museums	The subway Apologizing Monuments	Using the subway Making/Accepting apologies Describing buildings/monuments Using modifiers to describe actions Relative pronouns Comparing quantity Future events and actions Various negative patterns
9	French-speaking countries Quebec/Louisiana French heritage in North America	Geographic names, nationality Cities Means of transportation	Geography of Europe Talking about cities and countries Reading city maps Asking/Giving directions Thanking/Responding to thanks Object pronouns Various negative patterns Making polite requests Making hypotheses Expressing suppositions/suggestions
10	TV and movies Get-togethers Christmas season Leisure-time activities	TV/movie genres Parties	Reenacting party scenes Inviting/Accepting/Declining Introducing people Describing/Classifying movies/TV programs Object pronouns in commands Expressing obligations/conjectures Expressing feelings
11	The postal service Telephone Employment situations	The post office Telephone Work	Doing business at the post office Making/Taking phone calls Analyzing job descriptions Job interview simulations Making generalizations Reading posted signs Eliciting/Expressing opinions Expressing wishes/skepticism Object pronouns

UNIT	CULTURAL INFORMATION	MAIN THEMES	FUNCTIONS AND EXPRESSIONS
12	Transportation	Railroad stations Airports	Transactions at transportation centers Specifying objects/people in questions/ statements Relative pronouns Narrating various past events in a broader perspective

List of phonetic symbols

VOWELS

/a/	la	/la/	/ə/	premier	/prəmje/
/ɑ/	pâte	/pat/	/y/	sur	/syʁ/
/e/	clé	/kle/	/ø/	deux	/dø/
/ɛ/	père	/pɛʁ/	/œ/	jeune	/ʒœn/
/i/	ici	/isi/	/ɑ̃/	enfant	/ɑ̃fɑ̃/
/o/	beau	/bo/	/ɛ̃/	vin	/vɛ̃/
/ɔ/	porte	/pɔʁt/	/ɔ̃/	bon	/bɔ̃/
/u/	où	/u/	(/œ̃/	un	/œ̃/)

SEMICONSONANTS

/j/	fil	/fij/	/ɥ/	suis	/sqi/
/w/	oui	/wi/			

CONSONANTS

/b/	bien	/bjɛ̃/	/ɲ/	ligne	/liɲ/
/d/	des	/de/	/ŋ/	camping	/kɑ̃piŋ/
/f/	fait	/fɛ/	/p/	pas	/pa/
/g/	gauche	/goʃ/	/ʀ/	rose	/ʀoz/
/ʒ/	joue	/ʒu/	/s/	sous	/su/
/k/	café	/kafɛ/	/ʃ/	chaise	/ʃɛz/
/l/	livre	/livʁ/	/t/	tu	/ty/
/m/	ma	/ma/	/v/	vous	/vu/
/n/	nous	/nu/	/z/	zéro	/zɛʁo/

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Conversations : *Bonjour ! ; Au revoir ! ; Salut ! ; À tout à l'heure ! ; En classe ; Situations*

Commentaires culturels : *Les salutations ; Les niveaux de langue*

DÉVELOPPEMENT 6

1 Vous êtes ?, je suis ; Voilà

2 Alphabet français

3 Il/Elle est ; Locations; Ne ... pas

4 Est-ce que... ?

5 Stress, pronunciation, and spelling

6 Être

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Locutions utiles : *Agreeing or disagreeing*

Conversations : *Comment sont vos cours ? ; Exprimez vos opinions ; Florence aime les maths*

Commentaires culturels : *Les études universitaires*

DÉVELOPPEMENT 25

7 Nouns; **Un/une/des**

8 Nouns; **Le/la/l'/les** ; Locations

9 Numbers (0–30); **Combien de ; Il y a**

10 **Avoir ; Pas de**

INTERLUDE 35

Expressions : *Un emploi du temps ; Les jours de la semaine ; Le campus*

Conversations : *Un emploi du temps ; Votre emploi du temps ; Notre campus*

Commentaires culturels : *L'éducation en France*

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11 **À** + definite article

12 Time of the day (1)

13 **-er** verbs (1)

14 **Mon/ton/votre**

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Commentaires culturels : *Les jours fériés ; Les congés scolaires*

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15 **De** + definite article

16 **Son/notre/leur** ; review

17 Ordinal numbers and dates

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