

THIRD EDITION

# FRENCH IS FUN

Lively Lessons for Beginners

Book 1



Gail Stein / Heywood Wald

A N A M S C O P U B L I C A T I O N

Third Edition

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Book 1

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Gail Steiner

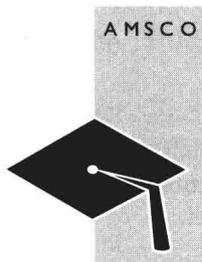
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藏书章

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# Preface

**FRENCH IS FUN, BOOK 1** offers an introductory program that makes language acquisition a natural, personalized, enjoyable, and rewarding experience. The book provides all the elements for a one-year course.

**FRENCH IS FUN, BOOK 1** is designed to help students attain an acceptable level of proficiency in four basic skills—listening, speaking, reading, and writing—developed through simple materials in visually focused topical contexts that students can easily relate to their own experiences. Students are asked easy-to-answer questions that require them to speak about their daily lives, express their opinions, and supply real information.

The **THIRD EDITION**, while retaining the proven organization and successful program of previous editions, has been strengthened in several ways:

1. All lesson materials are built on a clearly focused content topic.
2. Each lesson follows a consistent program sequence with a deductive learning approach.
3. Many exercises are presented in a communicative framework, with greater emphasis on personalized communication.
4. Each lesson contains listening activities focusing on students' comprehension of lexical and structural items.
5. Situational paired conversations are included in every lesson.
6. New *Page culturelle* sections follow each lesson, with comprehension questions.
7. Each lesson includes alternative assessment activities.
8. Realia is used to measure student comprehension of the elements of every lesson.
9. A new pronunciation section with the basic sounds of French is included to aid speaking proficiency.
10. Topical vocabulary at the end of each chapter helps students recapitulate new words they acquired in the lesson.
11. Section icons make lessons easier to follow.
12. A separate CAHIER D'EXERCICES provides additional written practice.
13. A new audio program to supplement the **THIRD EDITION** is available separately.

**FRENCH IS FUN, BOOK 1** consists of six parts. Each part contains four lessons followed by a **Révision**, in which structure is recapitulated and practiced through various *activités*. These include games and puzzles as well as more conventional exercises.

Each lesson includes a step-by-step sequence of elements designed to make the materials immediately accessible as well as give students the feeling that they can have fun learning and practicing their French.

## Vocabulary

Each lesson begins with topically related sets of drawings that convey the meanings of new words in French without recourse to English. This device enables students to make a direct and vivid association between the French terms and their meanings. The *activités* also use pictures to practice French words and expressions.

The lesson vocabulary, together with useful words and expressions, is glossed at the end of each lesson.

To facilitate comprehension, the book uses cognates of English words wherever suitable, especially in the first lesson. Beginning a course in this way shows the students that French is not so “foreign” after all and helps them overcome any fears they may have about the difficulty of learning a foreign language.

## Structures

**FRENCH IS FUN, BOOK 1** uses a simple, straightforward, guided, deductive presentation of new structural elements. These elements are introduced in small learning components—one at a time—and are directly followed by appropriate *activités*, many of them visually cued, personalized, and communicative. Students thus gain a feeling of accomplishment and success by making their own discoveries and formulating their own conclusions.

## Reading

Each lesson (after the first) contains a short, entertaining narrative or playlet that features new structural elements and vocabulary and reinforces previously learned grammar and expressions. These passages deal with topics that are related to the everyday experiences of today’s student generation. Cognates and near-cognates are used extensively.

## Conversation

To encourage students to use French for communication and self-expression, each lesson includes *Parlons français*, conversational activities that serve as springboards for additional personalized conversations. Real-life situations pertinent to the subject material of the chapter are provided to encourage communicative learning through group work. Speaking skills will gradually improve as students become more proficient in French.

## Alternative Assessment

Each chapter provides the teacher and students with additional exercises in *À vous*, which allow for alternative assessment of the students’ abilities. The multiple intelligences are incorporated in many chapters through activities such as making charts and posters, playing and creating games, drawing, and writing. The activities can be used as in-class extensions to the lessons or assigned as homework. Group work is often involved.

## Realia

Authentic materials are presented in *C'est authentique!* to provide further communicative practice. Students will be able to judge their language progress through these exercises, which demonstrate the use of French in today's real world.

## Culture

Each lesson is followed by a *Page culturelle*. These twenty-four readings, most of them illustrated, offer students picturesque views and insights into well-known and not so well known aspects of French culture.

## The Cognate Connection

Since more than half of all English words are derived from Latin, there is an important relationship between French and English vocabulary. Exercises in derivations are designed to improve the student's command of both French and English.

## Cahier d'exercices

**FRENCH IS FUN, BOOK 1** has a companion workbook, **CAHIER D'EXERCICES**, which features additional writing practice and stimulating puzzles to supplement the textbook exercises.

## Teacher's Manual and Key

A separate *Teacher's Manual and Key* provides suggestions for teaching all elements in the book, additional oral practice materials, quizzes and unit tests, two achievement tests, and a complete Key to all exercises, puzzles, quizzes, and unit tests.

## Audio Program

An audio program (available separately in an attractive album with script from the publisher) includes oral exercises, the narrative or playlet and questions or completions for each lesson.

G. S.  
H. W.

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# **première partie**



# 1



## Le français et l'anglais

### Words That Are Similar in French and English; How to Say “The” in French; How to Make Things Plural

French is spoken by more than one hundred million people as their mother tongue, and by so many other people that it ranks with English as a second language of communication throughout the world. Can you name some of the countries where French is spoken? Where are they?

You'll have fun learning French and it will probably be easier than you think. Do you know why? Well, there are lots of words that are identical in both French and English. They may be pronounced differently, but they are spelled the same way and have exactly the same meaning. Also, there are many words that have a slightly different spelling (often just one letter) but can be recognized instantly by anyone who speaks English.

Let's look at some of them and pronounce them the French way. Your teacher will show you how.

#### 1

Words that are exactly the same in English and French:

<b>blond</b>	la <b>blouse</b>	le <b>bureau</b>	l' <b>accident</b>
<b>cruel</b>	la <b>boutique</b>	le <b>chef</b>	l' <b>animal</b>
<b>excellent</b>	la <b>photo</b>	le <b>fruit</b>	l' <b>automobile</b>
<b>horrible</b>	la <b>phrase</b>	le <b>menu</b>	
<b>immense</b>	la <b>question</b>	le <b>pull-over</b>	
<b>important</b>	la <b>radio</b>	le <b>restaurant</b>	
<b>intelligent</b>	la <b>table</b>	le <b>sandwich</b>	
<b>sociable</b>		le <b>sport</b>	
		le <b>train</b>	

#### 2

Here are some French words that look almost like English words. Repeat them aloud after your teacher.

<b>confortable</b>	la <b>bicyclette</b>	le <b>criminel</b>	l' <b>acteur</b>
<b>moderne</b>	la <b>carotte</b>	le <b>docteur</b>	l' <b>anniversaire</b>
<b>ordinaire</b>	la <b>classe</b>	le <b>jardin</b>	l' <b>appartement</b>
<b>populaire</b>	la <b>danse</b>	le <b>monstre</b>	l' <b>artiste</b>
<b>riche</b>	la <b>famille</b>	le <b>moteur</b>	l' <b>enfant</b>
<b>stupide</b>	la <b>guitare</b>	le <b>parc</b>	l' <b>exercice</b>

superbe	la <b>maman</b>	le <b>professeur</b>
admirer	la <b>musique</b>	le <b>programme</b>
adorer	la <b>personne</b>	le <b>tigre</b>
chanter	la <b>soupe</b>	le <b>vocabulaire</b>
danser		

**3**

Some words in French have accent marks. Accents may affect the pronunciation of a letter or the meaning of a word. Learn to recognize these accent marks:

<b>accent aigu</b>	(on the letter <b>é</b> )
<b>accent grave</b>	(on the letters <b>à, è</b> or <b>ù</b> )
<b>accent circonflexe</b>	(on the letters <b>â, ê, î</b> , or <b>û</b> )

Learn also to recognize two other marks that affect pronunciation:

<b>cédille</b>	(under the letter <b>ç</b> )
<b>tréma</b>	(on the letters <b>ë, î</b> )

Be careful about placing all accent marks properly. Here are some French words that have exactly the same or almost the same spelling as English words but also have accents:

<b>américain</b>	la <b>cathédrale</b>	le <b>bébé</b>	l' <b>éléphant</b>
<b>délicieux</b>	la <b>leçon</b>	le <b>café</b>	l' <b>hôpital</b>
<b>différent</b>	la <b>télévision</b>	le <b>président</b>	l' <b>hôtel</b>
<b>élégant</b>		le <b>téléphone</b>	l' <b>océan</b>
<b>grillé</b>		le <b>théâtre</b>	
<b>intéressant</b>	<b>préparer</b>		
<b>nécessaire</b>			
<b>sincère</b>			

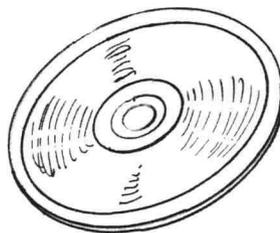
**4**

Of course, there are many words that are quite different from the English words that have the same meaning. You must memorize these words. You will probably be able to learn many of them easily by connecting them with some related English word. For example: **le poulet** (*chicken*) is related to *poultry*; **le vendeur** (*salesperson*) is related to *vendor*, a person who sells; **l'arbre** (*tree*) is related to *arbor*.

Here are some new words to add to your French vocabulary:



le cinéma



le CD



le journal



la maison



la poule



le vendeur



la femme



l'homme



la fille



le garçon



la mère/le bébé



le père



l'école



l'ami



le stylo

## 5

Well, so much for vocabulary. Let's learn a little French grammar. Did you notice the words **le**, **la**, **l'** before all of the nouns? These three words are the French words for *the*. That's right. French has three words for *the* in the singular, **le**, **la**, and **l'**. The reason is that all French nouns, unlike English nouns, have GENDER. Nouns are either MASCULINE (*m*) or FEMININE (*f*).

**Le** is used before masculine singular nouns that start with a consonant.

**La** is used before feminine singular nouns that start with a consonant.

**L'** is used before all singular nouns that start with a vowel or with silent **h**.

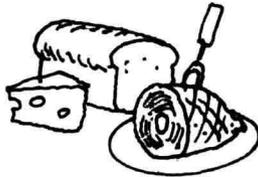
How do you tell which words are masculine and which are feminine? For some words, it's easy. Obviously, **maman**, **mère**, **fille**, and **femme** are feminine, while **père**, **garçon**, and **homme** are masculine. But why is **programme** masculine and **maison** feminine? There really is no logical reason. So, the only way to learn French nouns is with the word for *the*. You don't memorize **tigre** but **le tigre**, not **musique** but **la musique**, and so on.

## Activités

**A.** Listen to your friends' opinions and check whether they are positive or negative. You will hear the word **est** in each sentence. **Est** means *is*.

- |    | +     | -     |    |
|----|-------|-------|----|
| 1. | _____ | _____ | 4. |
| 2. | _____ | _____ | 5. |
| 3. | _____ | _____ | 6. |

**B.** What are your friends describing? Place a check mark under the correct category.



- |    |       |       |
|----|-------|-------|
| 1. | _____ | _____ |
| 2. | _____ | _____ |
| 3. | _____ | _____ |
| 4. | _____ | _____ |
| 5. | _____ | _____ |
| 6. | _____ | _____ |

**C.** Listen to your teacher read the professions of five people. Match the person with his/her work place.

- |                          |       |                  |
|--------------------------|-------|------------------|
| 1. M. Dupont             | _____ | a. le restaurant |
| 2. Angèle Legrand        | _____ | b. le théâtre    |
| 3. Mme Restaud           | _____ | c. le bureau     |
| 4. Georges Pierrot       | _____ | d. l'hôpital     |
| 5. Jean-Claude Dominique | _____ | e. l'école       |

**D.** Work with a partner. Take turns. Give your opinion by completing each sentence with one or more of the adjectives listed below. Then write your answers in complete sentences.

**confortable    cruel    intelligent    immense**  
**intéressant    important    horrible    élégant**

1. Le professeur est \_\_\_\_\_.
2. Le train est \_\_\_\_\_.
3. L'acteur est \_\_\_\_\_.
4. Le parc est \_\_\_\_\_.
5. Le tigre est \_\_\_\_\_.
6. Le président est \_\_\_\_\_.
7. L'hôtel est \_\_\_\_\_.
8. L'artiste est \_\_\_\_\_.

**E.** Work with a partner. Using the words given below, ask each other to describe yourself. Follow the model.

**populaire    sociable    moderne**  
**riche    sincère    superbe**

EXAMPLE: You: **Comment es-tu?** (*What are you like?*)  
 Partner: **Je suis riche.** (*I am rich.*)

**F.** Now let's see if you can figure out the meanings of these ten sentences. Repeat them aloud after your teacher.



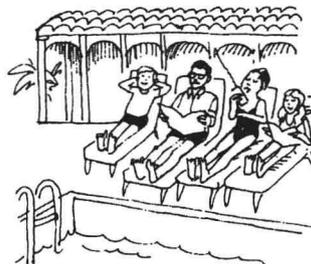
1. Le professeur est intéressant.



2. Le menu est excellent.



3. Le sandwich est grillé.



4. La famille est riche.



5. Le garçon est sociable.



6. L'artiste est populaire.



7. L'acteur est élégant.



8. L'appartement est confortable.



9. L'éléphant est immense.



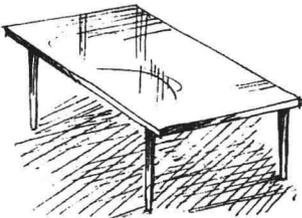
10. L'hôtel est superbe.

**G.** You have decided to clean your room. Label the objects you have to pick up.

la guitare  
le téléphone  
la table

la radio  
le pull-over  
la photo

le journal  
la bicyclette



1. \_\_\_\_\_



2. \_\_\_\_\_



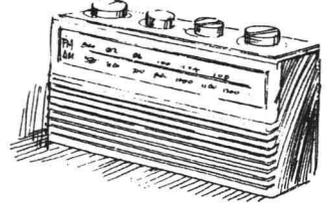
3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

H. Here are some places you could visit today. Label the pictures and make sure to use **le**, **la**, or **l'**.



1. \_\_\_\_\_



2. \_\_\_\_\_



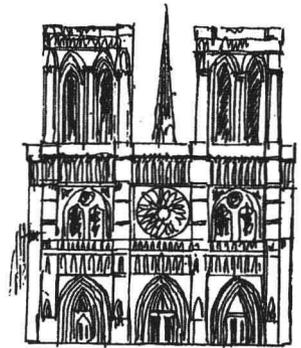
3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_