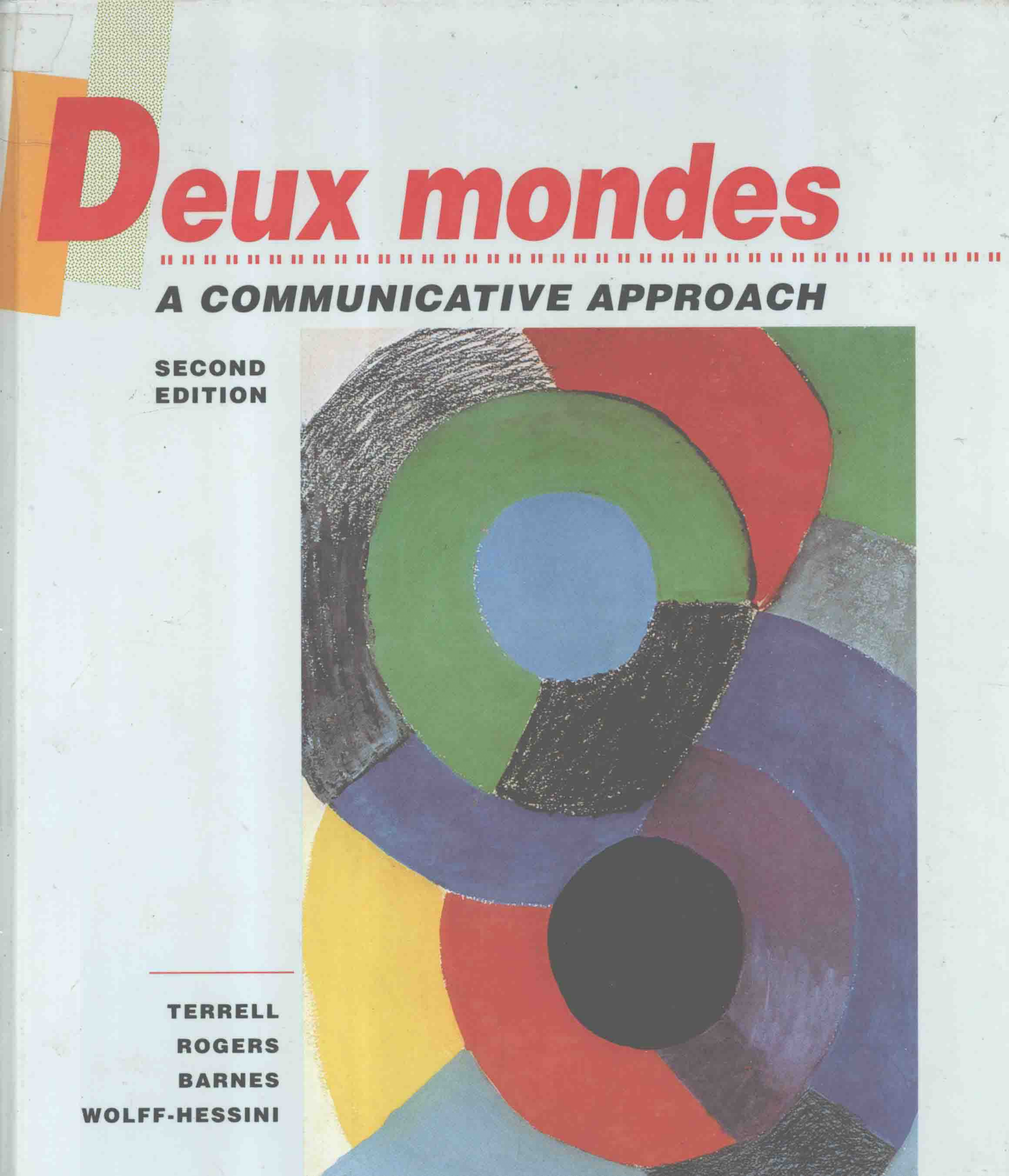


**SECOND EDITION**

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# **Deux mondes**

## **A COMMUNICATIVE APPROACH** **SECOND EDITION**

**Tracy D. Terrell** Late, University of California, San Diego

**Mary B. Rogers** Friends University, Wichita, Kansas

**Betsy K. Barnes** University of Minnesota, Minneapolis

**Marguerite Wolff-Hessini** Southwestern College, Winfield, Kansas

### **Consultants**

**Françoise Santore** University of California, San Diego

**Geneviève Soulas-Link** Carleton College, Northfield, Minnesota

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*Deux mondes: A Communicative Approach*

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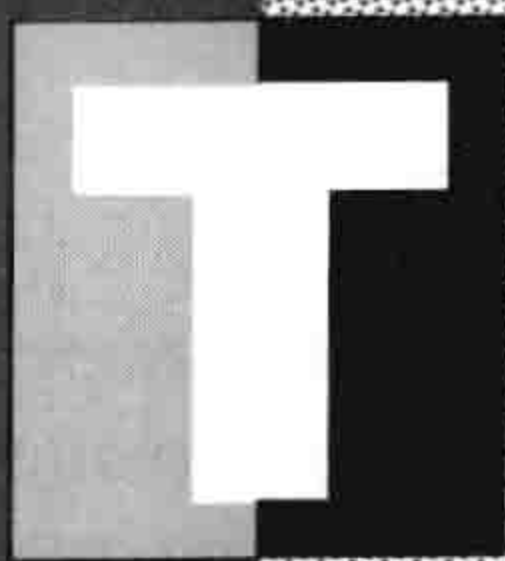
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(continued on page 553)





## O THE INSTRUCTOR

Welcome to the new full-color edition of *Deux mondes!* When the first edition appeared, some predicted that the text would be *too* communicative. Some thought it broke too sharply with traditional text structure by placing the grammar and grammar exercises in a supporting role and giving center stage to the **Activités orales**. These fears proved groundless; the 1980s witnessed a growing interest in functional proficiency in all language skills, and many teachers have since started to adopt a truly communicative approach.

We are especially heartened by the positive feedback we have received over the years from instructors using *Deux mondes*. Many of you have written to say that *Deux mondes* has allowed you to enjoy teaching and to help your students enjoy learning French so that they will want to continue beyond the first year. This feedback confirms our belief that most language instructors love language teaching and want to inspire enthusiasm in their students but have been frustrated by textbooks that focus almost exclusively on grammar.

Like the first edition of *Deux mondes*, this second edition focuses on two worlds: the world of the students using the book and the world of the French language and Francophone cultures. *Deux mondes* provides a complete package of instructional materials for beginning French courses whose primary goal is proficiency in all communication skills. The package provides both oral and written activities that can be used as starting points for communication. The materials are designed to encourage you and your students to interact in French as naturally and as spontaneously as possible. *Deux mondes* offers an exciting approach that is a true alternative to the methodology of most French-language textbooks available in North America today.

### Components

There are two student texts, *Deux mondes: A Communicative Approach*, the main text, and *Deux mondes: Cahier d'exercices*, the workbook. The main text consists of two preliminary chapters, **Première étape** and **Deuxième étape**, and fourteen regular chapters. Each chapter is organized so as to explore a theme, introducing language functions and vocabulary groups that are essential to communication at the beginning level. All chapters are supported by a wide variety of cultural material that provides a context for language acquisition. The chapters are divided into two main parts:

- **Activités et lectures**
- **Grammaire et exercices**

The **Activités** are intended for oral communication practice in the classroom. Students express personal views as they explore the chapter themes. The **Lectures** include both author-written materials and unedited native writing from many sources, and they provide a rich variety of perspectives on the themes. Following the **Activités et lectures** section is the **Vocabulaire**, a reference list of the primary vocabulary from the vocabulary displays and activities of the chapter. The vocabulary is arranged thematically for easy access during oral and writing activities, or for review. Grammar and usage are explained concisely in the **Grammaire et exercices** section, which also provides short exercises to verify students' comprehension of the explanations.

The organization of the *Cahier d'exercices* corresponds to that of the main text: two **étapes** and fourteen chapters. Beginning with **Chapitre 1**, each chapter consists of three sections as follows.



- **Activités de compréhension** (coordinated with audiocassettes)
- **Prononciation et Orthographe** (with audiocassettes)
- **Le verbe français**
- **Dictée**
- **Activités écrites et lectures**

The *Deux mondes* program also features the following components:

- The *Instructor's Edition*, whose marginal notes contain suggestions for using and expanding the student text, teaching hints, and material for listening comprehension practice.
- The *Instructor's Manual*, which provides a general introduction to the Natural Approach and to the types of acquisition activities encountered in the program. The *Instructor's Manual*, bound into the back of the *Instructor's Edition* in the first edition, is now a separate ancillary. It contains detailed suggestions on how to get started using *Deux mondes* and offers notes for the pre-text activities in the student text. It also contains supplementary activities for each chapter and a number of specific suggestions for teaching culture. A special section in the *Instructor's Manual* contains a reproduction of the first three chapters of the student text with on-page discussions of features unique to the Natural Approach.
- The *Test Bank*, which contains tests of listening comprehension (with audiocassettes for testing), reading, vocabulary, and grammar for each chapter in *Deux mondes*. It also includes materials for use in testing oral and written proficiency.
- An *Audiocassette Program* with recorded oral texts that are coordinated to activities in the *Cahier d'exercices*. These texts support the topics and functions of each chapter in the student text. This program is also available for purchase by students.
- A *Tapescript*, which contains the text of all recorded materials in the *Audiocassette Program*.
- A full set of *Overhead Transparency Masters*, which display much of the art in the student text.
- *Slides*, which show the French-speaking world, coordinated with descriptive passages and discussion questions.

- A variety of McGraw-Hill *Videotapes*, which offer perspectives on the French language and Franco-phone cultures. Instructors may contact their local McGraw-Hill representative for information about ordering and costs.
- The *McGraw-Hill Electronic Language Tutor (MHELT 2.0)*, a software program that includes the grammar exercises from the text. It is available in Macintosh and IBM-PC formats.
- *Jeux communicatifs*, a software program containing entertaining games, with graphics, in Apple IIe and IIc formats.
- *A Practical Guide to Language Learning* by H. Douglas Brown (San Francisco State University), a manual that provides beginning foreign language students with a general guide to the language learning process. The manual is available free to adopting institutions or for purchase by individual students.

Characters

A cast of recurring characters helps provide a context for the introduction of vocabulary and many of the language activities in *Deux mondes*. These characters include:

- Raoul Durand, a Canadian doctoral student, and Madame Martin and students in her French class, all at the fictional University of Louisiana at New Orleans
- the Lasalle and Colin families in Lyon and Clermont-Ferrand
- Sarah Thomas, Agnès Rouet, and Jean-Yves Lescart, three student friends at the Université de Paris
- Julien Leroux, a broadcast journalist at *TF1*
- Adrienne Petit, a secretary in Marseille
- Édouard and Florence Vincent, an older couple in Lyon.

The characters are described in detail on pages xxiii–xxiv in the *To the Student* section of *Deux mondes*. They appear frequently in drawings, activities, and exercises. Although there is no “story line” to follow, the characters develop personalities as the text progresses and help to provide a sense of unity. They offer a



useful vehicle for presenting a variety of linguistic and cultural situations.

## Changes in the Second Edition

Those of you who have used the first edition of *Deux mondes* know that it is a special kind of text. Don't worry; because so many of you have used the materials and methodology with success, we haven't changed our basic concept. The **Activités** remain the core of the text and the grammar is still an adjunct, an aid in the language acquisition process. However, we *have* tried to incorporate the many useful suggestions you made.

- The number of **étapes** has been reduced to two and their remaining material integrated into the regular chapters.
- You will find all the themes and vocabulary topics from the first edition, with some chapters reorganized and thematically strengthened. **Chapitre 9**, the second travel chapter, for example, now includes activities that relate to the use of hotels, telephones, mail, and dealing with unexpected problems that arise during travel abroad. We have upgraded the importance of environmental issues, now the main theme of **Chapitre 14**, and we have added two new themes: education and professional training (**Chapitre 10**), and the role of the media in modern life (**Chapitre 13**). Several functions and topics found in the first edition (such as technology and giving advice) have been integrated into other chapters.
- Grammar presentations have been reorganized to respond to the functional needs of the chapter themes, resulting in improved integration of grammar structures and oral activities throughout the book. Almost all grammatical structures included in the **Grammaire et exercices** section now appear in some way in the **Activités** of the same chapter.
- The grammar explanations in the **Grammaire et exercices** sections have been largely rewritten to be more "user-friendly," making it easier for students to study them on their own. All grammar

exercises have been completely rewritten to be more communicative in nature, and some exercises have been added for more important topics. We have also expanded the number of marginal notes in the *Instructor's Manual* to clarify our exposition of grammar, particularly the way certain topics have been spiraled.

- The vocabulary displays that open each section of the **Activités et lectures** now reflect more strongly both the vocabulary and structures of the section.
- You will easily recognize many of the oral activities. In response to your requests, we have increased the number of matching and affective activities, and we have included many new realia-based activities. For the most part, we have changed chart interactions from their earlier form and instead we have created "information gap" activities. These activities consist of two versions of the same chart, with each version omitting information contained in the other. In this way, the interactions become more communicative because each partner must seek information from the other. One version is printed in the chapters and the second version is printed in Appendix A, so that the two partners see different material as they work together.
- All the readings in the second edition of *Deux mondes* are new and the cultural content is much richer than before. In addition to author-written readings, we have included a number of authentic texts as **Lectures**. In some of these, a variety of university-age native speakers from various parts of the Francophone world speak out in their own words on a number of issues. Beginning with **Chapitre 7**, a new section called **La presse en direct** presents an authentic journalistic text related to the chapter theme. The purpose of this section is to help students develop the ability to derive meaning from a text that contains unfamiliar vocabulary and structures. The readings and the **Notes culturelles** are clearly delineated and are usually accompanied by color photos or realia.
- A new **A vous d'écrire!** section has been added to the end of each chapter to provide a functional writing activity related to the chapter's theme.



- Many of the marginal notes in the *Instructor's Edition* have been rewritten to make it easier for beginning instructors, especially beginning teaching assistants, to use *Deux mondes*. In response to your requests, there are now pre-text oral activities for every chapter and a larger number of **Activités supplémentaires (AS)**. Because of the expanded pre-text oral activities in the marginal notes, the **AS** suggestions are now only referenced there (for example, See **AS 1, IM.**) and are printed in the *Instructor's Manual*. This was done to keep the *Instructor's Edition* to a comfortable size for classroom use.
- The *Instructor's Manual* now includes stronger support for how to use the program, particularly for the early chapters, which are discussed in some detail.

**The Theoretical Basis for the Natural Approach**  
.....

The materials in *Deux mondes* are based on Tracy D. Terrell's Natural Approach to language instruction, which in turn relies on aspects of Stephen D. Krashen's theoretical model of second-language acquisition. That theory consists of five interrelated hypotheses, each of which is mirrored in some way in *Deux mondes*.

1. The *Acquisition-Learning Hypothesis* suggests that there are two kinds of linguistic knowledge that people use in communication. *Acquired knowledge* is used unconsciously and automatically to understand and produce sentences. *Learned knowledge*, on the other hand, may be used consciously, especially to produce carefully prepared speech or to edit writing. *Deux mondes* is designed to develop both acquired and learned knowledge.
2. The *Monitor Hypothesis* explains the function of acquired and learned knowledge in normal conversation. Acquired knowledge, the basis of communication, is used primarily to understand and create utterances. Learned knowledge is used principally to edit or "monitor" acquired knowledge, to make minor corrections before actually produc-

- ing a sentence. Exercises in the **Grammaire et exercices** section ask students to pay close attention to the correct application of learned rules.
3. The *Input Hypothesis* suggests that grammatical forms and structures are acquired when the learner can comprehend, in natural speech, utterances containing examples of those forms and structures. That is, acquisition takes place when learners are trying to understand and convey messages. For this reason, comprehension skills are given extra emphasis in *Deux mondes*. "Teacher-talk" is indispensable, and no amount of explanation or practice of grammar can substitute for real communicative experiences.
  4. The *Natural Order Hypothesis* suggests that grammar rules and forms are acquired in a "natural order" that cannot be hurried. For this reason, a topical-situational syllabus is followed in the **Activités et lectures** and other acquisition-oriented sections; students learn the vocabulary and grammar they need to meet the communicative demands of a given section. A grammatical syllabus similar to those in other beginning French textbooks is the basis for the **Grammaire et exercices** sections, but activities that encourage the acquisition of grammatical forms are spread out over several chapters. The Natural Order Hypothesis is also the basis for our recommendation that speech errors simply be expanded naturally by the instructor into correct forms during acquisition activities, but that they be corrected clearly and directly during grammar exercises.
  5. The *Affective Filter Hypothesis* suggests that acquisition will take place only in affectively positive, nonthreatening situations. *Deux mondes* tries to create such a positive classroom atmosphere by stressing student interest and involvement.

**Teaching with Deux mondes and the Natural Approach**  
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These general premises, which follow from the preceding hypotheses, are at the heart of *Deux mondes* and any Natural Approach class.



1. *Comprehension precedes production.* Students' ability to use new vocabulary and grammar is directly related to the opportunities they have to listen to that vocabulary and grammar in a meaningful context. Opportunities to express their own meanings must *follow* comprehension.
2. *Speech emerges in stages.* *Deux mondes* allows for three stages of language development.

Stage 1: Comprehension	<b>Première étape</b>
Stage 2: Early speech	<b>Deuxième étape</b>
Stage 3: Speech emergence	<b>Chapitres 1–14</b>

The activities in the **Première étape** are designed to give students a chance to develop initial comprehension skills without being required to speak French. The activities in the **Deuxième étape** are designed to encourage the transition from comprehension to an ability to respond naturally in single words or short phrases. By the end of these two preliminary chapters, most students are making the transition from short answers to longer phrases and complete sentences using the material presented there. Students will pass through the same three stages with the new material of each chapter. The activities in the *Instructor's Edition*, the student text, and the *Cahier d'exercices* are all intended to provide comprehension experiences with new material before production is expected.

3. *Speech emergence is characterized by grammatical errors.* It is to be expected that students will make many errors when they begin putting words together into sentences. These early errors do not become permanent, nor do they affect students' future language development. We recommend correcting factual errors and expanding and rephrasing students' grammatical errors into grammatically correct sentences.
4. *Group work encourages speech.* Most of the activities lend themselves to pair or small-group work, which allows more chances for students to interact in French during a given class period and provides practice in a nonthreatening atmosphere.
5. *Students acquire language only in a low-anxiety environment.* Students will be most successful when they are interacting in communicative activities that they enjoy. The goal is for them to express

themselves as best they can and to develop a positive attitude toward their foreign-language experience. The Natural Approach instructor will create an accepting and enjoyable environment in which to acquire and learn French.

6. *The goal of the Natural Approach is proficiency in communication skills.* Proficiency is defined as the ability to convey information and/or feelings in a particular situation for a particular purpose. The three components of proficiency are discourse competence (ability to interact with native speakers), sociolinguistic competence (ability to interact in different social situations), and linguistic competence (ability to choose the correct form and structure to express a specific meaning). Grammatical correctness is part of communicative proficiency, but it is neither the primary goal nor a prerequisite for developing proficiency.

## Organization of the Student Text

Each chapter opens with the **Activités et lectures** section, which provides oral activities for pair and small-group work intended to further the process of acquiring vocabulary and structure. These sections are organized thematically and they include a variety of oral activities in which students practice speaking in communicative situations. Throughout the oral activities, students focus on meaning rather than form. These activities are sequenced according to difficulty. They include:

affective activities	interactions
interviews	matching activities
definitions	narration series
model dialogues	realia-based activities
open dialogues	situational role-plays

The Natural Approach views reading as an aid to language acquisition. Readings are found in each **Activités et lectures** section and they include author-written readings, commentaries by students from the Francophone world, journalistic texts, poetry, advertisements, and cultural notes.



The **Vocabulaire** follows each **Activités et lectures** section; it contains new words that have been introduced in the displays and activities. These are the words students should *recognize* when they are used in a communicative context. Many will be used *actively* by students in later chapters as the course progresses.

Grammar plays an important part in *Deux mondes*. The **Grammaire et exercices** section is visually distinguished from the **Activités et lectures** section by a blue tint on the pages, for quick reference. However, the tinted grammar section is closely linked to the rest of the chapter. Most thematic sections in **Activités et lectures** begin with a reference (marked **Attention!**) to the pertinent grammar section(s) at the end of the chapter. The separation of the grammar from the oral activities permits the instructor to adopt a deductive, inductive, or mixed approach to grammar instruction, according to his or her preference. The **Grammaire et exercices** section contains brief explanations of the rules of morphology (word formation), syntax (sentence formation), and word usage (lexical sets). Orthographic and pronunciation rules and practice are found both in the main text and in the *Cahier d'exercices*. Most of the grammar exercises are short and contextualized; answers are given in Appendix D of the student text so that students can verify their responses during home study.

**Organization of the Cahier d'exercices**  
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The workbook contains both acquisition activities and learning exercises for study outside the classroom.

The **Activités de compréhension** are recorded oral texts of various sorts, including dialogues, narratives, radio/television announcements, newscasts, and interviews. Each oral text is accompanied by a list of unfamiliar vocabulary, a drawing that orients students to the content of the text (through **Chapitre 6**), and verification activities that help students determine whether they have understood the main ideas (and some supporting detail) of the recorded material.

The **Exercices de prononciation et d'orthographe** provide explanations of the sound system and orthography as well as additional practice in pronunciation and spelling.

The **Activités écrites** are open-ended writing activities coordinated with the topical syllabus of the main text. This section also includes a **Lecture** or authentic text for practicing extended reading and realia-based writing activities.

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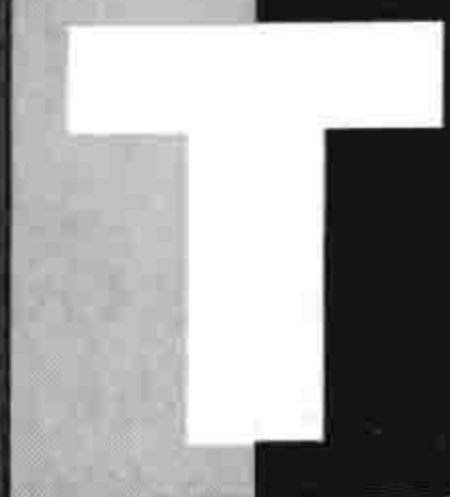
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## O THE STUDENT

The course you are about to begin is based on a methodology called the Natural Approach. It is an approach to language learning with which we have experimented during the past several years in various high schools, colleges, and universities. It is now used in many foreign-language classes across the country, as well as in classes in English as a Second Language.

This course is designed to give you the opportunity to develop the ability to understand and speak everyday French; you will also learn to read and write French. Two kinds of learning will help you develop language skills. One kind of learning is experiential. It is the unconscious knowledge, the “feel” for the language that comes from understanding and speaking French in meaningful, real-life contexts. We call this process “acquisition.” The second kind of learning is more predictable. It comes from reading about and studying the French language. Some people call it “learning grammar.”

Both kinds of knowledge of French are necessary. You need to hear French being used naturally to communicate information and ideas in order to understand native speakers when they talk to you and to each other. And you need to converse with others in French as much as possible in order to develop “good” French and acquire the communication strategies that allow you to make yourself understandable to native speakers. You will not acquire listening and speaking skills if you spend all of your time studying the grammar sections of *Deux mondes*. On the other hand, knowing how the French language works is very helpful and will probably speed up your acquisition of French. Knowing some grammar can help you enjoy French—in speaking, in reading, and particularly in writing.

Use what you learn about French grammar as much as you can, but keep in mind that speaking a language is not like learning math. Learners make mistakes when they try to speak a new language. Just

because you know a grammar rule doesn’t mean you will be able to use it automatically when you speak. Your instructors and classmates will not expect you to speak perfectly, and native speakers will appreciate your attempts to speak their language even if you do make some mistakes. So relax and enjoy the language acquisition process. Learning French will be fun!

An interesting thing about acquisition is that it seems to take place best when you listen to a speaker and understand what is being said. This is why your instructor will always speak French to you and will do everything possible to help you understand without using English. You need not think about the process, only about what your instructor is saying. You will begin to speak French naturally after you can comprehend some spoken French without translating it into English.

These Natural Approach materials are designed to help you with your learning experience. There are two textbooks: *Deux mondes: A Communicative Approach* and *Deux mondes: Cahier d’exercices*. Each book and its various parts serve different purposes. The main text for the class hour will be used as a basis for the oral acquisition activities in which you will participate with your instructor and classmates. The main section of each chapter contains the **Activités** (*Oral activities*), which are springboards for your instructor, your classmates, and you to engage in conversation in French about topics of interest to you and to French speakers. It also contains the **Lectures** (*Readings*) and **Notes culturelles** (*Cultural Notes*). The blue-tinted pages at the back of each chapter contain the **Grammaire et exercices** (*Grammar and Exercises*), which supplement what you do in class. The **Grammaire et exercices** section is where you will find explanations and examples of grammar rules, followed by exercises whose purpose is to enable you to verify whether you have understood the grammar explanations. It is important to realize that the exercises only teach you *about*



French; they do not teach you *French*. Only real communication experiences of the type found in the oral activities will do that. The *Cahier d'exercices* (*Workbook*) and the audiocassette program give you more opportunities to listen to French outside of class and to write about topics that are linked to the oral classroom activities. A wide variety of oral texts appears on the audiocassettes. They are accompanied by questions in the workbook that will help you verify your understanding of what you heard. The workbook also contains explanations of and exercises on the pronunciation and spelling of French, as well as **Lectures supplémentaires** (*Additional Readings*) that you may use to improve your reading skills and to learn more about France and the Francophone world.

## Using *Deux mondes*

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### **Activités** (*Oral Activities*)

The oral activities give you many chances to hear and speak French. During these in-class activities you should concentrate on the topic rather than on the fact that French is being spoken. Remember that you will progress faster when you are using French to talk about something of interest to you. It is not necessary to finish every activity; as long as you are listening to and understanding French, you will acquire it.

It is important to relax during the oral activities. Don't worry if you don't understand every word your instructor says. Concentrate on getting the main idea. Nor should you worry about making mistakes. Mistakes are natural and do not hinder the language acquisition process. You will make fewer mistakes as your listening skills improve, so keep trying to communicate your ideas as clearly as you can at a given point. Don't worry about your classmates' mistakes, either. Some students will acquire French more rapidly than others, but everyone will be successful in the long run. In the meantime, minor grammatical or pronunciation errors do no great harm. Always listen to your instructor's comments and feedback because he or she will almost always rephrase what a student has said in a more complete and correct manner. This is done not to embarrass anyone, but to give everyone

the chance to hear more French spoken correctly. Remember, acquisition comes primarily from listening to and understanding French.

How can you get the most out of an acquisition activity? First and most importantly, remember that the purpose of the activity is simply to begin a conversation. Expand on the activity. Don't just rush through it; rather, try to say as much as you can. Some students have reported that looking over an activity before doing it in class is helpful to them. Others have suggested that a quick before-class preview of the new words to be used makes participation in the activity easier for them. In short, you should never engage in an activity without first understanding it.

Finally, speak French; avoid English. If you don't know a word in French, try finding another way of explaining yourself in French. It is better to express yourself in a roundabout fashion in French than to insert English words and phrases into your speech. If you really *cannot* express an idea in French, say it in English; your instructor will tell you how to say it in French.

### **Lectures**

There are many reasons for learning to read French. Some of you may want to be able to read research in your field published in French. Others may want to read French literature, newspapers, and magazines. Many of you will want to read signs, advertisements, menus, and other documents when you travel in a French-speaking country. Whatever your reason, remember that reading can also help you acquire French. You already have skills for reading English that you can apply immediately when you read French. If you practice applying these skills from the beginning, you will find yourself able to read French of greater complexity than the French you are able to use in speaking and writing. Here are some suggestions that will help you read the **lectures** in *Deux mondes*.

1. *Approach the reading of French in the same way that you approach listening; that is, first look for what you can understand and then make logical guesses about content. Before actually reading, decide what the text is going to be about.*



*Look for what you already know.* When you first look at a reading, look over any visuals such as photographs to get an idea of what the text is going to be about. Scan for easy cognate words, such as *important*, and the French words you know, such as *coup d'état*. In class, listen to the questions your instructor asks and scan for that particular information. You do not need to know every word to search for the information you need.

2. *Plan to read the texts in Deux mondes several times, fairly quickly each time.* Unlike listening, where you only get one or two chances to hear what the other person is saying, you may read a text as many times as you like. You will generally find that your understanding will increase with each time you read.

*Skim the text to identify the main ideas.* After you have determined what a text is going to be about, read quickly through the introductory paragraph, the first sentences in the other paragraphs, and the concluding paragraph, to get a general outline of the main ideas.

*Read extensively rather than intensively.* Extensive reading is associated with reading large quantities. Most of the readings in *Deux mondes* are for practice in extensive reading. When you read extensively, you read for the main ideas and much of the content. You do not *study* the material. Use context and common sense to guess at the meaning of the words you do not understand. Sometimes there will be whole sentences (or even paragraphs) that you only vaguely understand. Use a dictionary only when an unknown word prevents you from understanding the main ideas in a passage. We don't expect you to understand every word nor all the structures in a reading. Instead, we want you to read quickly, trying to get the main ideas. In fact, we've purposely included unknown words and unfamiliar grammar in most readings to encourage you to get used to skipping over less important detail.

3. *Think in French as you read.* Remember that reading is *not* translation. If you look at a French text and think in English, you are not reading but translating. This is an extremely slow and laborious way of extracting meaning from a French text and it will

not help you to become a proficient reader in French. We want you to read French *in French*, not in English. The meanings of some words in the readings in *Deux mondes* are glossed; that is, they are given in English beside or beneath a reading. These are the more difficult words or expressions that may cause confusion when you read, or words and phrases whose meaning you really need to know in order to fully comprehend the passage. You do not need to learn the glossed words; just use them to help you understand what you are reading.

### **Vocabulaire** (Vocabulary)

Each chapter contains a vocabulary list organized by topics or situations. This list is primarily for reference and review. You should *recognize* the meaning of all these words whenever you hear them in context; however, you will not be asked to *use* all these words in your speech. What you actually use will be what is most important or what is needed in your particular situation with your own class. Relax, speak French as much as possible, and you will be amazed at how many of the words you recognize will soon become words that you also use when speaking.

### **Grammaire et exercices** (Grammar and Exercises)

The final section of each chapter (the blue-tinted pages) is a study and reference manual. In this section you will study French grammar and verify your comprehension of it by doing the exercises. Because it is usually difficult to think of grammar rules and to apply them correctly while you are speaking, most of the verification exercises are meant to be written in order to give you time to check the forms of which you are unsure.

The beginning of each topical section in the **Activités et Lectures** has a reference (**Attention!**) keyed to the appropriate section in the grammar. As you begin each new topical section, read the specific grammar section or sections indicated.

We do not expect you to learn all the rules in the grammar sections. Read the explanations carefully and look at the examples to see how the rule in question applies.



## Getting to Know the Characters

You will find a set of recurring characters throughout all materials for *Deux mondes*. They include a group of people in the United States and a group of people in France. We hope you will come to feel that you know them as well as you know the characters in your favorite novel, movie, or comic strip.

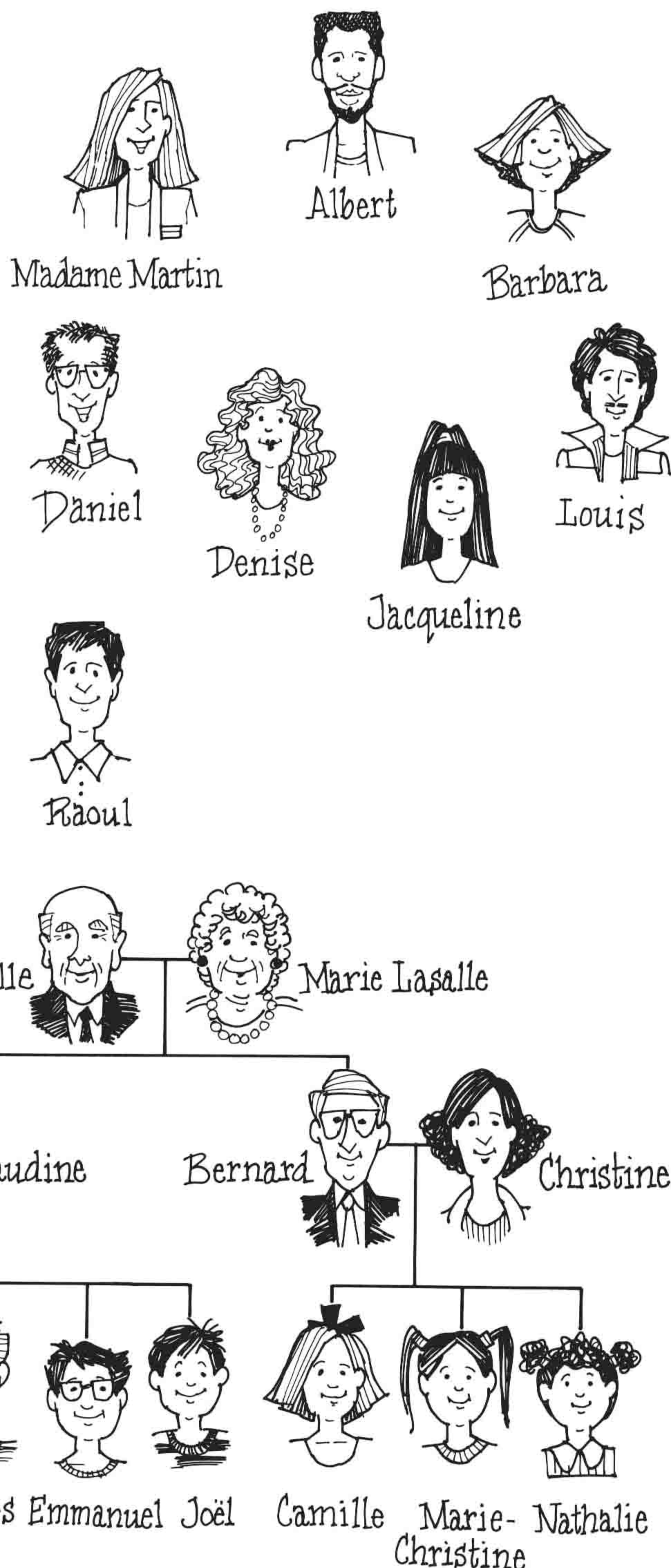
First you'll meet a group of students at the fictitious University of Louisiana at New Orleans. Although they are all majoring in different subjects, they know each other through Professor Anne Martin's 8:00 a.m. beginning French class. You will meet six students in the class: Albert Boucher, Barbara Denny, Daniel Moninger, Denise Allman, Jacqueline Roberts, and Louis Thibaudet. Louis is very proud of his Acadian ancestry. Professor Martin was born in Montréal and is bilingual in French and English.

You will also meet Raoul Durand, a doctoral student in mechanical engineering. Raoul also comes from Montréal. As a *Québécois*, he was pleased to meet Madame Martin and has visited her class and become acquainted with her students.

The Lasalle-Colin family has three branches. The grandparents, Francis and Marie Lasalle, have always lived in Lyon, where they are now retired.

Bernard Lasalle is the son of Francis and Marie. He and his wife Christine live near Bernard's parents in Lyon. Bernard is an engineer and Christine works in a hospital as a nurse. They have three daughters, Nathalie (6), Marie-Christine (8), and Camille (11).

Claudine Colin is the daughter of Francis and Marie Lasalle. She and her husband, Victor Colin, live in Clermont-Ferrand with their five children. Marise and Clarisse (19) are twins. Marise is studying French literature at the Université Blaise-Pascal in Clermont-





Ferrand and Clarisse is taking courses in hotel management at the École Victor Hugo. Charles (17) and Emmanuel (15) are both *lycée* students and their brother Joël (8) is in primary school.

Édouard and Florence Vincent are old friends of Francis and Marie Lasalle and live nearby in Lyon. They are an interesting couple although somewhat old-fashioned in some of their views.



Édouard  
Vincent



Florence  
Vincent

Another character you will meet is Julien Leroux, a native of Brussels who has lived in Paris for several years and who works in news broadcasting at *Télévision Française 1*. He has been friends with Bernard Lasalle since they were at the university together several years ago.



Julien

Also in Paris are Sarah Thomas, Agnès Rouet, and Jean-Yves Lescart, students and friends at the Université de Paris.



Sarah



Agnès



Jean-Yves

Adrienne Petit lives in Marseille. She works as a secretary in an import-export firm and loves to travel. She is an active person and has a lively social life.



Adrienne

## Getting Started with the Étapes: Developing Listening Skills

Becoming familiar with a new language is not difficult once you realize that you can understand what someone is saying without knowing every word. What is important in communication is grasping the ideas, the message the person is trying to convey. There are sev-

eral techniques that will help you develop good listening comprehension skills.

First, and most importantly, you must *guess* at meaning! There are several ways to improve your ability to guess accurately. The most important is to pay close attention to context. If someone greets you at eight in the evening by saying «Bonsoir», chances are good that they have said *Good evening*, and not *Good morning* or *Good afternoon*. The greeting context and the time of day help you to make a logical guess about the message being conveyed. If someone you don't know says to you, «Bonjour. Je m'appelle Robert.», you can guess from the context and from the key word "Robert" that he is telling you his name.

In class, ask yourself what you think your instructor has said even if you haven't understood most — or any — of the words. What is the most likely thing he or she would have said in that particular situation? Context, gestures, and body language will all help you guess more accurately. Be logical in your guesses and try to follow along by paying close attention to the flow of the conversation.

Another technique for good guessing is to pay attention to key words. These are words that carry the basic meaning of the sentence. In the class activities, for example, if your instructor points to a picture and says (in French) *Does the man have brown hair?*, you will know from the context and intonation that a question is being asked. If you can focus on the key words *brown* and *hair*, you will be able to answer the question correctly.

It is important to realize that you do not need to know grammar rules to be able to understand much of what your instructor says to you. In the previous sentence, for example, you would not need to know the words *does*, *the*, or *have* in order to get the gist of the question. Nor would you have needed to study rules of verb conjugation. However, if you do not know the meaning of key vocabulary words, you will not be able to make good guesses about what was said.

## Vocabulary

Because comprehension depends on your ability to recognize the meaning of key words used in the conversations you hear, the preliminary chapters will help



you become familiar with many new words in French — probably well over one hundred of them. You should not be concerned about pronouncing these words perfectly; saying them easily will come a little later. Your instructor will write all the key vocabulary words on the board. You should copy them in a vocabulary notebook as they are introduced, for future reference and study. Include English equivalents if they help you remember the meaning. Go over your vocabulary lists frequently. Look at the French and try to visualize the person (for words like *man* or *child*), the thing (for words like *chair* or *pencil*), a person or thing with particular characteristics (for words like *young* or *long*), or an activity or situation (for words like *stand up* or *is wearing*). You do not need to memorize these words, but you should concentrate on recognizing their meaning when you see them and when your instructor uses them in conversation with you in class.

### **Classroom Activities**

In the first preliminary chapter, the **Première étape** (*First Step*), you will be doing three kinds of class activities: TPR, descriptions of classmates, and descriptions of pictures.

**TPR:** This is “Total Physical Response,” a technique developed by Professor James Asher at San José State University in northern California. In TPR activ-

ities your instructor gives a command, which you then act out. TPR may seem somewhat childish at first, but if you relax and let your body and mind work together to absorb French, you will be surprised at how quickly and how much you can understand. Remember that you do not have to understand every word your instructor says, only enough to perform the action called for. In TPR, “cheating” is allowed! If you don’t understand a command, “sneak” a look at your fellow classmates to see what they are doing.

**Descriptions of classmates:** On various occasions your instructor will describe the students in your class. You will have to remember the names of each of your classmates and identify who is being described. You will begin to recognize the meaning of the French words for colors and clothing and for some descriptive words like *long*, *pretty*, *new*, and so on.

**Descriptions of pictures:** Your instructor will bring many pictures to class and describe the people in them. Your goal is to identify the picture being described by the instructor.

In addition, just for fun, you will learn to say a few common phrases of greeting and leave-taking in French: *hello*, *good-bye*, *how are you?*, and so on. You will practice these in short dialogues with your classmates. Don’t try to memorize the dialogues; just have fun with them. Your pronunciation will not be perfect, of course, but it will improve as your listening skills improve.



