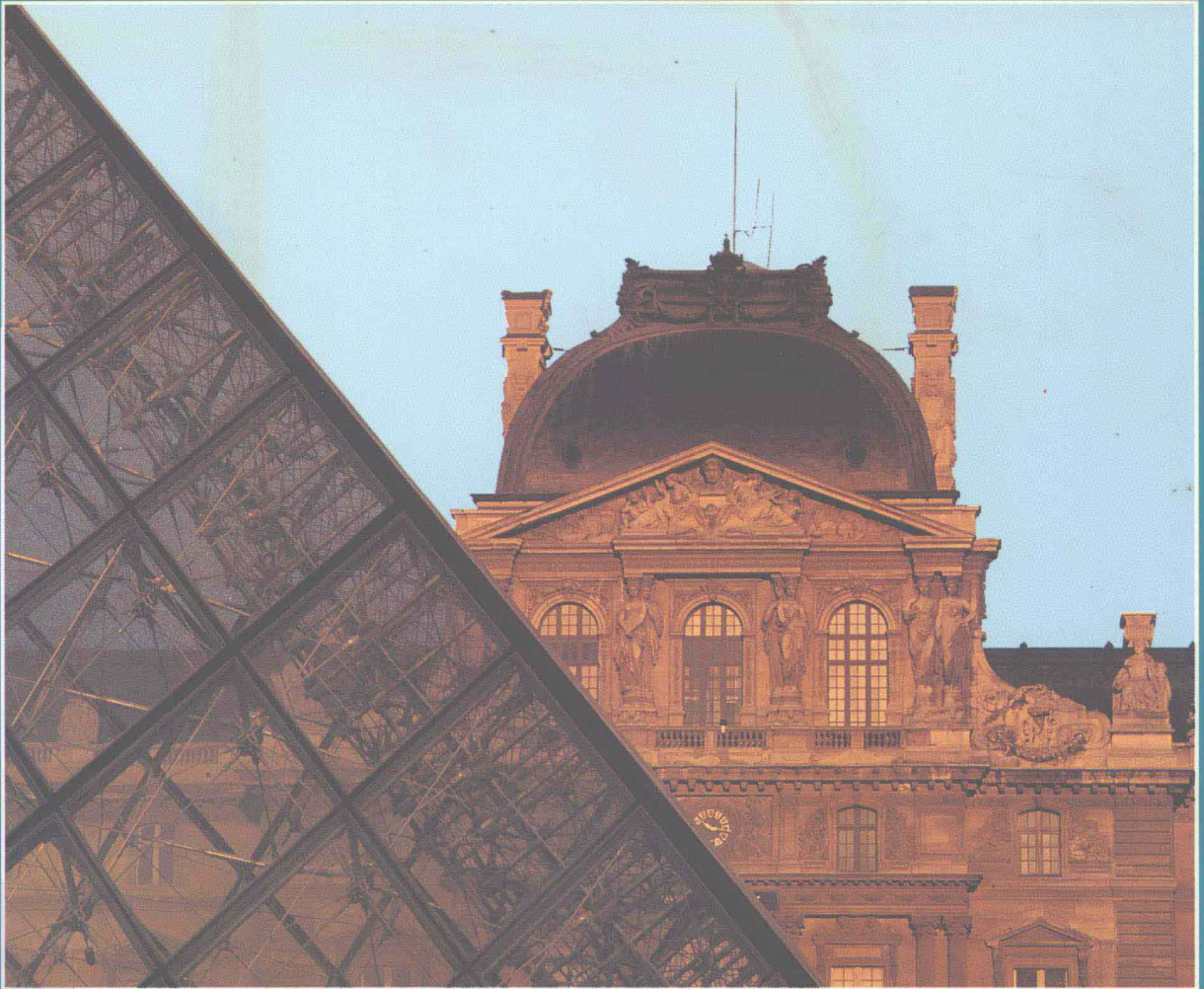


Instructor's Edition

Deuxième édition

Ensuite

Cours intermédiaire de français



**Bette G. Hirsch
Chantal P. Thompson**



Ensuite



Cours intermédiaire de français

Deuxième édition

Instructor's Edition

McGraw-Hill, Inc.

New York St. Louis San Francisco Auckland Bogotá
Caracas Lisbon London Madrid Mexico Milan
Montreal New Delhi Paris San Juan Singapore
Sydney Tokyo Toronto

This is an  book.

Ensuite
Cours intermédiaire de français

Copyright © 1993, 1989 by McGraw-Hill, Inc. All rights reserved. Printed in the United States of America. Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced or distributed in any form or by any means, or stored in a data base or retrieval system, without the prior written permission of the publisher.

This book is printed on acid-free paper.

1 2 3 4 5 6 7 8 9 0 DOH DOH 9 0 9 8 7 6 5 4 3 2

ISBN 0-07-029095-4 (Student Edition)
ISBN 0-07-029096-2 (Instructor's Edition)

This book was set in Garamond by GTS Graphics.
The editors were Eileen LeVan and Leslie Berriman;
the production supervisor was Pattie Myers.
The text and cover were designed by Juan Vargas.
Cover photo © Mark Segal/Panoramic Images Chicago 1992
The photo editor was Stephen Forsling.
Production and editorial assistance was provided by Edie Williams, Xavier Callahan, and Marcia Schonzeit.
Drawings were done by Sally Richardson.
Project supervision was done by Marie Deer.
R. R. Donnelley & Sons Co. was printer and binder.

Library of Congress Cataloging-in-Publication Data

Hirsch, Bette G.
Ensuite : cours intermédiaire de français / Bette G. Hirsch,
Chantal P. Thompson.—2nd ed.
p. cm.
Includes index.
ISBN 0-07-029095-4 (SE). — ISBN 0-07-029096-2 (TE)
1. French language—Textbooks for foreign speakers—English.
I. Thompson, Chantal P. II. Title.
PC2129.E6H75 1992
848.2'421—dc20

92-29390
CIP

Preface

Ensuite, Cours intermédiaire de français, deuxième édition is a complete program for intermediate French courses, aimed at building students' proficiency in all four language skills—reading, writing, listening, and speaking—and at enhancing their knowledge of the cultures of French-speaking people. The student text places readings—both literary and from the popular press—at the core of each chapter.

The *Ensuite* Program

- ◆ *Ensuite* is based on authentic materials for reading and listening, and authentic tasks for writing and speaking. Through the readings in the student text and the listening passages in the laboratory program, students not only learn to understand “real” French, they are also exposed to a wealth of information about the ideas, interests, and values of the Francophone world.
- ◆ *Ensuite* focuses particularly on the *processes* of reading, writing, listening, and speaking. In sections called **A première vue**, **Avant d’écrire**, and **Avant d’écouter** (lab program), it offers students step-by-step strategies to develop these skills.
- ◆ *Ensuite* is built on a functional syllabus. Grammar and vocabulary are introduced not as ends in themselves, but as a means to communication. Communicative functions, such as asking for and getting information, telling a story in the past, or comparing, are the building blocks of each chapter, and each function is recycled several times throughout the course to bring students from partial to full control.
- ◆ Because one of the assumptions behind *Ensuite* is that students learn most thoroughly by *doing*, the text gives students many opportunities to work on

activities in small groups, where there is a genuine exchange of information. The activities are lively and proficiency-oriented. Both oral and written, they have been designed first and foremost to spark students' interest, to encourage them to explore their own ideas and to react to those of their classmates.

- ◆ In each of the main sections of *Ensuite*, students are called on to develop critical thinking skills. Rather than merely studying material they are given, the text calls on students to be active learners. They learn to analyze, draw analogies, infer, deduce, and interpret, whether dealing with readings, grammar concepts, or conversational situations.
- ◆ When used with the **Cahier de laboratoire et d'exercices écrits**, *Ensuite* provides plenty of controlled grammar and vocabulary practice to give intermediate students the basic skills necessary for freer communicative activities.

New to this Edition

- ◆ A totally new grammar presentation. Via the new **Déduisez/Vérifiez** format, grammar sections present structures inductively, requiring students to participate actively in the learning process. First, students observe the structures in context; second, they are led to infer on their own how those structures work in French; third, they verify their hypotheses and learn more details about the concept. Quick self-check exercises in **Essayez!** enable them to verify comprehension immediately and pinpoint where they need more study. This approach makes it possible to save most class time for communicative practice.
- ◆ Eight readings are new to this edition.
- ◆ Pre-reading sections (formerly **Avant de lire**) have been streamlined and tasks simplified. Students are now given two kinds of pre-reading preparation: **A première vue** presents global reading strategies such as anticipating content and skimming for the gist, and **Le langage** contains brief tasks focusing on the language of the texts. **Le langage** teaches students skills such as guessing the meaning of unfamiliar words based on context and analyzing the structure of a sentence.
- ◆ The book has been shortened, and now ends with a brief summary unit the aim of which is to recycle essential functions.
- ◆ Marginal notes in the new **Instructor's Edition** will make *Ensuite* easier to use in class. They contain suggestions for presenting material and conducting activities; they also provide additional activities and cultural information.

Teaching for Proficiency

Foremost among the underlying organizational principles of *Ensuite* are the proficiency guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL) and based on standards long used by the United States government and armed services. The guidelines identify four major levels of linguistic development. These levels and their subdivisions are as follows:

- Superior
 - { Advanced High
 - { Advanced
- Intermediate
 - { Intermediate High
 - { Intermediate Mid
 - { Intermediate Low
- Novice
 - { Novice High
 - { Novice Mid
 - { Novice Low

Many instructors have learned to use this terminology to measure students' oral proficiency. The notion of proficiency can also be applied to reading, writing, and listening. *Ensuite* provides a wide variety of contexts and activities aimed at simultaneously developing students' proficiency in all four skills. Proficiency goals are inherent in the sequence of grammar presentation. Those structures most needed by learners at the lower proficiency levels are treated first and recycled frequently, while more demanding structures are added and spiraled along with the simpler ones as the text progresses.

The authors have made three key assumptions about the development of oral proficiency. First, most students at the beginning of the second year of college language study (after a summer hiatus) would prove to be at the lower end of the ACTFL scale (Novice High or Intermediate Low) if tested in an oral interview. Second, a reasonable goal for second-year students would be the middle range (Intermediate Mid or Intermediate High). Third, students should be exposed to the structures needed to achieve the highest levels (Advanced High to Superior), even though such achievement is not likely after two years of language study.

Equivalent levels of proficiency for the other three skills are equally desirable, but the four skills will not evolve at an equal pace. Students generally can read and understand at a higher level than that at which they can speak. *Ensuite* aims to provide an opportunity to develop all four skills, although such development must necessarily depend on the ability and effort of the individual.

Before beginning work on *Ensuite*, the authors identified the following ten basic language functions, the mastery of which is necessary to progress up the ACTFL scale.

1. asking and answering questions
2. describing in present time
3. narrating in present time
4. surviving a simple (predictable) situation
5. describing in past time
6. narrating in past time
7. describing and narrating in future time
8. surviving a situation with a complication (an unpredictable situation)
9. supporting opinion
10. hypothesizing

Each unit of the text targets one or two of these functions, progressing from the simplest (1 and 2) to the most difficult (9 and 10).

Organization of *Ensuite*

The text consists of six units of three chapters each, and a brief summary unit. Each of the six main units is introduced by thematic, often visual, materials (advertisements, magazine clippings, photos) designed to spark students' interest and to provide general information about the unit's contents. This section should allow students to activate background knowledge about the targeted theme and functions. Instructors may wish to use it as an informal pre-test to pinpoint the strengths and weaknesses of the class.

Each chapter has four main sections: **Paroles**, **Lecture**, **Structures**, and **Par écrit**. **Paroles** presents the essential vocabulary of the chapter. Many of the words will be familiar to students; the activities in **Paroles** have been created to help students activate them. This section sets the stage for the reading and grammar-related activities to follow.

Each **Lecture** section consists of a reading and, to help students read authentic materials with greater comprehension and enjoyment, a set of general reading strategies and specific work on language issues. An introduction to the readings provides cultural and thematic information. Follow-up activities verify comprehension of the reading and relate it to students' own experiences.

Structures presents grammar points illustrated by examples, often related to the reading. All grammar presentations are given in English to make it possible for students to prepare that section of the chapter on their own, but French is the language of the guided activities that appear throughout the section. The activities that conclude **Structures** are based on pair or group work, and always include at least one role-play. Such activities put the grammar to work in realistic contexts. Captions and questions that accompany realia and visuals add to these activities.

Par écrit focuses on writing. It offers general strategies for good writing, including ways to come up with interesting ideas, anticipating the reader's expectations, and useful techniques for organizing a descriptive or narrative passage. Pre-writing tasks help students take the first step toward writing the essay proposed in the section. Essay topics are genuine writing tasks, not oral exercises made into writing assignments. This section focuses specifically on the writing skill, which is sometimes overlooked in textbooks built upon communicative activities.

Program Components

The *Ensuite* package also contains an **Instructor's Edition** of the main text, a **Cahier de laboratoire et d'exercices écrits**, computer materials for the student, a **Tapescript**, an **Instructor's Manual and Test Bank**, an optional **Instructor's Resource Kit**, color slides, and videos.

The **Cahier de laboratoire et d'exercices écrits** and its accompanying tape program contain several types of material. The workbook offers basic, controlled written grammar and vocabulary exercises to supplement the interactive material in the student text. Students can correct most of these exercises themselves, using the answer key at the back. The workbook also includes six supplementary readings; these are interviews with French speakers from various walks of life, talking about diverse topics relating to the theme of the unit. The intent is to provide additional reading practice and to give students a greater understanding of the people whose language they are learning. The laboratory program also contains authentic interviews different from those in the workbook, as the basis for listening comprehension activities in a section called **A l'écoute**. Guided by pre-listening and post-listening tasks, students hear brief excerpts from unscripted conversations. The aim is to teach them, through a step-by-step process, to understand natural spoken French. In addition, the laboratory program builds listening and speaking skills via pronunciation practice and discrete-item practice of the chapter's vocabulary and grammar.

The **Instructor's Manual and Test Bank** offers theoretical and methodological commentary on using the program and on teaching for proficiency with the text. It also contains guidelines on developing exams appropriate to the proficiency-oriented classroom, and a complete exam for each unit.

The optional **Instructor's Resource Kit** is coordinated chapter-by-chapter with the student text. It provides transparency masters for grammar review exercises, realia from the student text enlarged for ease of use, new realia thematically related to each chapter, and optional activities and role-plays.

The computer materials for student use with *Ensuite* include MHELT 2.0 (the McGraw-Hill Electronic Language Tutor), containing all the single-

response answers from the student text in a new format that is easier to use, and **Jeux communicatifs**, computer games in French for students.

Several sets of color slides of both France and the Francophone world can be used with this edition of *Ensuite*.

Video materials, both scripted and authentic, are available for use with *Ensuite*.

To obtain more information and prices for the supplemental materials available with *Ensuite*, please get in touch with your local McGraw-Hill sales representative.

Acknowledgments

The authors wish to acknowledge the help of many people, without whom *Ensuite* would never have come to be.

Jacqueline Simons and Michael Henderson, of the University of California at Santa Barbara, and Carmen Chaves Tesser, of the University of Georgia, commented extensively on the first draft of manuscript. Their suggestions have helped shape the second edition. Henri Goldszal read the manuscript for linguistic and cultural accuracy.

We would also like to acknowledge the many instructors who reviewed the first-edition materials and provided valuable comments. The following instructors participated in a series of surveys and reviews that were indispensable in developing manuscript for the second edition. The appearance of their names does not necessarily constitute their endorsement of the text or its methodology.

Christophe Anderson—University of Wisconsin, Stevens Point

Franklin Attoun—College of the Desert

Agnes B. Beaudry—De Pauw University

Louise Cantin—Capilano College

Sisèle Chritchley—Okanagan College

Michaela Cottle—Brigham Young University

Andrée Grandjean-Levy—Cornell University

Mary Greenwood-Johnson

Georgia Gurrieri—University of Iowa

Elizabeth M. Guthrie—University of California at Irvine

Carol A. Hüber—University of North Carolina, Chapel Hill

Karen W. Kelton—University of Texas, Austin

Leonard Marsh—Le Moyne College

Martine D. Motard-Noar—Western Maryland College

Hélène Germain Simões—University of Kansas
Janine Spencer—Northwestern University
David H. Steegar—Campbell University
Françoise Dupuy Sullivan—Bowdoin College
Lois Waksman—Marymount College
Marie-Chantal Walker—Brigham Young University

At McGraw-Hill we wish to thank Thalia Dorwick, Leslie Berriman, Karen Judd, Phyllis Snyder, Francis Owens, Pattie Myers, and Tim Stookesberry. Sincere thanks to Marie Deer for taking a complex project through the many stages of production, keeping it on time and on course. We especially want to thank our talented and hardworking editor Eileen LeVan, who inspired us to transform our “best” efforts into a far better final product. Her unerring sense of what was needed to improve *Ensuite* is greatly appreciated.

We are also grateful to our families: Joe, Adam, Julie, Mike, Michelle, and Hillary; and Bill, Nick, Erica, Natalie, and Gerry. Their patience, confidence, and love sustained us through the many long months of work.

Finally, we wish to express our appreciation to our students at Cabrillo College and Brigham Young University; their enthusiasm and feedback have truly helped shape the second edition of *Ensuite*. We dedicate this book to them.

Contents

Preface xiii

Thème I

Qui êtes-vous? 2

FUNCTIONS: Describing in the present tense; narrating (telling what is happening); asking questions

◆ Chapitre 1

Le look 4

Lecture

«S'habiller chic en toc...» 8

Structures

Describing: Agreement of Adjectives 11

Placement of Adjectives 15

Possessive Adjectives 16

◆ Chapitre 2

Photos de famille 21

Lecture

Annie Ernaux: *La Place* [extrait] 25

Structures

The Present Tense 27

Adverbs 31

Negative Forms 33

♦ **Chapitre 3 Les choses de la vie 38**

Lecture

Driss Chraïbi: *La civilisation, ma mère!...* [extrait] 42

Structures

Interrogative Forms 46

More About the Present Tense: **-er** Verbs with Stem Changes 49

Depuis and Similar Expressions 51

The Imperative 52

Thème II

L'enfance 58

FUNCTIONS: Describing in the past; narrating in the past; asking questions about people, things and ideas

♦ **Chapitre 4 Je me rappelle... 60**

Lecture

Antoine de Saint-Exupéry: *Le Petit Prince* [extrait] 63

Structures

The **passé composé** 68

♦ **Chapitre 5 Le monde de l'enfant 77**

Lecture

Guy Tirolien: «Prière d'un petit enfant nègre» 80

Structures

The Imperfect 83

♦ Chapitre 6 **Le premier travail 90**

Lecture

J.M.G. Le Clézio: *La Grande Vie* [extrait] 94

Structures

Interrogative Pronouns 98

Thème III

Transports et vacances 106

FUNCTIONS: Describing and narrating in the past; coping with everyday situations; avoiding repetition

♦ Chapitre 7 **En voiture 108**

Lecture

Christiane Rochefort: *Les Stances à Sophie* [extrait] 112

Structures

Passé composé or imparfait? 117

Use of **depuis** and Other Time Expressions in Past Contexts 120

♦ Chapitre 8 **Loisirs et vacances 126**

Lecture

«Gilbert Trigano, l'homme qui a réinventé les vacances» 132

Structures

The **plus-que-parfait** 136

Indirect Discourse 138

♦ **Chapitre 9** **Le départ 145**

Lecture

Jean-Jacques Sempé et René Goscinny: *Le Petit Nicolas* [extrait] 148

Structures

Direct and Indirect Object Pronouns 153

Forms of **tout** 157

Communicative Strategies for Everyday Situations 159

Thème IV

Les conquêtes du monde moderne 164

FUNCTIONS: Describing in the future; talking about places; expressing feelings and opinions

♦ **Chapitre 10** **Conquêtes professionnelles 166**

Lecture

Marie-Anne Lescourret: «Femmes: les longs chemins de l'ambition» 169

Structures

Infinitives 172

♦ **Chapitre 11** **La conquête de l'avenir 181**

Lecture

Jules Verne: *Autour de la Lune* [extrait] 185

Structures

The Future Tenses 189

Talking About Places 194

♦ Chapitre 12 La conquête des frontières? 200

Lecture

Patrick Van Røekeghem: «La France est-elle toujours «terre d'accueil?» 204

Structures

The Subjunctive 208

Thème V

Bon appétit! 216

FUNCTIONS: Linking ideas coherently; avoiding repetition; circumlocution; describing, narrating, and explaining in the present and future

♦ Chapitre 13 Les plaisirs de la table 218

Lecture

Kitty Morse: «Julia Child, Superstar» 221

Structures

Articles 225

Nouns 228

Relative Pronouns 230

♦ Chapitre 14 Le goût du souvenir 235

Lecture

Marcel Proust: *A la recherche du temps perdu* [extrait] 240

Structures

The Pronouns **y** and **en** 243

Disjunctive Pronouns 248

Strategies for Getting and Giving Essential Information 250

♦ **Chapitre 15** **A table! 254**

Lecture

Jean de La Fontaine: «Le corbeau et le renard» 257

Jacques Prévert: «Déjeuner du matin» 260

Structures

From Sentences to Paragraphs 262

The Present of the Indicative: Review 264

The Future Tense: Review 267

Thème VI

La santé 270

FUNCTIONS: Describing and comparing; hypothesizing; expressing opinions; using extended discourse

♦ **Chapitre 16** **En bonne forme 272**

Lecture

Geneviève Doucet: «Le stress» 275

Structures

Comparing Adjectives, Adverbs, and Nouns 280

♦ **Chapitre 17** **Sentiments et émotions 288**

Lecture

Gabrielle Roy: *Petite Misère* [extrait] 291

Structures

Making Hypotheses 296

More About the Subjunctive 299

◆ Chapitre 18 Le triomphe de la médecine 304

Lecture

Jules Romains: *Knock ou Le Triomphe de la médecine* [extrait] 307

Structures

More Hypotheses: The Past Conditional 312

Difficulties with **pouvoir**, **vouloir**, and **devoir** 315

Thème VII

Encore une fois 320

FUNCTIONS: Asking and answering questions; describing and narrating in present, past, and future time; dealing with a complicated situation; hypothesizing; comparing and contrasting; expressing and supporting opinions

◆ Etape I Les mots 322

Lecture

Yves Duteil: «Les mots qu'on n'a pas dits» 323

◆ Etape II Les âges de la vie 325

Lecture

«Les promesses du «papy-boom»» 325

◆ Etape III Décisions et destin 331

Lecture

Jean Anouilh: *Antigone* [extrait] 333