



Albert Valdman • Cathy Pons

Chez nous

Branché sur le monde francophone



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PREFACE

CHEZ NOUS is a complete introductory French program designed for use at colleges and universities. The approach implemented in the program is frankly eclectic: it incorporates recent developments in foreign language pedagogy and reflects extensive classroom testing.

A primary goal of **CHEZ NOUS** is to develop students' communicative ability in French. The core elements of each chapter allow students to learn to carry out a wide range of linguistic tasks. Authentic materials provide the basis for practice in listening and reading, and students' writing and speaking skills are developed by means of carefully sequenced practice leading to self-expression.

Another goal of **CHEZ NOUS** is to introduce students to the diversity of the French-speaking world in Europe, Africa, Asia and the Americas. Language is always practiced in a cultural context. Readings, realia, and cultural notes provide insights into francophone cultures. A cultural "magazine" at the end of each chapter allows for in-depth treatment of a cultural theme.

The **CHEZ NOUS** program has five distinguishing characteristics:

- a rich vocabulary presented and practiced in communicative contexts,
- an innovative treatment of grammar that emphasizes the spoken language and authentic discourse,
- pronunciation treatments that link features to grammatical distinctions,
- a careful progression from skill-getting to skill-using activities, and
- an intellectually challenging treatment of francophone culture.

Program Features

Treatment of vocabulary

The vocabulary presented in an introductory textbook provides an important basis for the development of early language proficiency. The vocabulary presented in **CHEZ NOUS** is rich, allowing students to express themselves on many common and useful topics. Vocabulary is presented through the use of varied and appealing visuals that include full color illustrations, photos and realia. The vocabulary is further contextualized through short narratives or exchanges that illustrate authentic communicative use of the vocabulary. The cultural connotations of vocabulary are explained so that students can use words appropriately: for example, the word *église* generally only refers to a Catholic church. Ample practice leads students from comprehension to personalized use of the new words and expressions. Productive vocabulary items are listed and glossed at the end of each half chapter; productive items are also found in the end vocabulary along with an indication of the chapter in which the item first appears for productive use.

Treatment of grammar

Structures are presented in **CHEZ NOUS** in the context of authentic communicative use. The treatment of grammar is innovative in a number of ways:

- Presentations reflect important generalization about the structure of French. For example, most textbooks present adjectives based on their written form, telling students to add an **-e** to the masculine form to derive the feminine. This groups adjectives with one spoken form (like *jolie*) in the same class as adjectives with two spoken forms (like *contente*), and it classes as irregular adjectives such as *chère*

and **cruelle**, which nevertheless have only one spoken form. In **CHEZ NOUS**, students learn that adjectives belong to one of two classes: those with one spoken form, and those with two. For adjectives with two spoken forms, the masculine is derived from the longer feminine form by dropping the final consonant sound. The learning task is thus simplified and the number of irregular forms reduced.

Similarly, present indicative conjugations are illustrated in charts, where color shadings indicate the number of spoken forms and show how forms are derived from the base. For **finir**, an arrow indicates that **finiss-**, from **ils/elles finissent**, is the base form. First and second person plural forms are derived by adding **-ons** /ō/ and **-ez** /e/. the singular forms, with identical pronunciation, are produced by deleting the final consonant of the base: **finiss-** /finis/ → **fini-** /fini/.

- Differences between spoken and written discourse are highlighted. Although it is a frequent and useful feature of everyday spoken French, dislocation (**Moi, je préfère aller au cinéma**) is rarely presented in elementary textbooks. On the other hand, inversion in questions is limited mainly to fixed expressions (**Comment allez-vous?**) and to formal and written discourse. The treatments in **CHEZ NOUS** address these differences and provide appropriate practice.
- **CHEZ NOUS** is attentive to how grammatical features function in authentic discourse. Most textbooks present the periphrastic future (**aller** plus the infinitive) very early as a means of expressing the notion of futurity. Later, they present the inflected future (**le futur simple**) as a notional equivalent of the periphrastic future. Such a treatment ignores the fact that the two tenses are used quite differently in authentic discourse: the future with **aller** is used for events that are more certain to take place; the **futur simple**, for events about which one is less certain. **CHEZ NOUS** points out these functional differences and provides appropriate practice.
- **CHEZ NOUS** features a cyclical, or spiral, syllabus which allows for gradual teaching of the various functions of a particular grammatical feature. For example, the conditional is first introduced as a means of polite request (**je voudrais**), next as a means of softening commands, and much later in its use in hypothetical situations. The cyclical syllabus also allows complex structures such as prenominal adjectives or the **passé composé** to be presented, reviewed, and expanded upon gradually.

Treatment of pronunciation

Pronunciation is an integral part of each chapter in **CHEZ NOUS**. Clear, concise descriptions present the basic sound contrasts of French and its main prosodic features. Students are shown how sound contrasts make for differences in meaning and how French pronunciation is different from English. They learn practical hints for improving their pronunciation. The textbook treatment is closely linked with practice using the laboratory tape program. In many cases, **CHEZ NOUS** links pronunciation to grammatical features. For example, in chapters whose grammar teaches adjective and verb agreements (such as **petite/petit** or **ils répondent/il répond**), final consonant release is featured. This makes it easier for the teacher to integrate the teaching of pronunciation with the core chapter material, and provides an additional motivating factor for the study of pronunciation. Finally, whenever possible, the systematic relationships between sounds of French and their spelling are pointed out.

Skills development

CHEZ NOUS emphasizes the development of the receptive skills, listening and reading, as a means of enhancing all communicative skills. The program does this in several ways:

- **CHEZ NOUS** makes extensive use of authentic materials which are just beyond the students' productive skill level. Preview and follow-up activities provide or activate background knowledge, introduce comprehension strategies, and allow students to derive main ideas or specific details from what they hear or read.

- Not all grammatical features are targeted for immediate student production. Features that are infrequent (**plus-que-parfait**) or highly complex (inversion) are designated for receptive control only, and appropriate practice is provided. Should the instructor desire to activate these structures, suggestions for how to do so are provided in the marginal notes on the **Annotated Instructor's Edition**.
- For structures and vocabulary designated for productive control, combining exercises from the student workbook and textbook allows the instructor to move students gradually from receptive to productive control.

Productive skills—speaking and writing—are also developed via sequenced activities emphasizing authentic tasks and careful previewing. Students gradually become proficient at carrying out a variety of communicative tasks.

Treatment of francophone cultures

From the first lesson of **CHEZ NOUS**, students become aware of the fact that French is spoken in many varieties across the globe. Readings, photographs, and realia expose students to the francophone world—its characteristics, accomplishments, and problems. Each chapter opens with an introduction to a cultural theme (such as the family or regional differences) which is elaborated throughout the chapter in vocabulary presentations and extensive cultural notes. Additional cultural annotations are provided for the teacher in the **Instructor's Resource Manual**. A truly innovative feature of **CHEZ NOUS** is the cultural “magazine” that closes each chapter. Written with the cooperation of experts in the fields of linguistics, sociology and anthropology, these “magazines” provide a rich overview of the francophone world and related issues. These sections are designed to challenge the student intellectually by encouraging cross-cultural comparisons and the development of a better understanding of both the student's home culture and the target culture.

Organization of the textbook

CHEZ NOUS consists of ten chapters plus a preliminary lesson, each built around a cultural theme. Each chapter is made up of two parts that expand on this cultural topic. Each chapter half is composed of:

Points de départ. Situationally-related vocabulary items are presented through varied and appealing visuals and exchanges representing realistic, everyday contexts. A set of exercises (*À vous la parole*) allows for classroom exploitation of the vocabulary through meaningful and personalized activities.

Éclairages. These cultural notes elaborate on cultural references made in the text. The notes are written in French after **Chapitre 2**.

Sons et lettres. These sections present the main phonetic features and sound contrasts of French. They emphasize the sound contrasts that determine differences in meaning, major differences between French and English, and the relationship between sounds and spellings. Discrimination and oral practice exercises are provided in the textbook and the audio laboratory program.

Formes et fonctions. Explanations written in English focus on authentic usage and point out features of the spoken versus written language. Numerous examples are provided, and where appropriate, color-coded charts aid in summarizing forms. Exercises (*À vous la parole*) provide a full range of practice, from form-based to meaningful and communicative activities, incorporating the vocabulary of the chapter.

Mise en pratique. Activities in this skill-using section focus on the communicative use of language and provide additional cultural information. The core element of the section is an authentic reading, (*Lisons*); pre- and post-reading activities help students develop effective reading skills. Related activities emphasize the development of listening (*Écoutons*), speaking (*Parlons ensemble*) and writing skills (*Écrivons*) through careful previewing and follow-up activities.

CHEZ NOUS. This cultural “magazine” concludes the chapter by exploring in more detail the cultural theme first introduced in the chapter opener, and relating this theme to a particular francophone region or country. Each *CHEZ NOUS* section is written with the help of recognized experts in the areas of francophone cultures, linguistics and sociology. Detailed pedagogical support is provided to show ways of involving students in cultural analysis and comparison.

At the end of each half chapter, a *Vocabulaire* summarizes key vocabulary. Words and phrases are grouped semantically whenever possible for ease of review, and English equivalents are provided.

Extensive marginal notes are provided throughout the chapter in the **Annotated Instructor’s Edition**. The notes offer suggestions for the presentation of vocabulary and grammar, provide additional linguistic and cultural information, refer the instructor to related topics in other parts of the chapter or textbook, and outline alternative exercises.

The appendix includes a series of colorful maps, verbs charts for both regular and irregular verbs, the International Phonetic Alphabet along with key words and summaries of sound-symbol correspondences, French-English and English-French vocabularies, and an index of grammar, vocabulary and culture topics.

Other program components

Workbook/Laboratory Manual. Workbook exercises provide meaningful and communicative practice of the vocabulary and structures introduced in each chapter and additional skill-using activities. The laboratory exercises provide listening practice that progresses from comprehension only, to production based on what students hear. The exercises stress authentic speech and real-life tasks. Correction guides for the laboratory exercises are included in the **Instructor’s Resource Manual**.

Instructor’s Resource Manual and tapescript. Included in the manual is a more extensive introduction to the components of the *CHEZ NOUS* program. Sample syllabi for semester- and quarter-long courses are outlined, along with sample lesson plans for the Preliminary Lesson plus Chapters One and Six. A unique feature of this instructor’s manual is its cultural annotations that provide further information about topics introduced in the textbook. The manual also provides the tapescript for the audio program and correction guides suitable for duplication.

Testing Program. A complete testing program includes chapter and comprehensive examinations that test listening, reading, and writing skills as well as cultural knowledge. Special format exams test listening and speaking skills. For all examinations in the testing program, detailed grading guidelines are provided.

Transparency Set. All line drawings from the *Points de départ* sections are included; to facilitate presentation and practice, a removable overlay provides labels for items. Authentic texts found in the *Mise en pratique* are also reproduced on the transparency for ease of use in class.

Computer Software. The program included with *CHEZ NOUS* provides additional practice of vocabulary, grammar and reading skills for each chapter. Scores are automatically recorded for the instructor.

Videotape Program. The *CHEZ NOUS* video program includes authentic clips from French television which are thematically linked to the topics in each chapter. A video activities manual to accompany the program is available.

To the student

Most students who study French wish to develop basic language skills and to learn about the cultures of French-speaking peoples. The **CHEZ NOUS** program is designed to help you meet those goals. Specifically, with the aid of this textbook and the accompanying materials, you should accomplish the following:

1. You should be able to speak French well enough to get around in a country where French is spoken. You should be able to greet people, ask for directions, cope with everyday needs, give basic information about yourself, and talk about your interests, your family, and your studies. You should also be able to assist French-speaking visitors in this country.
2. You should understand French well enough to get the main ideas and some details from a news broadcast, lecture or conversation that you hear, and you should understand French speakers quite well when they speak slowly about topics with which you are familiar.
3. You should be able to read French newspaper and magazine articles dealing with current events or other familiar topics. With the help of a dictionary, you should be able to read more specialized material in your field of interest.
4. You should be able to write French well enough to fill out forms, take notes and write letters.

In addition, you will become acquainted with the main aspects of French culture and civilization, including the cultures of some of the approximately three dozen countries in the world where French is the official language and where there are strong cultural ties with France. Finally, you will gain an understanding of the structure of the French language; its pronunciation, grammar, and vocabulary.

Assuring your success

Whether or not you have already studied French, you bring a certain knowledge of that language to your study. Many words of French origin are used in English (*soufflé*, *croissant*, *détente*, and *diplomat*, for example). You also bring to the study of French your knowledge of the world in general, which you can use to predict what you will read or hear. You can use your knowledge of a particular topic, as well as accompanying photos or titles, to predict what will come next. Finally, the reading and listening skills you have learned for your native language will also prove useful as you study a foreign language.

Many of the materials found in **CHEZ NOUS** will seem challenging to you because you will not be able to understand every word you hear or read. That is to be expected; the readings in the textbook were originally written for native speakers, and listening exercises approximate native speech. So the language used in **CHEZ NOUS** is real, and the topics current. You should use your background knowledge and prediction skills to make intelligent guesses about what you are hearing and reading. In this way, you can get the main ideas and some details, a good first step toward real communication in a foreign language.

Since access to native French speakers is limited in the United States, the classroom offers an important opportunity for you to practice your listening and speaking skills. Unless your instructor indicates otherwise, keep your book closed. Since what you are learning is explained in the textbook, you will not need to take notes during class. Instead, it is important that you **PARTICIPATE** as much as possible in classroom activities.

Adequate preparation is the key to success. Prepare each lesson as directed by your instructor before going to class. Be sure to complete assignments made by your instructor, and review regularly, not just for an exam.

Using your textbook to prepare

CHEZ NOUS is made up of ten chapters plus an introductory lesson, each organized around a cultural topic that you are likely to encounter when you come into contact with native French speakers. Each chapter is made up of two parts which expand on this cultural topic. Each chapter includes the following sections:

The section called *Point de départ*, providing a “point of departure” for the chapter, presents vocabulary

related to the chapter theme. The meaning of new words is conveyed through the use of art, photos, realia, dialogues or brief descriptions in French. You should learn both the written and spoken forms of these words and expressions, so that you can use them in your own speech and writing. Look over the exercises found under *À vous la parole*; many of these will be used in class. Your instructor may also assign additional practice from the **Workbook** and **Laboratory Manual**.

Éclairages expand on cultural references made in the textbook. Language cannot be separated from the culture of its speakers, and the readings and activities in **CHEZ NOUS** provide a cultural context for your study of French.

Sons et lettres, “sounds and letters”, focuses on important pronunciation features of French and differences between French and English. This section also provides guidance in spelling French words. Exercises in the **Laboratory Manual** help you to first recognize, then produce the French sounds.

Each chapter includes several grammar points, called *Formes et fonctions*. The forms taught can be combined with the chapter vocabulary to carry out specific functions or tasks, for example, asking questions or ordering something to eat or drink. Read over the explanation in English and study the examples. Often a color-coded chart will summarize forms. Look for similarities with other structures you have already learned. Some new vocabulary may be found in these sections, for example, a list of verbs or negative expressions. Practice some of the textbook exercises; these may be used in class. Once the material has been practiced in class, your instructor may assign additional exercises from the **Lab Manual** and **Workbook**. Although most of the features presented in *Formes et fonctions* should be incorporated into your own speech and writing, some may be presented for recognition only—that is, you should recognize and understand these forms when you hear them or read them. Your instructor will indicate when this is the case.

The last section in each chapter part, *Mise en pratique*, is designed to allow you to “put into practice” the vocabulary, grammar and cultural knowledge you have acquired in this and earlier chapters. An authentic text, one originally intended for use by native speakers, is always included in the *Mise en pratique*. Other related textbook activities allow you to use your listening, speaking and writing skills to communicate with your instructor and with other class members.

You will also want to familiarize yourself with the sections of your textbook designed to give you special help. Each half chapter ends with a *Vocabulaire*, a list of the vocabulary that you should be able to use in your own speech and writing. The words are grouped by meaning and English equivalents are provided. The appendix of **CHEZ NOUS** includes verb conjugations for both regular and irregular verbs, as well as maps of France and the francophone world. The *Vocabulaire* found at the end of the book allows you to look up a word in French or in English and find its equivalent in the other language. Only productive vocabulary (words you should be able to use in your speech or writing) are included, and a chapter number indicates where a particular word or expression was introduced. Finally, the index lists vocabulary, grammar and cultural topics alphabetically so that you can easily find the section you wish to read or review.

CHEZ NOUS and its accompanying materials will provide you with opportunities to develop your French language skills—listening, reading, speaking and writing—by exposing you to authentic French and encouraging you to express yourself on a variety of topics. It will also introduce you to francophone cultures around the world and invite you to reflect on your own culture. As you begin this endeavor, we wish you “*Bon courage!*”

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SCOPE AND SEQUENCE



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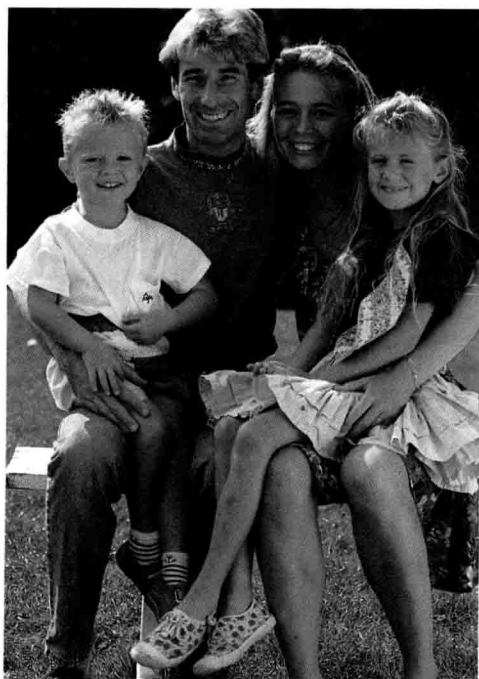
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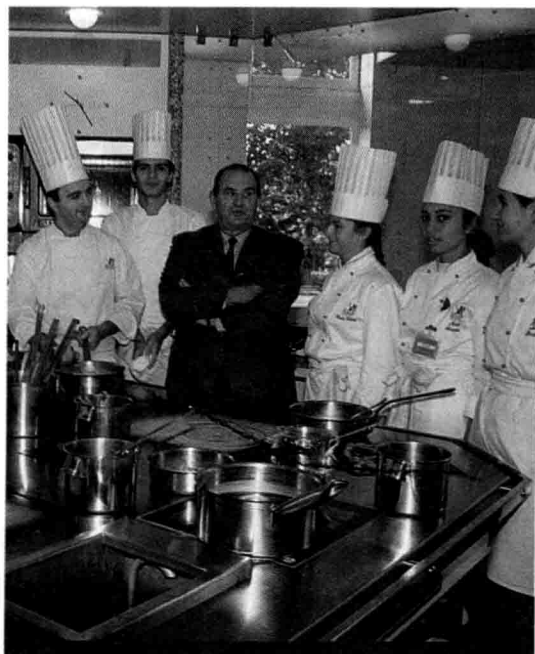
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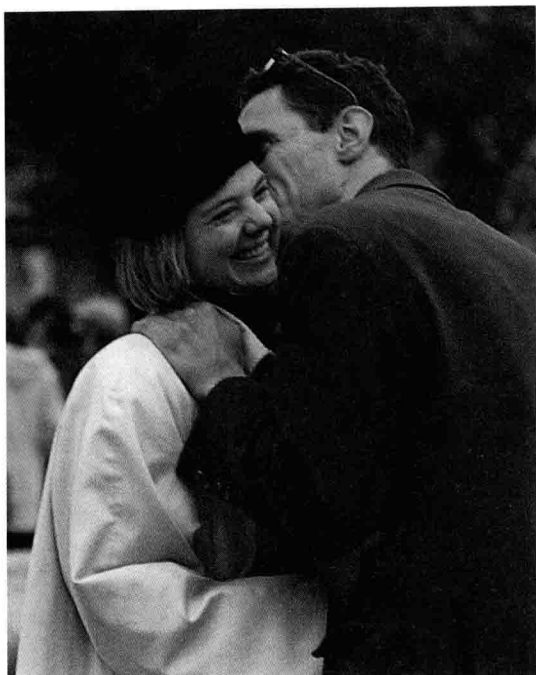
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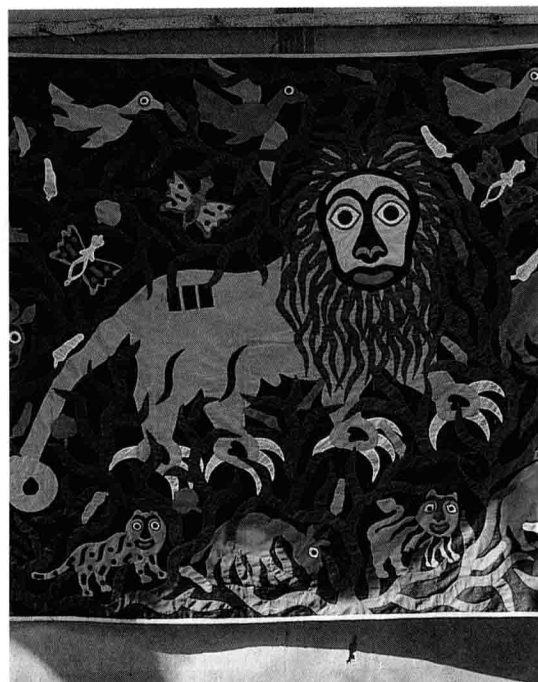
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