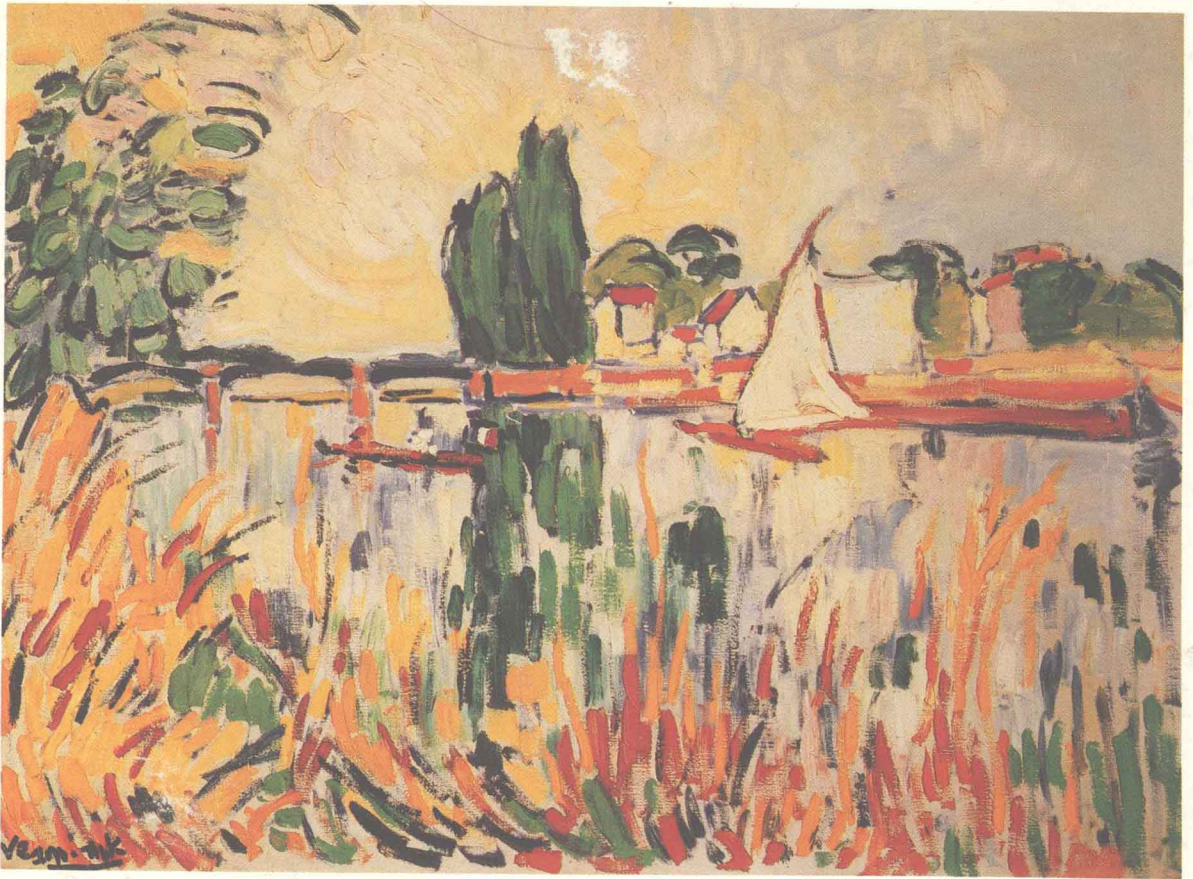


LE FRANÇAIS

Départ-Arrivée

Second Edition



JOHN A. RASSIAS
with Jacqueline de La Chapelle-Skubly

LE FRANÇAIS **Départ-Arrivée**

Second Edition

John A. Rassias

Dartmouth College

Jacqueline de La Chapelle-Skubly

Housatonic Community College



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To my students
without whom this would have been
completed many years ago,
but without whom there would have
been nothing

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PREFACE

Le Français: Départ-Arrivée is a complete introductory program covering the basic structures and vocabulary of French language and culture, including colloquial French expressions. Derived from the nationally recognized Dartmouth language program, which was reworked and adapted into a comprehensive text, the current edition is further refined. It is effective in traditional language programs at both two-year and four-year colleges and universities. It can easily be adapted to either the semester or quarter system.

The second edition is designed to give both instructor and student maximum flexibility in completing a thoroughly tested approach to learning French. *A variety of presentations and activities are offered, not all of them required for successful study.* At the suggestion of numerous users, we have added an attractive two-color design and changed to a less cumbersome book size.

Le Français, Second Edition, contains 25 chapters plus an optional chapter (*Chapitre facultatif*). The comprehensive review chapters (6, 12, 18, and 25) cover every element in the five chapters that precede them and incorporate a special aural comprehension section.


The theme of each lesson is established by a *scénario*, concerning the continuing adventures of two American students who live with French families and interact with the culture. One of the innovative elements in my approach includes the structuring of the scenarios in three graded stages. The first scenario relates the story in simple terms. The second adds more vocabulary and grammar. The third represents the kind of normal, flowing prose encountered in reading. The *Questions sur le scénario* test comprehension of the basic vocabulary and structures in the scenario. The *Notes culturelles*, some in English, some in French, describe important aspects of everyday life in France related to the activities described in the scenarios.

Special care has been taken with vocabulary. New words are introduced in a meaningful context and students are given many opportunities to use them so that they become part of their working vocabulary. Students also learn vocabulary through: *Synonymes et expressions approximatives*, a section that builds interest in contemporary usage and vocabulary by introducing colloquial and standard words and phrases that vary and

expand the meaning of descriptions in the scenarios; *Vocabulaire illustré*, a section that uses drawings to communicate meaning, rather than English definitions; *Vocabulaires*, summary lists at the end of each chapter that indicate active and passive words. A full glossary of words in both languages appears at the back of the book.

Each regular chapter presents a limited number of grammatical points, using a combination of inductive and deductive approaches. In the *Notes de grammaire* there are clear explanations in English (including such basic terms as “irregular verb”), numerous examples, and a comprehensive set of graded exercises. Key points are highlighted for easy review. Many chapters contain brief, culturally oriented French passages. These *Micrologues* can be used to develop auditory comprehension, reading, or dictation skills. *Questions générales* and *Exercices de manipulation* help students think in French and create new word and thought combinations by using grammar actively. Longer cultural readings, *lectures*, appear throughout the text. They survey life in France and other French-speaking regions, such as Quebec and West Africa. *Coup d'œil*, a grammar review at the end of each chapter, encapsulates all the grammatical concepts in the chapter. A final check on comprehension, it encourages students to turn back and review those points they still don't understand. Infrequently used verb tenses have been shifted to the new optional (*facultatif*) chapter.

Each chapter contains several special activities, designed to help students develop fluency by speaking the language. They include *Création et récréation*, exercises that invite students to use the language skills they have learned through role-playing, mini-dramas, and other activities in which students expand their knowledge of the language in positive interaction with one another. The *Pas à pas* section in each review chapter helps students develop aural comprehension and visual recognition by identifying illustrations that correspond to descriptions read aloud by the instructor.

The second edition is part of an integrated learning package which covers all the elements of language instruction: listening, speaking, reading, writing, culture and civilization. An audio program, available on reel-to-reel or cassette tapes, includes coordinated exercises keyed to each chapter and is designed to develop aural comprehension. Throughout the text the  symbol indicates coordinated tape exercises. Additional dictation exercises complete the audio program and can be used for independent study or classroom activity.

The complete educational package includes a *Student Workbook*, which reviews the grammar and vocabulary in each chapter and offers various exercises—many based on illustrations—for further practice. The *Instructor's Manual* contains lesson plans and a sequenced curriculum, as well as an abundance of teaching aids and extra patterned drills which supplement the text. Testing suggestions are also included.

TO THE STUDENT

An exciting adventure awaits you. Since language study demonstrates the limitations and the potentialities of communication, it gives us insight into how we view the world and how language influences the ways in which we think and perceive. To acquire

another language is to acquire another vision. You have obviously chosen French. Congratulations!

Learning a new language means developing competence in several areas.

- A. *Grammar*: Grammar provides an organized approach to learning a language. The text teaches grammar through *scénarios* and different types of pattern drills. Sometimes grammar is taught inductively (by presenting examples of a structure before explaining it), and sometimes deductively (by explaining how a structure works and then presenting examples).
- B. *Comprehension*: Comprehension of the spoken language may be developed with relative ease if you are alert in class, manipulate the various *étapes* thoroughly, and use the language laboratory. You will develop reading comprehension in the various reading selections and activities.
- C. *Vocabulary*: You will acquire vocabulary through active use of the words you learn in each chapter. Your recognition of a word will atrophy if it is not used or if it is used inappropriately. The text always teaches and reinforces vocabulary in a meaningful context.
- D. *Fluency*: Many students believe that fluency means speed. They try to perform the miracle of speaking a foreign language rapidly. Fluency is the ability to express your thoughts and feelings clearly, without stumbling too often, but without regard to the pace. You are best advised to speak French at the same rate of speed with which you speak your native tongue.
- E. *Accent*: Cultivate as accurately as possible the pronunciation of your teacher, who will be alert to your steady development in speaking. Do not expect to develop a “perfect” pronunciation, whatever that is!

The best advice I can give you is to have the courage to be “bad,” that is, to make mistakes. Nothing will be communicated or understood by anyone unless people speak to each other. Language must be spoken, and from the beginning! Give yourself completely to the task! Learning a language is fun. Make yours a productive experience.

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J A R

A WORD ON PHONETICS

There are twenty-six letters in the French alphabet. The written and spoken forms are as follows:

WRITTEN	PHONETIC		WRITTEN	PHONETIC	
	SOUND & SIGN			SOUND & SIGN	
a	a	a	n	enne	ɛn
b	bé	be	o	o	o
c	sé	se	p	pé	pe
d	dé	de	q	ku	ky
e	e	ə	r	erre	ɛR
f	effe	ɛf	s	esse	ɛS
g	ze	ʒe	t	té	te
h	hache	aʃ	u	u	y
i	i	i	v	vé	ve
j	ji	ʒi	w	double vé	dubløve
k	ka	ka	x	iks	iks
l	elle	ɛl	y	i grec	igrek
m	emme	ɛm	z	zède	zɛd

Before we turn to a brief study of the phonetic transcriptions, remember that all French speakers do not pronounce words in exactly the same way—just as we do not all pronounce English in the same way.

Correct pronunciation will never be drilled to the exclusion of getting you to speak. Listen carefully to your teacher, the tapes, and, whenever you have the opportunity, to native speakers.

To pronounce anything—to communicate anything—you must open your mouth. Rule Number One for pronunciation and communication: OPEN YOUR MOUTH! To acquire a good pronunciation you must be attentive and you must speak!

The two columns above represent the ways French is written and spoken. The phonetic transcriptions are the signs of the International Phonetic Alphabet.

The following section deals with the phonetic alphabet. It is intended to help you master basic sounds, and to help you pronounce words encountered for the first time.

I. In French there are 16 basic vowel sounds. These are divided into three groups:

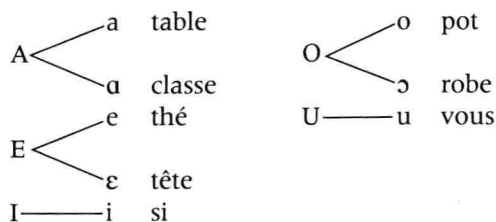
Oral vowels

Nasalized vowels

Composed vowels

ORAL VOWELS

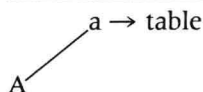
In this group we have the following sounds and phonetic symbols:



NOTE: Each of the vowels behaves in a certain way and requires particular adjustments of the organs of speech, that is, the mouth and tongue.

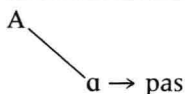
Vowels are said to be open or closed, depending on whether the mouth is open or closed when they are pronounced.

Some vowels are formed by the position of the tongue in front of the mouth, others in the back of the mouth.



The sound [a] is made from the middle part of the mouth. Tip of tongue against the lower teeth. Most words containing an **a** reproduce this sound:

table	tabl(ə)	gare	gar
la	la	article	artikl
avocat	avɔka		



The [ɑ] is a posterior sound, that is, it is made from the back of the mouth. It occurs in words usually ending in **-s: pas, las**. *Notable exceptions to this rule are:*

bras	bra	} EXCEPTIONS
embarras	ābara	
verglas	vergla	

It approximates the sound “ah” when you gargle:

las	la	classe	klas	pâté	pate
pas	pa	tasse	tas	château	fato
passer	pase				

If you pronounce these with an [a] sound, it is not a criminal offense. However, avoid at all costs the sound *a* in the English word *pat*.

E
e → thé

The [e] is a closed sound. The mouth is practically closed. Tip of tongue against the lower teeth. Lips drawn tightly back. The sound is made from the front part of the mouth.

A common rule of thumb: When you have an open syllable, that is, one which ends phonetically on a vowel sound, you have a closed vowel:

thé	te
dîner	dine
nez	ne
pied	pje
école	ekol
et (<i>as a conjunction</i>)	e

Open syllable > Closed vowel

The final consonants of **dîner**, **nez**, **pied**, **et** are not pronounced.

E
ε → père

The [ε] is an open sound. The mouth is open. Tip of tongue against lower teeth. The sound is made from the front part of the mouth.

A common rule of thumb: When you have a closed syllable, that is, one which ends phonetically on a consonant sound, you have an open vowel:

tête	tɛt	 pronounced
sel	sɛl	
		 pronounced
fête	fɛt	 pronounced

Closed syllable > Open vowel

Here are some other words which take the [ɛ] sound. Note the **accent grave** (˘):

père pɛR mère mɛR frère frɛR

Note the **accent circonflexe** (ˆ):

bête bɛt même mɛm

Other combinations are possible, of course, in the pronunciation. For instance:

ai	lait	lɛ
et	billet	bijɛ
	ballet	bale

I-i → si

The mouth is practically closed. Draw tightly back on the corners of the mouth. Tip of tongue against lower teeth. The sound is made from the front part of the mouth. Common words:

si	si	ici	isi
rire	riR	il finit	il fini

o → pot

The mouth is slightly open. The lips are pursed, as though you are going to whistle. It is a closed sound. Tip of tongue against lower teeth. The sound is made from the front part of the mouth. Common words:

eau	o	chaud	ʃo	pot	po
beau	bo	dos	do		

o → robe

The vowel [ɔ] is open. The mouth is open. Tip of tongue against lower teeth. The sound is made from the middle part of the mouth. Common words:

robe	rɔb	homme	ɔm
notre	nɔtr	comme	kɔm

In each of the cases above the final consonant is *pronounced*, thus creating closed syllables and open vowels.

U—u → vous

The mouth is slightly open. Tip of tongue slightly back from lower teeth. The [u] sound is made from the front part of the mouth (tongue slightly raised). Common words:

vous	vu	toujours	tuʒur
cou	ku	écouter	ekute

REVIEW

1. Vowels are said to be open or closed, depending on whether the mouth is open or closed when they are pronounced.
2. Some vowels are formed in the front of the mouth, some in the middle of the mouth, others in the back of the mouth.
3. All the oral vowels are pronounced with the tip of the tongue against the lower teeth, except for [u].

NASAL VOWELS

There are four nasal vowels: [œ̃], [ɔ̃], [ɛ̃], [ɑ̃]. The word nasal is misleading when one believes that one speaks French better when one has a cold. This erroneous idea stems from the notion that French is best pronounced with full nasalization. The following vowels are considered nasal only because a minor percentage of air passes through the nasal passages.

œ̃ → un

The mouth is open slightly. Common words:

un	œ̃	brun	brœ̃
lundi	lœ̃di	chacun	ʃakœ̃

$\left. \begin{matrix} \tilde{o} \\ \tilde{\omega} \end{matrix} \right\} \rightarrow \text{bon}$

Mouth is open wider. Common words:

on	ō̃	bonté	bō̃te
bon	bō̃	nom	nō̃

ɛ̃¹ → vin

The mouth is still more widely open. The lips are not as round as for [ɔ̃]. Common words:

vin	vɛ̃	pain	pɛ̃
impossible	ɛ̃pɔ̃sibl	faim	fɛ̃
		main	mɛ̃

¹There is a tendency to pronounce the [œ̃] sound as [ɛ̃]: **lundi** [lɛ̃di].

ã → blanc

The mouth is widest open for this sound. Common words:

blanc	blã		
an	ã	lent	lã
lampe	lãp	Jean	ʒã

NOTE: Nasalization usually stops when one of the nasal vowels is followed by a vowel, or by an **m** or an **n**:

mon bon ami	mõ bõnami	immédiat	imedja
inoubliable	inublijabl(ə)	innocent	inõsã

COMPOSED VOWELS

There are four composed vowels: [ə], [y], [ø], [œ].

ə → je (the mute **-e**)

Common words: **me, te, se, ce, de**

Mouth closed. Lips protrude. Lips are rounded.

NOTE 1: A mute **e** in the initial syllable of a word beginning with a consonant is pronounced:

demain, demander, venir

NOTE 2: When a mute **e** (an unaccented **-e**) is preceded by one pronounced consonant and followed by another, you do not pronounce the **-e**:

souvenir	suvnir	avenue	avny
boulevard	bulvar		

When a mute **-e** is preceded by two consonants, you pronounce the mute **-e**:

justement ʒystəmã

The following combinations are the sole exceptions, and they are invariable:

je me	ʒəm	de me	dəm
je ne	ʒən	de ne	dən
je le	ʒəl	de le	dəl

Otherwise the rule of the two preceding consonants applies between words in a sentence:

Je me demande.	ʒəm dəmãd
Je me le demande.	ʒəm lə dãmãd

y → tu

The mouth is practically closed. The tongue is flat on the mouth and “swollen.” Project lips. Common words:

tu	ty	rue	ry
sur	syR	vu	vy

NOTE: or any **-u** alone or followed by a mute **-e**.

The difference between [i] and [y] is that the lips are rounded and they project to produce [y], while the lips are drawn for [i].

ø → feu

The mouth is in position to pronounce the mute **-e**, but lips do not protrude as much. Lips are rounded. Note “open” syllable phenomenon in these common words:

feu	fø	peu	pø	œufs	ø
-----	----	-----	----	------	---

œ → cœur

The mouth is open. Note “closed” syllable phenomenon in these common words:

cœur	koœR	sœur	soœR
peur	poœR	œuf	œf

REVIEW

1. A syllable is considered closed when it ends on a pronounced consonant sound. In these cases the vowel in that syllable is open.
2. A syllable is considered open when it ends on a vowel sound. In these cases the vowel in that syllable is closed.

II. Study this chart which indicates approximate openings of the mouth in pronouncing each letter, as well as whether the lips are spread or rounded:

A. SPREAD


si	thé	père	table
[i]	[e]	[ɛ]	[a]
◌	◌	◌	◌

ROUNDED

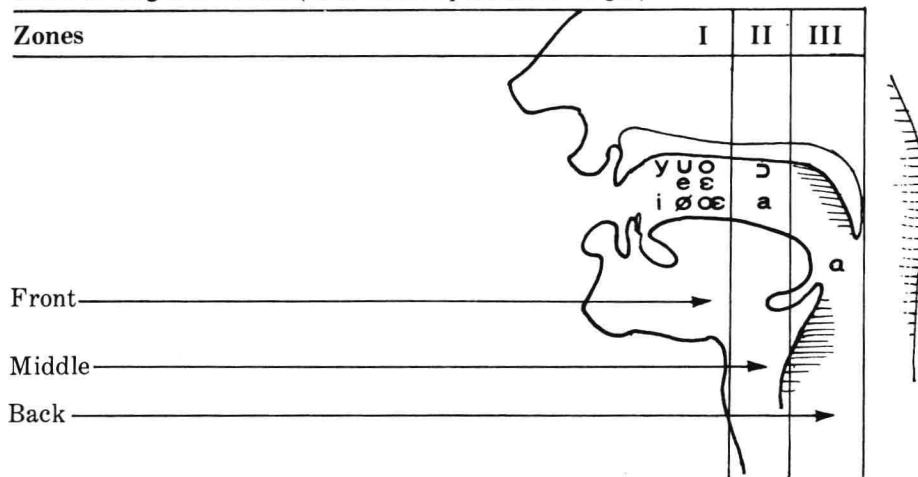
classe	robe	pot	vous
[ɑ]	[ɔ]	[o]	[u]
◌	◌	◌	◌

NOTE: Tip of tongue is always against lower teeth, except for [u].

B. Order of approximate openings. Note similar openings:

i	_____	y	_____	u	<i>smallest opening</i>
e	_____	ø	_____	o	<i>slightly more open</i>
ɛ	_____	œ	_____	ɔ	<i>open</i>
a					<i>quite open</i>
					<i>widest opening</i>

Zones of Origin of Vowels (same relative position of tongue)

**III.** There are three semi-consonants.**A.** [j] called “yod”. It appears in the following endings:

fille	fij	grenouille	grənuj	BUT NOT:	ville	vil
Bastille	bastij	œil	œj		tranquille	trākil
pareil	parɛj	seuil	sœj		mille	mil
abeille	abɛj	feuille	fœj		Gilles	ʒil
travail	travaj	cercueil	sɛrkœj		Lille	lil
paille	paj	cueille	kœj			
fenouil	fənuj					

B. [ɥ] wherever a vowel other than a mute **-e** follows the letter **-u**. Both semi-consonant and vowel are quickly pronounced:

nuit	nɥi	je suis	ʒə sɥi	nuage	nɥaʒ
bruit	brɥi			juin	ʒɥɛ̃

C. [w] the sign for the **ou** followed by a vowel other than a mute **-e**, and the combination **oi**:

oui	wi	toi	twa	nous jouons	nu ʒwɔ̃
moi	mwa	trois	trwɔ̃	coin	kwɛ̃
				loin	lwɛ̃

IV. Consonants. Just note the sign and the sound:

PHONETIC SOUND	PHONETIC SIGN	EXAMPLE	PHONETIC TRANSCRIPTION
be	b	beau	bo
se	s	cela	səla
	s	ceci	səsi
	k	cousin	kuzɛ̃

[s] sound when followed by vowels **-i** and **-e**

PHONETIC SOUND	PHONETIC SIGN	EXAMPLE	PHONETIC TRANSCRIPTION
	k	crier	kʀje
de	d	donner	dɔne
ɛf	f	faire	fɛʀ
ʒe	ʒ	mangeais	mãʒɛ [ʒ] followed by -e
	g	garçon	garsɔ̃
	ʒ-g	gigot	ʒigo [ʒ] followed by -i
af	{	habit, héros	abi, ɛʀo
		No h in French sounds.	
ʒi	ʒ	jardin	ʒardɛ̃
ka	k	kilo	kilo
ɛl	l	libre	libʀ(ə)
ɛm	m	maman	mamã
ɛn	n	ne	nə
pe	p	père	pɛʀ
ky	k	qualité	kalite
	k	quand	kã
ɛʀ	ʀ	rare	ʀaʀ
	ʀ	rapport	ʀapɔʀ

NOTE: The [ʀ] is best rendered in French by opening the mouth wide, placing the tongue on the bottom of the mouth, with the tip of the tongue against the lower teeth. One way to master the sound is to repeat the formula: ɛk ··· ɛk ··· ɛk ··· ʀ. The sound [ɛk] automatically positions the mouth to pronounce the [ʀ] correctly.

ɛs	s ²	si	si		
	z	rose, magasin			
te	t	table	tabl(ə)		
ve	v	victoire	viktwaʀ		
dubləve	w	week-end	wikɛnd		
	v	wagon	vagɔ̃		
		W.C.	vese (familiar): dubləvese		
iks	ks	extra	ɛkstra } [ks] before a		
	ks	excellent	ɛksɛlɑ̃ } consonant		
	gz	examen	ɛgzamɛ̃ } [gz] before a vowel		
igʀɛk	i	bicyclette	bisiklɛt		
zɛd	z	zéro	zero		
		zone	zon		
Other combinations:		ch	ʃ	chose	ʃoz
			ʃ	machine	maʃin
		yn	ɲ	accompagner	akɔpaɲɛ
			ɲ	ignoble	iɲɔbl(ə)

²-s is pronounced [z] between two vowels.