

## **Course Overview**

As students you will need new insights and comprehensive cross-discipline skills to meet the increasingly complex issues, assignments and challenges of the global conflicts you may find yourself in.

As Special Operations soldiers you need an intensive language program that accelerates your multi-language requirements that in turn, enhances your career to match the rapid speed of changes.

This language program can help you gain the added credentials and valuable learning that you need to advance in your career and provide the specializations needed which can immediately put your learning on the fast track and could save your life.

This language course will be taught by leading faculty members who explore the latest concepts and best practices available (anytime, anywhere in the world) in interactive multimedia instruction (IMI) or distributed distance learning (DL).

The course focuses on learning how to effectively use what you have learned in the previous lesson and the ability to build upon and use the knowledge in each lesson as the class progresses. You can also explore online tools, such as electronic publications and web sites, with particular focus placed on how technology can support multiple modes of learning.

The target language you are about to study has been developed and delivered by highly skilled academic designers, integrating technology in the instructional curriculum. Cognition and technology-based instructions and imperatives are explored in relation to programming for varied learning and motivational styles.

# Module I

## Student Learning Strategies

As a language student, it is extremely important that you familiarize yourself with the course and strategies to be successful.

- Learning a language is an **active** and **performative phenomenon**. Language itself is indescribable and evolves frequently. Anyone who learns a new language should expect changes and challenges—especially as adult learners.
- This course is designed to guide you through the **language learning process**. Activities move from simple to more difficult and overlap to enhance **communication**. **Module I** highlights critical and basic functions of communication.
- Each lesson presents functions (or tasks) and provides activities in which students practice performing them.
- For each task listed before a lesson, the student will find exercises or activities that highlight the steps to meet every **lesson objective**.
- These creative activities emphasize **communication**, pair and group-work, and **learning in context**.
- Exercises may be developed and enhanced by the instructor to incorporate various critical tasks or underline a specific task that may be unusually challenging for each group of students.
- Class exercises or activities are designed to review lesson material immediately after instruction. In class language practice is an important element of successful language comprehension and students will use new information for active and effective language communication.
- Students should always practice **pronunciation**—especially words or language cases that are difficult for non-native speakers. Use the language in and outside of the classroom. Ask questions about complex material **during** class and your instructor will guide you with more examples.
- Students should read over lesson material before engaging in an activity. The instructor will review necessary lesson information before assignments are given.
- Learn about the culture of your language. **Culture** shapes language. It affects changes in the language and helps the student understand particularities of the foreign language. Most importantly, culture helps the student understand the similarities in language and how to adapt to new forms or structures.
- As a **language learner**, the student will regularly participate in language exchange—you contribute as a **listener and speaker**. Active listening is a part of class learning and participation while non-participatory listening is an individual step that happens primarily outside of class as students go through various activities and exercises for homework, on the web, etc.
- Students will relate sounds to the individual words in each lesson.
- Students will use new vocabulary words within a cultural context.

- Students will recognize grammatical concepts that match communicative functions.
- Exercises within the lesson as well as the Application and Skill Enhancement Activities stress all 4 skills: listening, reading, writing and speaking.
- These are activities through which students can further develop their grammatical **control of the language** with minimal intervention on the part of the instructor.
- Students will work with and learn from their partners in small group and role-play activities, summarize and share information that they learn from their partners.
- The homework section of each lesson is a follow-up for the lesson of the day. In the homework students will practice new expressions, grammatical concepts that fulfill lesson tasks.
- At the end of each lesson, the student will incorporate listening, reading, writing and speaking skills to perform comprehensive activities.

## **Instructional Technique**

The instructor will incorporate various activities within one language exercise or activity. For example, a role-play activity may be expanded to include a feedback or discussion forum where students give personal opinions and ideas. Depending on class size and level of proficiency, the instructor can rearrange and adapt a particular activity as follows:

### **IN THE TARGET LANGUAGE / INSTRUCTOR AS GUIDE**

- 1. Activity Explanation ⇒ Language Tips ⇒ Vocabulary in Context ⇒ Student Questions**
- 2. ⇒ Class Brainstorming ⇒ Group / Pair Brainstorming ⇒ Group / Pair Practice**
- 3. ⇒ Performance of Activity (Situation or Scenario)**
- 4. ⇒ Expansion of Activity (Homework / Class Discussion / Cultural - Related Topics)**

This type of step by step process where the difficulty level increases for each performance stimulates language comprehension.

The lessons presented in this Module include elements from the standard and non-standard French that you will likely encounter in a francophone region like *l’Afrique francophone*. Language components such as basic vocabulary and grammar information involve the standard French, that is, what is considered the linguistic “norm,” spoken by many different groups. Spoken French varies from region to region within France itself and outside of Europe. For instance, French regional varieties or dialects found in francophone West Africa may differ only slightly from the standard or common language used in France. Knowledge of the central French implies that there is intercomprehension among speakers. On the other hand, spoken varieties may vary from place to place or individual to individual and in many ways, deviate somewhat (or highly) from the standard.

The French language serves as a medium in many African countries and it may or may not have been acquired formally. French is the official language of nineteen (19) African nations with over 42 million speakers: Benin, Burkina Faso, Burundi, Cameroon, Central African Rep., Chad, Congo, Dem. Rep. of Congo (Zaire), Côte d’Ivoire, Djibouti, Gabon, Guinea, Madagascar, Mali, Mauritania, Niger, Rwanda, Senegal and Togo. It is also widely spoken in the Maghrib (Morocco, Algeria, and Tunisia) with over 40 million.

The African population is composed of a great number of tribes who speak different dialects. Each of the former colonies has many ethnic groups, each with its own language that the others may perhaps not understand. For example, in the Ivory Coast, with approximately sixty different ethnic groups, you may hear *baoulé* or *dioula*. Since certain former colonies like Cameroon and the Ivory Coast (in West Africa) have kept close economic and cultural ties with France, French is the official language, taught in schools, read in newspapers, heard on radio and television and used in administrative circles. This common language draws different African countries together into one large cooperative group. Understanding and speaking French facilitates communication between tribes and promotes national unity. Although the young learn standard French in school, the ability to communicate in French may belong to an educated minority, depending on the locale. Some members of the population may only practice what is considered a form (a type that may have evolved significantly) of standard French. French in Africa has been influenced by the people who have adopted and learned to speak it. Language distinctions are found in vocabulary, accent, and intonation.

Many speakers understand and communicate in the standard but may also use another dialect or a completely different language at home, with friends or in their community. It is important to understand that you could hear many different varieties of French but that the standard will guide you and serves as a foundation—a strong linguistic base. Vocabulary specific to a certain area is also a possibility. However, the key vocabulary presented in this Module targets critical communicative functions used by the *majority* of francophone speakers. Listening exercises that complement the text are devised to prepare you for comprehension of different types of French speakers. Do not be surprised to hear diverse accents within one listening activity. The more speakers you hear, the more prepared you will be for *real* situations.

Cultural Notes presented in the following lessons include material such as common African names, local customs or family traditions found in (francophone) places other than France. Additional regional vocabulary may be incorporated into the cultural notes as you complete the Module.

# **SOLT French Module 1 Lesson 1**

## **Instructor Manual**

A [a ]	N [ɛn ]
B [be ]	O [ O ]
C [se ]	P [pe ]
D [de ]	Q [Qy ]
E [ə ]	R [ɛr ]
F [ɛf ]	S [ɛs ]
G [ʒe ]	T [te ]
H [af ]	U [y ]
I [i ]	V [ve ]
J [ʒy ]	W [dublave ]
K [Ka ]	X [iks ]
L [ɛl ]	Y [igr&k ]
M [ɛm ]	Z [z&d ]

### **The Alphabet**



At the end of the lesson, you will be able to produce letter sounds.

### **Identify the Alphabet**

- Recognize each letter of the French alphabet
- Identify French letter characters by name
- Pronounce the characters phonetic sound
- Write the characters on a scratch piece of paper

### **Produce Vowel Sounds**

- Recognize vowels
- Produce vowel sounds
- Recognize the vowel positions in the writing system
- Identify the acceptance of irregularities of certain vowels
- Identify short vowels and long vowels
- Produce vowel-consonant combinations

### **Produce Consonant Sounds**

- Recognize consonants
- Pronounce aspirated and non-aspirated consonant sounds
- Identify consonants in an alphabetical order and by group
- Write letters, connectors, syllabification, and non-connectors
- Apply the rules for the consonants when reading and writing

### **Recognize Cognates**

- Identify cognates
- Pronounce cognates
- Write cognates

### **Identify Special Cases**

- Identify consonant clusters
- Identify consonant groupings
- Identify consonants having double functions
- Identify symbols with consonant and vowel functions
- Recognize irregular lengths of the vowel symbols

### **Produce Stress and Intonation**

- Contrast stress and intonation
- Pronounce stress and intonation



**Scenario:**

You are about to go to a briefing and overhear a soldier ask a Francophone visitor to the base who he is (what's his name). Read over the following dialogue before learning the French alphabet. Your instructor will guide you on the meaning and pronunciation.

**John:** Bonjour. Tu me permets ? (Do you allow me / to sit down).

**Themdo:** Oui, bien sûr.

**John:** Comment tu t'appelles?

**Themdo:** Themdo.

**John:** Comment?

**Themdo:** Themdo, t, h, e, m, d, o.

**John:** Moi, je m'appelle John.

It is important to be well grounded in the grammar and all other facets of your language before you embark on a journey into the French language. This journey begins with the alphabet. You will start by identifying the letters of the alphabet and the sounds those letters represent, writing the French alphabet, producing vowel and consonant sounds, identifying special cases and proper word intonation.

The French alphabet has 26 letters, just as the English alphabet does.

### The Alphabet

Letter	Approximate Pronunciation	Letter	Approximate Pronunciation
A	ah (as in father)	O	oh
B	bay	P	pay
C	say	Q	koo (but with lips very advanced and rounded)
D	day	R	err
E	as in bird	S	ess
F	eff	T	tay
G	j (without the initial d)	U	oo (but with lips very advanced and rounded)
H	ash	V	vay
I	ee (as the English letter e)	W	doobl vay
J	gee (without the initial d)	X	eeks
K	kah	Y	ee grayk
L	ell	Z	zayd
M	emm		
N	enn		
Letter	French Name	Letter	French Name
A	a	N	enne
B	bé	O	o
C	cé	P	pé
D	dé	Q	ku
E	e	R	erre
F	effe	S	esse
G	gé	T	té
H	hache	U	u
I	i	V	vé
J	ji	W	double vé
K	ka	X	iks
L	elle	Y	i grec
M	emme	Z	zède

Speaking French requires a more active and energetic use of the lips, tongue, and jaw than speaking English. The facial muscles are tenser when one speaks French.

Be careful not to confuse the letters e and i, g and j. The vocabulary you encounter in the following tasks is for pronunciation practice only.

**Tip of the day**

The French equivalent of *hum*, which people say when they are thinking about what to say, sounds like the French vowel **e**, and is written **eu****h**. Remember you can use it in the coming weeks when your instructor asks you a question and you need to think a little before answering.

**Exercise 1**

Practice spelling these words with your instructor.

- |                |            |          |             |             |
|----------------|------------|----------|-------------|-------------|
| 1. bateau      | 4. couture | 7. œuf   | 10. voiture | 13. auditif |
| 2. beige       | 5. cœur    | 8. grise | 11. jolie   | 14. heureux |
| 3. sympathique | 6. amour   | 9. koala | 12. wagon   | 15. zigzag  |

**Exercise 2**

You will hear some letters of the French alphabet. Circle the ones you hear.

- |                 |                  |
|-----------------|------------------|
| 1. g i j        | 8. <u>b</u> p d  |
| 2. a <u>e</u> i | 9. <u>y</u> x i  |
| 3. h <u>k</u> q | 10. a <u>r</u> l |
| 4. <u>v</u> w f | 11. o <u>u</u> e |
| 5. <u>c</u> s z | 12. a <u>h</u> f |
| 6. e <u>i</u> u | 13. <u>j</u> g h |
| 7. m <u>n</u> l | 14. <u>u</u> y e |

**Produce vowel sounds**

You will notice quickly that what you see in French doesn't sound like what you expect and vice versa! The guidelines in this task and the next will help you pronounce new words correctly.

In the following list, the English equivalent is a close approximation. There are no diphthongs in French; vowels are more clipped (shorter) than in English.

<b>A</b>	like alligator	<b>Adam, Alain</b>
<b>E, eu, oeu</b>	early	<b>le, Jeudi, nœud</b>
<b>Ei, ai</b>	bet	<b>seize, mai</b>
<b>I, y</b>	ear	<b>Michelle, Yves</b>
<b>O, eau, au</b>	order	<b>Sophie, auto, beau</b>
<b>O</b>	office	<b>Christophe, téléphone</b>
<b>U</b>	Tip: say the English letter e, then without moving your tongue purse your lips and say the letter u	<b>tu, Ursule</b>
<b>Ou</b>	boot	<b>bonjour, amour</b>
<b>Oi</b>	watt	<b>moi, Antoinette</b>

A final **e** is not pronounced (except in one-syllable words such as *le, me*); but it causes the preceding consonant to be pronounced: contrast *port / porte*.

**Exercise 3**

Focusing on the vowels, guess the pronunciation of these words.

- |            |               |            |         |            |            |
|------------|---------------|------------|---------|------------|------------|
| 1. bateau  | 3. œuf        | 5. voiture | 7. cœur | 9. auditif | 11. maison |
| 2. couture | 4. ordinateur | 6. amateur | 8. me   | 10. beige  | 12. grise  |

**Nasal vowels**

Certain combinations of vowels with the consonants *n* or *m* are nasal. To obtain a correct nasal vowel, open your mouth as in saying the French vowel and simultaneously lower the soft palate so that the sound can pass through the mouth and the nasal cavity at the same time (you can lay a finger under your nose to feel if some air is passing through your nasal cavity). The letters *n* and *m* are not pronounced.

<b>An, am, en, em, aon</b>	<b>enfant, chambre, temps, paon</b>
<b>On, om</b>	<b>maison, nombre</b>
<b>In, im, ain, aim, yn, ym, ein, un, um</b>	<b>vin, simple, américain, faim, syntaxe, sympathique, plein, lundi, parfum</b>

Note: if the consonant is doubled it is pronounced regularly: contrast *bon / bonne*.

**Exercise 4**

Practice the pronunciation of the following words with your instructor.

- |              |             |              |             |            |               |
|--------------|-------------|--------------|-------------|------------|---------------|
| a. mignon    | d. mignonne | g. enfantine | j. français | m. pleine  | p. coquin     |
| b. française | e. enfantin | h. border    | k. plein    | n. chinois | q. américaine |
| c. bord      | f. chinoise | i. américain | l. porter   | o. coquine | r. port       |

**Rules and exceptions**

You will often see the phrase “most of the time” next to pronunciation guidelines. For instance, the combination of consonants **ch** is pronounced like **sh** in sheep, most of the time. This means there are exceptions (such as the name Christophe where **ch** is pronounced as a **k**), and you can expect that there are often exceptions to the rules that govern the French language.

**Consonant sounds**

Most consonants are pronounced as in English, but are more clipped. Note the following:

<b>C</b> like see when followed by e, I, y	<b>ceci</b>
<b>C</b> like <b>k</b> when followed by a, o, u, or a consonant	<b>classe, cacao</b>
<b>Ch</b> like <b>sheep</b> (most of the time)	<b>chinois</b>
<b>G</b> like pleasure when followed by e, I, y	<b>général</b>
<b>G</b> like <b>gag</b> when followed by a, o, u or a consonant	<b>gare, grand</b>
<b>Gn</b> like <b>canyon</b>	<b>ignorer</b>
<b>H</b> never pronounced	<b>hôtel, cathédrale</b> ( <i>th</i> sounds like a <i>t</i> )
<b>Qu</b> like <b>k</b> (most of the time)	<b>qualité</b>
<b>R</b> gargle and you’ll make a French R	<b>rare</b>
<b>S</b> like z between 2 vowels (see below)	<b>poison</b>
<b>W</b> like v	<b>wagon</b>
<b>Y</b> like yet	<b>yaourt, yeux</b>

There are two different kinds of the consonant *h*: the mute *h* and the aspirate *h*. As a general rule, final consonants in French are silent. The consonants *c*, *r*, *f*, *l* (remember them as the consonants of the word *careful*) at the end of a word are often pronounced: *professeur*, *chef*, *avec*, *national*. This rule does not apply to the infinitives of –er verbs: *parler*, *chanter*, etc.

The French consonant *s* is pronounced *s* or *z* depending on its position in a word. The *s* sound occurs when it is followed by a consonant (*artiste*), it is doubled (*dessert*, *assez*), or when it begins a word (*seize*, *sac*).

Note that **p**, **b**, **d**, **g**, **k**, **t** are not aspirated in French.

**Exercise 5**

Practice the pronunciation of the following words with your instructor.

- |             |           |              |             |                |
|-------------|-----------|--------------|-------------|----------------|
| a. beaucoup | d. queue  | g. dangereux | j. quatre   | m. sympathique |
| b. reine    | e. menthe | h. temps     | k. rentrer  | n. peigne      |
| c. Peugeot  | f. homme  | i. cigare    | l. gentille | o. capitaine   |

**Accents**

Accents are an integral part of the spelling system and are not optional. Some give a different sound to the vowel.

**Accent aigu é.** The vowel *e* with an acute accent is similar to the *a* in the English word *age*. Infinitive **er** and present tense ending **ez** are also pronounced with this *e*.

**Accent grave à, è, ù.** The accent on the letter *a* (*à*) does not affect pronunciation. **È** sounds like the *e* in the English word *bet* or the *ai* as in the word *air*.

**Accent circonflexe â, ê, î, ô, û.** **Ê** is pronounced as *è*, the accent on the other vowels does not affect pronunciation.

**Tréma ë, ï, ü.** It causes the vowel to be pronounced separately from the preceding vowel. Contrast *mais* / *maïs*

**The cedilla (cédille)**

Written under the letter **ç**, it causes it to be pronounced as *s* in front of the vowels *a*, *o* and

- u*. Contrast:
- |              |   |                 |
|--------------|---|-----------------|
| <b>cacao</b> | / | <b>français</b> |
| chocolat     | / | garçon          |
| <b>cube</b>  | / | <b>reçu</b>     |

**Exercise 6**

Practice the pronunciation of the following words with your instructor.

- |                  |                         |                 |
|------------------|-------------------------|-----------------|
| 1. porte / porté | 3. zaire* / Zaire       | 5. mémé / mèmè* |
| 2. maçon / Maçon | 4. François / francois* | 6. pépé / pèpè* |

Cognates

What is the place where one eats out called? *Un restaurant*. Where do you sit at to have your meal? *Une table*. As you will see, you already know a lot of French vocabulary. That is because French and English share many cognates, which are words that are very similar and have the same meaning in both languages. The following adjectives are cognates and you don't need a translation to understand them: *américain, irrésistible, moderne, optimiste, simple*.

Some cognates have the same spelling in both languages (*distance, possible*); others differ slightly in the spelling. Among the latter, those that differ in the endings tend to follow certain patterns:

Most French words ending in		correspond to the English words ending in
<b>-ance/-ence</b>	tolérance, compétence	<b>-ance/ence, -ency</b>
<b>-eur</b>	danseur	<b>-er/-or</b>
<b>-ie (noun)</b>	psychologie	<b>-y</b>
<b>-isme</b>	optimisme	<b>-ism</b>
<b>-ité</b>	activité	<b>-ity</b>
<b>-ain</b>	africain	<b>-an</b>
<b>-aire</b>	secrétaire	<b>-ary/-ar</b>
<b>-ien</b>	canadien	<b>-ian</b>
<b>-ique</b>	économique	<b>-ic/-ical</b>
<b>-eux</b>	curieux	<b>-ous</b>
<b>-if</b>	actif	<b>-ive</b>
<b>-ier (verb)</b>	simplifier	<b>-y</b>
<b>-ir</b>	finir	<b>-ish</b>
<b>-iser/yser</b>	organiser, analyser	<b>-ize/yz</b>

The above chart is provided as a tool for recognition and is not to be memorized.

Some words look the same but have different meanings; these are called *faux-amis* (literally, false friends). Here are examples of *faux-amis*: librairie: *bookstore*

sensible: *sensitive*

pain: *bread*

**Exercise 7**

Refer to the cognates chart; guess the French equivalents of the following English cognates.

philosophy ie

Mexican ain

logical que

dangerous eux

tourisme e

musician en

multiply ier

utilize ser

possibility ité

actor eur

accomplish ir

popular aire

**Stress**

In English, certain syllables are stressed within a word. In French, however, all syllables are pronounced evenly, except for the last one, which is slightly lengthened.

Contrast the following cognates:

English	French
madam	madame
restaurant	restaurant
decision	décision

**Exercise 8**

Refer to the section on pronunciation and try to guess the French pronunciation of these cognates.

- |               |                  |               |                |
|---------------|------------------|---------------|----------------|
| 1. restaurant | 6. importance    | 11. éducation | 16. dentiste   |
| 2. croissant  | 7. absence       | 12. négation  | 17. nourrir    |
| 3. café       | 8. créateur      | 13. culture   | 18. punir      |
| 4. italien    | 9. industrie     | 14. humain    | 19. indiquer   |
| 5. orange     | 10. gouvernement | 15. musique   | 20. géographie |

**Linking (*liaison*)**

As discussed in the previous section, many consonants in final position are not pronounced (*chocolat, français*). However there is a phenomenon called linking (which we will represent by the symbol  $\cup$ ) which causes otherwise silent end consonants (usually *s, x, t*) to be voiced when the word that follows start with a vowel or a mute *h* (see below). This phenomenon can make it hard for a beginner to distinguish one word from another. The final *x* and *s* will be pronounced as a *z* in linking. Contrast: comment / comment $\cup$ allez-vous? (the *t* is voiced and linked with the *a*)

je suis / je suis $\cup$ étudiant  
elle est / elle est $\cup$ intelligente

The mute *h* is silent and causes a liaison to be made between the following vowel and the last consonant of a preceding word: l'homme *man*. The aspirate *h* is also silent but linking does not occur: la halle *market*, le hibou *owl*.

Some *liaisons* are compulsory, some are optional, and some are forbidden. For example, liaisons are required with certain fixed expressions such as *avant-hier* or when you have a pronoun + verb: *vous $\cup$ avez*. However, linking is forbidden after the conjunction *et* (and): un garçon *et* une fille. You will learn when to make (and avoid) linking as you progress in the study of the French language.



**Exercise 9**

Listen to the following sentences and mark the liaisons you hear with the symbol ∪.

1. Les ∪ étudiants sont ∪ intelligents.
2. Les ∪ hommes ont beaucoup ∪ aimé les beaux ∪ oiseaux.
3. Mes ∪ enfants sont ∪ adorables.
4. Guillaume ∪ est ∪ un ∪ enfant.
5. La voiture ∪ arrive ∪ au premier ∪ arrêt.

**Simple Sentences**

Simple sentences are made up of two or more groups, or phrases. Each group has a particular job or function in the sentence. In the following table, the examples of the functions are shown in red.

The usual order of these elements in English and French is Subject + Verb + Object. When the subject comes after the verb, this is called Inversion.

Normal word order in French and English requires that the subject be placed before the verb:

***Le chien mord son maître.***

*The dog bites his master.*

Simple sentences have only one conjugated verb. All verbs have forms that agree with the subject. The different verb forms that go with different subjects make up the conjugation (conjugaison) of the verb. For example, in English the verb to be is conjugated: I am, you are, he or she is, etc.

We speak about **inversion**, when, for whatever reason, the subject comes **after** the verb. This happens in both English and French, but it is far more common in French, and can lead to serious misunderstandings.

English uses inversions for questions with just a few common little verbs:

Do *I*?

Have *you*?

but not:

\*Eats he?

\*Rings the phone?

In French, inversion in questions affects all verbs. If the subject is a Pronoun, things are simple,

**Parlez-vous français?**

**Do you speak French ?**

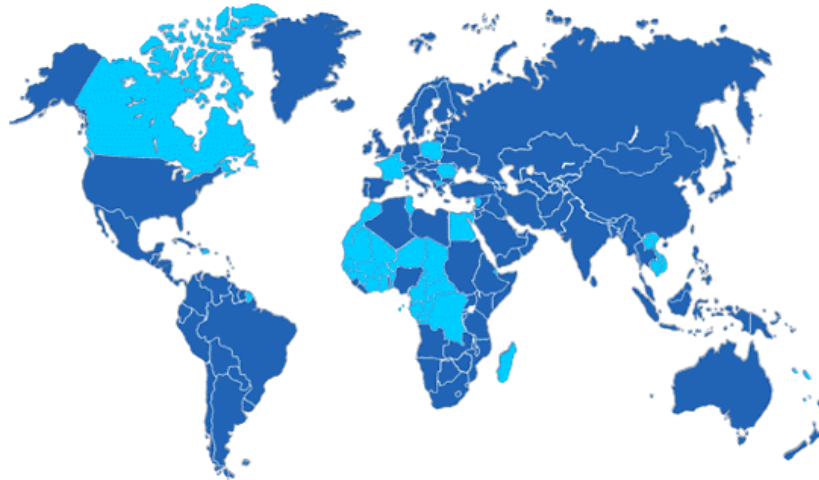
You will learn more about subject pronouns, questions and word order in the lessons to follow.

### The Francophone world

As you can see on the map below, French is not only spoken in Europe, but also in Africa, Asia, and the Americas. The term *francophone* refers to countries where French is spoken, in most cases because they used to be French or Belgian colonies. Even though these countries have achieved political independence, French maintains some status, whether as the administrative, official, or teaching language.

A recent political move by France has been to consolidate French influence and leadership through the organization of the *Sommet de la Francophonie*. Held bi-annually, and alternatively in France and in another member state, the *Francophonie* summit aims at coordinating efforts in French-speaking countries in order for the member states to reach a common platform in the face of the swift political, linguistic and economic changes taking place around the world. The *Francophonie* wishes to facilitate economic, cultural and linguistic exchanges among its members.

Even in countries where French is no longer the official language, such as Mauritania, it is, however, widely used by the local populations and there are no signs of this trend changing very soon. It is also important to notice that French is spoken in other African countries as well, such as Cameroon and Angola. Francophone Sub-Saharan African countries are very diverse. In this course, we will focus on West Africa.



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### Activity 1

Class activity. Below is the song sung by French children when they learn their abc's. Sing or recite your ABC's in French. The class will recite or sing the alphabet (each student says or sings one letter). The whole class says or sings the last sentence together.

A b c d e f g

H i j k l m n o p

Q r s t u v

W x y z

Moi je sais mon alphabet

La la la la la la la

### Activity 2

Class activity. Your instructor will distribute cards (each card has one letter) among the students. Depending on the number of students, you might have more than one letter. The class will recite the alphabet (each student will say the letter(s) they have according to the alphabetical order).

### Activity 3

Class activity. Your instructor will distribute cards (each card has one letter) among the students. Depending on the number of students, you might have more than one letter. The class will spell the following words (each student will say the letter(s) when needed to spell the words).

- |                |            |          |             |             |
|----------------|------------|----------|-------------|-------------|
| 1. bateau      | 4. couture | 7. œuf   | 10. voiture | 13. auditif |
| 2. beige       | 5. cœur    | 8. grise | 11. jolie   | 14. heureux |
| 3. sympathique | 6. amour   | 9. koala | 12. wagon   | 15. zigzag  |

### Activity 4

Have fun in trying to pronounce each student's first name with a French accent! Your instructor will help you when needed.

### Activity 5

Group activity. In small groups, play the hangman. One student chooses a word among the words that you have encountered as pronunciation examples, the others take turns in proposing letters. Alternate until each student proposed a word.

### Activity 6

Paying attention to the stress, try to guess the French pronunciation of these cognates.

1. Lion	4. lampe	7. président
2. table	5. professeur	8. république
3. bicyclette	6. madame	9. démocratie

### Activity 7

With your partner, create a short dialogue with the image below. How would the conversation begin based on the scenario at the beginning of this lesson? Have one soldier spell his name for the West African in French. Concentrate on how troops are building rapport with the locals in Djibouti.



### Activity 1

Find a partner and spell your name. He will write it down as you spell it, so you can make sure it is correct.

### Activity 2

Pair activity. You go and apply for your own parking permit. The clerk is asking and writing down the information. Spell your name to avoid any mistakes. Role-play the dialogue with your partner, and then switch roles.

Clerk: Nom?

You: Hernandez.

Clerk: Comment?

You: Hernandez. H E R N A N D E Z.

Etc.

### Activity 3

Pair activity. On the next page is an excerpt of *The Bourgeois Gentleman*, a comedy written by the famous XVII th century French playwright Molière. In this scene, Monsieur Jourdain, a new-rich bourgeois who aspires to become an aristocrat, has hired various tutors to educate him. The following scene, where M. Jourdain takes his first lesson with his *maître de philosophie*, his philosophy tutor, highlights the idiocy of the bourgeois. (A translation in English follows).

Your instructor will assign each pair of students a few of the verses in which the bourgeois and his tutor are practicing the pronunciation of vowels. Practice them with your partner, and then each pair will role play their part for the whole class.

### Activity 4

Class discussion. In small groups, discuss individual portions (that your instructor will assign) of this comedy piece. What happens in the selected passage? Who is having difficulty with the alphabet? Why? Do you recognize any language similarities? Would this be as funny in English? Make an outline in English of your ideas and share those with the class.

\*Note to instructor: role-play activity is designed for pronunciation of letters of the French alphabet. Discussion activity is to be conducted in English to promote student opinions and class discussion. Assign small portions to individual groups / pairs.

MAÎTRE DE PHILOSOPHIE. — Soit. Pour bien suivre votre pensée et traiter cette matière en philosophe, il faut commencer, selon l'ordre des choses, par une exacte connaissance de la nature des lettres, et de la différente manière de les prononcer toutes. Et là-dessus j'ai à vous dire que les lettres sont divisées en voyelles, ainsi dites voyelles parce qu'elles expriment les voix ; et en consonnes, ainsi appelées consonnes parce qu'elles sonnent avec les voyelles, et ne font que marquer les diverses articulations des voix. Il y a cinq voyelles ou voix : A, E, I, O, U.

MONSIEUR JOURDAIN. — J'entends tout cela.

MAÎTRE DE PHILOSOPHIE. — La voix A se forme en ouvrant fort la bouche : A (2).

MONSIEUR JOURDAIN. — A, A. Oui.

MAÎTRE DE PHILOSOPHIE. — La voix E se forme en rapprochant la mâchoire d'en bas de celle d'en haut : A, E.

MONSIEUR JOURDAIN. — A, E, A, E. Ma foi ! oui. Ah ! que cela est beau !

MAÎTRE DE PHILOSOPHIE. — Et la voix I en rapprochant encore davantage les mâchoires l'une de l'autre, et écartant les deux coins de la bouche vers les oreilles : A, E, I.

MONSIEUR JOURDAIN. — A, E, I, I, I, I. Cela est vrai. Vive la science !

MAÎTRE DE PHILOSOPHIE. — La voix O se forme en ouvrant les mâchoires, et rapprochant les lèvres par les deux coins, le haut et le bas : O.

MONSIEUR JOURDAIN. — O, O. Il n'y a rien de plus juste. A, E, I, O, I, O. Cela est admirable ! I, O, I, O.

MAÎTRE DE PHILOSOPHIE. — L'ouverture de la bouche fait justement comme un petit rond qui représente un O.

MONSIEUR JOURDAIN. — O, O, O. Vous avez raison. O. Ah ! la belle chose, que de savoir quelque chose !

MAÎTRE DE PHILOSOPHIE. — La voix U se forme en rapprochant les dents sans les joindre entièrement, et allongeant les deux lèvres en dehors, les approchant aussi l'une de l'autre sans les joindre tout à fait : U.

MONSIEUR JOURDAIN. — U, U. Il n'y a rien de plus véritable : U.

MAÎTRE DE PHILOSOPHIE. — Vos deux lèvres s'allongent comme si vous faisiez la moue : d'où vient que si vous la voulez faire à quelqu'un, et vous moquer de lui, vous ne sauriez lui dire que : U.

MONSIEUR JOURDAIN. — U, U. Cela est vrai. Ah ! que n'ai-je étudié plus tôt, pour savoir tout cela ?

MAÎTRE DE PHILOSOPHIE. — Demain, nous verrons les autres lettres qui sont les consonnes.

MONSIEUR JOURDAIN. — Est-ce qu'il y a des choses aussi curieuses qu'à celles-ci ?

MAÎTRE DE PHILOSOPHIE. — Sans doute. La consonne D, par exemple, se prononce en donnant du bout de la langue au-dessus des dents d'en haut : DA.

MONSIEUR JOURDAIN. — DA, DA, Oui ! Ah ! les belles choses ! les belles choses !

MAÎTRE DE PHILOSOPHIE. — L'F, en appuyant les dents d'en haut sur la lèvre de dessous : FA.

MONSIEUR JOURDAIN. — FA, FA. C'est la vérité. Ah ! mon père et ma mère, que je vous veux de mal (1) !

MAÎTRE DE PHILOSOPHIE. — Et l'R, en portant le bout de la langue jusqu'au haut du palais, de sorte qu'étant frôlée par l'air qui sort avec force, elle lui cède et revient toujours au même endroit, faisant une manière de tremblement : R, RA.

MONSIEUR JOURDAIN. — R, R, RA ; R, R, R, R, R, RA. Cela est vrai. Ah ! l'habile homme que vous êtes ! et que j'ai perdu de temps : R, R, R, RA.



PHILOSOPHY MASTER: Very well. To follow your idea and to treat this subject from a philosophical point of view, one must proceed according to the natural order of things, by an exact understanding of the nature of the letters, and of the different manner of pronouncing them. I shall first inform you that the letters are divided into vowels, from the Latin meaning "vocal," so called because they express the voiced sounds; and into consonants, meaning "with-sounding," so called because they "sound with" the vowels, and merely mark the various articulations of the voiced sounds. There are five vowels, or voiced sounds: A, E, I, O, U.

M. JOURDAIN: I understand all that.

PHILOSOPHY MASTER: The vowel A, pronounced *ah*, is formed by opening the mouth wide: *Ah*.

M. JOURDAIN: *Ah, ah*. Yes, yes.

PHILOSOPHY MASTER: The vowel E, pronounced *euh*, is formed

by bringing the lower jaw closer to the upper jaw: *Euh. Ah, euh*.

M. JOURDAIN: *Ah, euh; ah, euh*. Bless my soul, yes! Oh, how beautiful that is!

PHILOSOPHY MASTER: The vowel I, pronounced *Ee*, is made by bringing the jaws still closer together, and by widening the mouth, or extending its corners toward the ears: *Ee. Ah, euh, ee*.

M. JOURDAIN: *Ah, euh, ee, ee, ee*. That's true! Hurrah for science!

PHILOSOPHY MASTER: The vowel O is formed by opening the jaws again, and by bringing the corners of the mouth closer together: *Oh*.

M. JOURDAIN: *Oh, oh*. Nothing could be truer! *Ah, euh, ee, oh, ee, oh*. That's wonderful! *Ee, oh, ee, oh!*<sup>3</sup>

PHILOSOPHY MASTER: The opening of the mouth makes, as it happens, a small circle which represents an O.

M. JOURDAIN: *Oh, oh, oh*. You're right: *oh*. Oh, what a fine thing it is to know something!

PHILOSOPHY MASTER: The vowel U<sup>4</sup> is formed by bringing the teeth close together, without their quite touching, and by thrusting out the lips, thus making a small aperture: *U*.

M. JOURDAIN: *U, u*. It couldn't be truer! *U!*

PHILOSOPHY MASTER: The lips are extended as if you are pouting; hence it comes that if you want to make this sound at someone, expressing contempt, all you say to him is *U*.<sup>5</sup>

M. JOURDAIN: *U, u*. That's right! Oh, why didn't I study sooner, to learn all that?

PHILOSOPHY MASTER: Tomorrow we shall take up the other letters, the consonants.

M. JOURDAIN: Are they as remarkable as these vowels?

**PHILOSOPHY MASTER:** Certainly. The consonant **D**, for example, is pronounced by touching the tip of the tongue to the hard palate, just above the teeth: *Da*.

**M. JOURDAIN:** *Da, da*. Yes. Oh, how wonderful, wonderful!

**PHILOSOPHY MASTER:** The **F** is pronounced by applying the upper teeth to the lower lip: *Fa*.

**M. JOURDAIN:** *Fa, fa*. It's the truth! Oh, Father and Mother, how I blame you!

**PHILOSOPHY MASTER:** And the **R**, by placing the tip of the tongue against the upper palate, so that it is brushed by the air, forcefully expelled, and yields to it, and returns constantly to the same position, making a kind of vibration: *Rra*.

**M. JOURDAIN:** *R, r, ra; R, rr, rrra*. That's right! Oh, what a clever man you are! And how much time I've lost! *Rrrrra*.

### Activity 1 Track 1

CD. You will hear French words spelled. Write the letters as you listen.

philosophie                  mexicain                  restaurant                  dangereux

### Activity 2 Track 2

CD. Circle the word you hear in each pair.

- |                             |                                  |                                |
|-----------------------------|----------------------------------|--------------------------------|
| 1. <u>mignon</u> / mignonne | 4. enfantin / <u>enfantine</u>   | 7. français / <u>française</u> |
| 2. <u>bord</u> / border     | 5. <u>plein</u> / pleine         | 8. <u>chinois</u> / chinoise   |
| 3. port / <u>porter</u>     | 6. américain / <u>américaine</u> | 9. <u>coquin</u> / coquine     |

### Activity 3 Track 3

CD. Circle the words you hear.

- |                         |                                |                         |
|-------------------------|--------------------------------|-------------------------|
| 1. <u>porte</u> / porté | 3. zaire* / <u>Zaire</u>       | 5. <u>mémé</u> / mèmè*  |
| 2. maçon / <u>Macon</u> | 4. <u>françois</u> / francois* | 6. pépé / <u>pèpè</u> * |

\* These aren't French words and have been invented for auditory discrimination practice.

### Activity 4

Read this excerpt from a French magazine, and answer the following questions.

Au lieu de regagner Kinshasa après le sommet de l'OUA, le président de la République démocratique du Congo, Laurent-Désiré Kabila, a passé deux jours à l'hôpital militaire d'Alger pour y subir une série d'examens médicaux.

L'Express International no. 2508, semaine du 29 juillet 1999

1. What is the date? July 29, 1999
2. What is the title of the magazine? L'Express International
3. Congo is a monarchy / a democracy.
4. The name of Congo's president is Kabila / Kinshasa.
5. He was admitted in a civil / military hospital.
6. He was in the hospital for medical examinations / surgery.

### Activity 5

Which of the following African countries can you visit with this travel agency?



1. Algeria
2. Morocco
3. Kenya
4. Mauritania
5. Tunisia
6. Libya
7. Niger
8. Mali

### Activity 6 Track 4

CD. Listen to the following sentences and mark the liaisons you hear with the symbol ∪.

1. Vous ∪ attendez les ∪ anciens ∪ élèves.
2. Elle est ∪ assise sous ∪ un ∪ arbre.
3. Nous ∪ allons à la mer en ∪ été.
4. Leurs ∪ amis sont très ∪ intéressants.
5. Ils ∪ ont quarante-deux ∪ ans.

### Activity 7

Practice spelling your first and last names in French.

### Activity 8 Track 5

CD. Listen to the sentences and circle all cognate words. Don't worry about the other words. Remember that the cognates will be spelled identically with different pronunciation.

- |  |   |
|--|---|
| 1. Je suis <u>absent</u> tous les jours        | 6. C'est une belle <u>kitchenette</u> .     |
| 2. J'aime beaucoup la <u>mayonnaise</u> .      | 7. Quelle est la <u>date</u> ?              |
| 3. As-tu une <u>mission</u> ?                  | 8. Le <u>danger</u> est évident.            |
| 4. Au mariage, il nous offre un <u>toast</u> . | 9. Il a assez d' <u>endurance</u> .         |
| 5. Elle a beaucoup de <u>patience</u> .        | 10. Le médicament attaque le <u>virus</u> . |

### Activity 9

Read over the following list of *faux amis* and then write down the English equivalent (have your dictionary handy).

- |             |             |           |              |
|-------------|-------------|-----------|--------------|
| 1. sensible | 4. robe     | 7. raisin | 10. collègue |
| 2. crayon   | 5. libraire | 8. chair  |              |
| 3. entrée   | 6. voyage   | 9. grosse |              |