

**SOLT French Module 1 Lesson 2**  
**Student Manual**



**Greetings and Introductions**



At the end of this lesson you will be able to greet others, make small talk and exchange social courtesies.

**Greet Others**

- Use appropriate greetings for the different times of the day
- Use formal greetings
- Use informal greetings
- Greet your superiors and guests

**Introduce Yourself**

- Ask the name of the other person
- Pronounce common first and last names
- State your birthplace

**Introduce Others**

- Ask and answer simple questions about other people's names and birthplaces
- Ask and answer simple questions about your birthplace
- Ask and answer simple questions about first and last names
- Introduce two separate parties in French

**Exchange Social Courtesies**

- Ask another person where he/she is from
- Talk about courtesy visits to French-speaking Africa
- Ask and answer simple questions about others' well-being

**Extend Invitations**

- Extend an invitation
- Accept an invitation
- Pay compliments to your friend

**Scenario:**

In the restaurant of the Novotel Hotel in Abidjan (la Cote d'Ivoire) you overhear two men having a conversation. There appears to be a buffet system for meals with self-seating. The main desk is near the restaurant.

**Laye Niang:** Bonjour, Monsieur! Vous permettez ?

*Il touche la chaise libre. He touches the empty chair.*

**Abdou Diop:** Bonjour! Certainement. Asseyez-vous !

**Laye Niang:** Vous êtes tunisien ?

**Abdou Diop:** Non, je suis sénégalais. Permettez-moi de me présenter. Je m'appelle Abdou Diop.

**Laye Niang:** Niang. Laye Niang.

*À ce moment, la réceptionniste arrive. At the time, the receptionist arrives.*

**La réceptionniste:** Le téléphone, Monsieur Niang. C'est pour vous. Votre communication de Californie.

**Laye Niang:** Excusez-moi, s'il vous plaît, Monsieur.

**Abdou Diop:** Certainement. Au revoir, Monsieur.

*Ils se serrent la main. They shake hands.*

**Laye Niang:** Bonne journée, Monsieur.

**Abdou Diop:** Merci, vous aussi.

**Exercise 1 (follow-up):**

Role-play the conversation with a partner. Use your own identities after you read the one above.

**Tip of the day: Formal or informal?**

Follow the other's cue. If someone addresses you informally, you can answer back informally except when it is someone higher up hierarchically (your boss, your professor).

**Greeting Others**

To be able to communicate effectively in the target region, it is essential to learn the local customs. This includes being able to greet the indigenous people in their native language and to introduce yourself and others. This goes a long way when it comes to rapport building and conducting liaison missions.

**Forms of address for different times of the day**

There are two forms of address: informal (*tu* form), to be used with family, friends, children and sometimes peers/colleagues; and formal (*vous* form), with everybody else. If you are ever in doubt as to which form to use, it is always safer to use the formal.

**Formal (your superiors and guests)**

Bonjour Monsieur (M.)	<i>good morning Sir / Mr. Smith</i>
Bonjour Madame (Mme.)	<i>good afternoon Ma'am / Mrs. Smith</i>
Bonsoir Mademoiselle (Mlle.)	<i>good evening Miss / Ms. Smith</i>
Au revoir	<i>goodbye</i>

Notice that last names are not used with greetings. *Bonjour*, *bonsoir*, and *au revoir* are also commonly used with family and friends. Some expressions are appropriate for both formal and informal situations.

**Informal**

Salut!	<i>Hi / bye</i>
Salut Jean!	<i>Hi / bye Jean!</i>
Ciao!	<i>Bye!</i>
À demain!	<i>See you tomorrow!</i>
Allez, au revoir	<i>So long!</i>
À la prochaine!	<i>See you soon (next time)!</i>

These expressions are quite informal and would not be appropriate to use with older people whom you do not know very well.

**Exercise 2**

For the student:

Write a list in English of the different expressions you might use to greet someone. Think of phrases you would use to greet a family member, a close friend, a professor, or another adult. Think about the many different ways there are to greet someone (the same exists in French). Discuss your ideas with the class and compare cultural differences between francophone and English speakers or speakers of your native language.

**Exercise 3**

Imagine yourself in the following situations in a francophone country. What would you say? (There is more than one possible answer for most situations.)

1. It is 8 p.m. and you meet Mrs. Kourouma, your longtime neighbor.
2. It is 7 p.m. and you see your instructor.
3. It is noon and you meet John in the mess hall.
4. It is almost midnight and you are leaving your friends Robert and H el ene's house.
5. You enter a bakery in the afternoon. A young female employee greets you.
6. After purchasing a loaf of bread, you take leave.
7. You enter a caf e in the morning and are greeted by a waiter.

**Exercise 4**

You will hear some French greetings. Mark the correct English equivalent.

- a. Hello, Marie.
  - b. Good evening, Marie.
  - c. Hello, Ma'am.
- 
- a. Good bye, Ma'am.
  - b. Good bye, Sir.
  - c. Good evening, Ma'am.
- 
- a. Hello, Marie.
  - b. Good bye, Ma'am.
  - c. Good evening, Ma'am.

**Tip of the day: Importance of Names**

Names are more than what goes into an Identity card. Names are given to strengthen family, friendship and community. Naming practices also reflect the sense in which each person is understood, at a fundamental level, to be a living manifestation of the cumulative force of his paternal descent. Men's and women's names consist of their given names followed by their father's last name. This is usually the extent to which a name is given for social or legal purposes. But a person's full name is understood to go on and on, from father to father ad infinitum.

In West-Africa communities, such as the Fulani, people often ask foreigners to choose a local name by which they will be called. It is very important to people that they be able to remember and use your name.

This helps strengthen the friendship between the foreigner and the local population.

**Introduce yourself**

Read this brief text where one of the main characters in our book introduces himself.



Bonjour! Je m'appelle John Ryan. Je suis de Phœnix. Je suis sergent. Je suis en mission à Dakar. Et vous? Comment vous appelez-vous? D'où êtes-vous?

***Vrai ou Faux?***

Based on the introduction you just read, say whether the following statements are true or false. Correct when necessary.

1. The soldier's name is John Ryan.
2. He is a lieutenant.
3. He is in Phœnix.
4. He is stationed in Senegal.

**Ask the name of the other person:**

Et vous?	<i>And you?(formal)</i>
Et toi?	“ <i>(informal)</i>
Comment vous appelez-vous?	<i>What's your name (formal)</i>
Comment t'appelles-tu?	“ <i>(informal)</i>

**To introduce yourself:**

Je m'appelle	<i>My name is</i>
Je suis <u>de</u> + city	<i>I'm from</i>
Je viens <u>de</u>	<i>I'm from (literally, I come from. . .)</i>

Note that the verb *venir* is an irregular verb but can be used like *être* for introductions.

**Tip of the day: Introductions**

When introducing two people to each other, it is customary to first introduce the younger person (or the one of lower social rank) to the older or higher social ranking person. When meeting someone for the first time, use *enchanté* (pleased to meet you) if you are a male, *enchantedée* if you are a female (there is no difference in pronunciation, but the extra *e* marks gender).

**Introduce others**

Julie is starting a new job. The human resources person, Mme Martin, introduces her to her new boss.

**Mme. Martin:** M. le directeur, je vous présente Julie Ryan, votre nouvelle secrétaire. Julie, voici M. Dupont, notre directeur.

*I introduce to you / I present to you new here's / our*

**Julie:** Enchantée.

**M. Dupont:** Enchanté.

***Vrai ou Faux?***

1. M. Dupont est le directeur.
2. Mme. Martin est la nouvelle secrétaire de M. Dupont.

**Exercise 5**

Here is a conversation between John and a lieutenant he meets for the first time. Fill in the blanks with the words from the list.

*Bienvenue    merci    sergent    enchanté    Alassane Ba    Je    lieutenant*

John: Bonjour. Je suis \_\_\_\_\_ . m'appelle John Ryan.

Lieutenant: \_\_\_\_\_ , sergent Ryan. Je m'appelle \_\_\_\_\_ . Je suis \_\_\_\_\_ .  
à Dakar.

John: \_\_\_\_\_ , mon Lieutenant.



**Introducing others****Introduce two separate parties in French / Les présentations**

It is important to mark formality versus informality when making presentations. With a partner, read the following situations where Eric introduces his cousin Isabelle to his friend Marc and then to his older neighbor, Monsieur Vidal.

***Informal***

**Eric: Isabelle, je te présente mon copain, Marc.**

**Isabelle: Enchantée.**

**Marc: Enchanté.**

---

***Formal***

**Eric: Monsieur Vidal, je voudrais vous présenter ma cousine Isabelle.**

**Monsieur Vidal: Enchanté.**

**Isabelle: Enchantée.**

**Exercise 6 (follow-up)**

- A. Choose two people in the class and introduce them to one another.
- B. Choose one classmate and introduce him or her to your instructor.

**Exercise 7 (Pair Work)**

You need to review spelling of some last names for introductions. Look over the pronunciation section of the alphabet and ask each other the following:

1. Comment s'appelle votre prof de français? Comment s'écrit son nom?
2. Regardez votre voisin (e) de gauche (on your left). Comment s'appelle-t-il / elle ? Comment s'écrit son nom?
3. Regardez votre voisin (e) de droite (on your right). Comment s'appelle-t-il / elle ? Comment s'écrit son nom?

**Scenario:**

John eats his first meal at the mess hall. He meets a Senegalese soldier seated next to him.

John:	Bonjour.	
Amadou:	Bonjour.	
John:	Je m'appelle John Ryan.	
Amadou:	Je m'appelle Amadou Niane.	
John:	Comment ça va?	
Amadou:	Bien merci. Et toi?	<i>thank you.</i>
John:	Pas mal. Tu habites à Dakar?	<i>Not bad. You live in Dakar</i>
Amadou:	Oui. Et toi, tu es d'où?	<i>Yes</i>
John:	Je suis de Phœnix.	
Amadou:	Alors, tu parles anglais, n'est-ce pas?	<i>So you speak English, don't you?</i>
John:	Oui. Et toi?	
Amadou:	Moi, je parle français, pulaar et wolof.	<i>I speak French, Pulaar and Wolof</i>
<i>[a man enters the mess, shouting]</i>		
John:	Qui est-ce?	<i>Who is it?</i>
Amadou:	C'est le colonel Diop.	<i>it's colonel</i>
John:	Comment s'appelle-t-il?	<i>What's his name?</i>
Amadou:	Il s'appelle Anta Diop. D I O P. Il est de Saint Louis. Il est désagréable.	<i>His name is Unpleasant</i>

**Vrai ou Faux?**

Say whether the following statements are true or false, and correct when necessary.

1. Amadou est de Saint Louis.
2. Amadou parle anglais.
3. Le colonel s'appelle Anta Saint Louis.
4. Le colonel est agréable.

**Exercise 8 (follow-up)**

Role-play the following dialogue with a partner. Fill in the blanks with the following words and then write subject / verb / object in the correct order.

\*Note to the instructor: use this exercise as a review of French sentence structure. This can serve as a prep of the verb forms to follow.

*Est    appelle    qui    il    de*

Doudou: Bonjour Ciré!    est-ce?

Ciré: C'    Monsieur Wane.

Doudou: Wane qui?

Ciré: Yéro Wane

Doudou: Il s'    Yéro Wane?

Ciré: Oui, et    est de Boumba.

Doudou: Comment?

Ciré: Il est    Boumba.

**To ask about someone (+ reply):**

Qui est-ce?    *Who is this/is it?*

C'est...    *It's/(that)this is...*

Comment s'appelle-t-il/elle?    *What's his/her name?*

Il/elle s'appelle...    *His/her name is...*

Note that the pronoun *ce* combines with être (est) to become *c'est*. The *est-ce* on a question word like *qui est-ce* is merely the inverted form of *c'est*.

**Exercise 9**

Say hello to the person sitting to your right. Introduce yourself. Find out that person's name. Ask how he or she is feeling today (see next section if needed). Introduce the person sitting on your right to the person sitting on your left.

**Exercise 10**

Ask the person sitting on your right if he or she can remember the name of the person sitting on your left and where he or she is from: "Qui est-ce" / "Comment s'appelle-t-il?". If he or she cannot remember, "J'ai oublié. (I've forgotten)", you may be able to supply the information: C'est / Il / Elle s'appelle, etc. If neither of you can remember, apologize to your classmate and inquire again: "Comment vous appelez-vous?"

**Tip of the day: Compliments**

As in many cultures of the world, compliments are welcomed in African societies as long as they are not vulgar and meant to embarrass. While many people love to be complimented, in many cultures of West Africa, complimenting profusely might not be appreciated very much. There is a tacit belief among these cultures that talking constantly about a person's beauty or intellectual abilities might erode them. Unlike in the Western world where it is perfectly appropriate to comment on a person's smartness or beautiful features, in Africa people prefer to appreciate and keep silent. Even if people make comments about one thing or another, it is usually in the absence of the person being commented upon.

In the Pulaar and Wolof ethnic groups of Mauritania and Senegal, for instance, making a comment that a child (especially a newborn) is beautiful might not be viewed as a compliment. If comments like that are repeated often, the mother might hide her baby from the public sphere for fear that the evil spirits might negatively affect him or her.

**Exchange Social Courtesies**

**To ask about someone's well being:**

The verb *aller* (literally *to go*) is used with many idiomatic expressions which indicate state of being. Just as English speakers would use the verb *to be* to ask how someone *is* doing (How are you? I am fine, I'm well, etc.), French speakers use *aller*:

Informal: Comment ça va? / Ça va? / Comment vas-tu?

Formal : Comment allez-vous ?

Possible Replies: Ça va. / Ça va bien (très bien).



(Je vais) +

très bien / bien / pas mal

comme ci comme ça

mal

très mal

I'm doing very well / well / not bad / so, so (all right)

poorly

very badly

Note that a response with one of the above does not require a subject and verb (*je vais*) but is a way to respond—as in English when you hear many different responses (Fine, Great, I am well, etc.)

**Ask another person where he/she is from:**

D'où êtes-vous?

Where are you from (formal)

D'où es-tu?

“ (informal)

**Exercise 11**

You meet a Francophone speaker and want to make sure you are courteous and culturally aware. With a partner, think of how to act out the following when exchanging social courtesies.

- **Give two ways to say hello in French.**
- **Give two ways to find out someone's name.**
- **Give two ways to find out where someone lives.**
- **Give two ways to find out someone's nationality.**

**Exercise 12**

Switch roles with your partner for the people listed below. Ask each other how you are doing based on the given information. Your partner will provide the other person's answer.

Example: Marie (a little sick)

- Comment ça va Marie?
- Assez mal. (Pas trop bien). Je suis un peu malade.

1. Madame Dupont (tired)
2. Paul (poorly)
3. Monsieur Dupont (sick)
4. Anne (so-so)
5. votre professeur (...)

**Tip of the day: Courtesy Visits**

Whether preplanned or spontaneous, visiting with family or friends is very much appreciated in Africa. An individual can build a good or bad reputation for himself or herself depending on how often he or she is engaged in social niceties. Reciprocation is a feature of African social life and an individual who does not pay visit to others will see his social circle shrink slowly.

All occasions are good occasions for visiting in Africa. However, funerals and weddings take on a particular meaning in Senegal. Because of the collective nature of African societies, individuals want to surround themselves with people who can share in their pleasures as well as mourn with them. A person's friendship to another is measured by how soon he can be by his friend's side in his moments of joy as well as his moments of sadness. In Senegal, delaying or failing to visit a friend in any of these circumstances is likely to put a dent on your friendship or to terminate it altogether.

**Extend, accept, and refuse invitations**

Both John and Amadou are off duty tomorrow and they are planning what to do.

Amadou: Nous sommes en congé demain.

*Off-duty / on holiday tomorrow*

Tu aimes les films? Tu veux aller au cinéma?

*You want to go to the movie theater*

John: Non, je n'aime pas les films.

*No, I don't like movies*

Amadou: Tu veux aller au restaurant?

John: Malheureusement, je suis fauché.

*Unfortunately / broke*

Amadou: Je t'invite.

*I'm inviting you*

John: Alors c'est d'accord!

*All right then*

Amadou: A demain.

*See you tomorrow*

John: Salut.

***Vrai ou Faux?***

1. John et Amadou vont (will go) au cinéma demain.
2. John est fauché.
3. Amadou n'aime pas les films.
4. Amadou invite John.

**To extend an invitation**

Informal: Tu veux aller...

Formal: Vous voulez aller

**Places to go**

au cinéma, au concert, au restaurant, au bar,

au parc, au musée

au centre commercial

*mall*

à la bibliothèque

*library*

à la discothèque

*night club*

dîner chez moi

*have dinner at*

*my place*

**To accept**

D'accord                    *all right/okay*  
 Avec plaisir                *with pleasure*  
 Bien sûr.  
 Volontiers!  
 Oui, je veux bien

**To refuse**

Non merci  
 Je suis fatigué(e)        *tired*  
                                   *occupé(e)*        *busy*  
                                   *fauché(e)*        *broke*

**How to refuse an invitation politely and give an excuse / Comment refuser poliment l'invitation et donner une excuse:**

Je regrette mais...

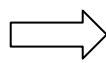
Je suis désolé(e) mais...

Je voudrais bien mais...

J'aimerais bien mais...

Je m'excuse mais...

Je te remercie mais...



je ne peux pas, j'ai d'autres projets, je n'ai pas le temps, je dois travailler, j'ai d'autres choses à faire, je ne suis pas libre.

\*un projet = plan

le temps = time (an amount of time; vous avez le temps? do you have the time to do something?)

**To express a request politely use *je voudrais*:**

Je voudrais déjeuner.                I would like to have lunch.

**To accept an offer, use *je veux bien*:**

Tu veux déjeuner avec moi?

Oui, je veux bien (yes, I would love to).

**How to invite someone / Comment inviter quelqu'un:**

Dis, Paul, est-ce que tu es libre samedi?

→Oui, je suis libre.

→Non, je ne suis pas libre (je suis occupé).

**How to set up a meeting, an outing / Comment se donner rendez-vous:**

Qu'est-ce que tu fais samedi?

→Je suis libre.

Est-ce que tu veux aller au cinéma, voir une exposition, prendre un pot (to have a drink in a café), faire un tour en ville?

Où est-ce qu'on va se donner rendez-vous?

→chez moi        →devant le cinéma

→au café        →à côté de la poste

                              →en face de la librairie

\*A quelle heure est-ce qu'on va se retrouver, se rencontrer (meet each other)?

→A deux heures et demie (at 2 :30 p.m.).

Alors, d'accord.

Entendu (agreed).

→A samedi, deux heures et demie devant le ciné.

### Pay compliments to your friend / host

#### Simple thank you:

*Merci*

Thank you

*Merci bien*

Thanks a lot

*Je te (vous) remercie pour le dîner*

Thank you for the dinner

*Merci mille fois, Mille fois merci*

Thanks a million

*Merci beaucoup*

Thank you very much

**\*You will see more information about these expressions and grammar usage in later Lessons. Your instructor will review basic meanings and pronunciation for the above as needed for Lesson 2 exercises.**

### Exercise 13

Practice the following situation with as many members of the class as possible.

1. Pay your partner a compliment.
2. Your partner will give a culturally appropriate response to the compliment and then pay you a compliment in return.
3. Give an appropriate response.

### Exercise 14

Pay compliments to the following friends. Use tu for each individual; use vous for more than one person.

1. Elle est très jolie.  
es très jolie!
2. Il parle bien l'espagnol.  
parles bien l'espagnol!
3. Elles chantent bien aussi.  
chantez bien aussi!
4. Ils travaillent beaucoup.  
travaillez beaucoup!



5. Elles sont bonnes en maths.  
      êtes bonnes en maths!

**Exercise 15**

Practice the following situation with as many members of the class as possible. You are in the mess at one o'clock in the afternoon.

1. Greet your partner in a culturally appropriate manner.
2. Inquire about how s/he is doing.
3. Offer him/her something to drink.
4. What else can you say?

**Subject Pronouns**

You have already encountered three subject pronouns (*je, tu, vous*). Here is the complete list:

<b>je</b>	<i>I</i>	<b>nous</b>	<i>we</i>
<b>tu</b>	<i>you (informal, singular)</i>	<b>vous</b>	<i>you (formal, plural)</i>
<b>il</b>	<i>he</i>	<b>ils</b>	<i>they</i>
<b>elle</b>	<i>she</i>	<b>elles</b>	<i>they (feminine only)</i>
<b>on</b>	<i>one/you/we</i>		

Remember that **tu** is always used when referring to small children and animals; tu is also frequently used among classmates and colleagues.

**On** is often used in daily conversations to mean *we*. In written form, it takes the meaning of people in general: on mange bien en France *we/they/one eats well in France*

**Elles** is used to refer to a feminine group only; when referring to a group composed of both masculine and feminine nouns, use **ils**: David et Marie parlent français = Ils parlent français.

Note that the subject pronouns, il, elle, ils, elles are used not only for people/groups of people but also for a thing/groups (it/they). When they refer only to things, they are impersonal. The pronoun corresponds to the gender of the object(s): La famille = Elle; Le livre = Il; Les voitures (f.p.) = Elles; Les soldats (m.p.) = Ils.

**Exercise 1**

Which subject pronouns will you choose in the following situations?

1. Talking to your best friend.
2. Talking about your female friend.
3. Talking to your parents.
4. Talking about your classmates and yourself.
5. Talking to your instructor.
6. Talking about the members of the US women's soccer team.
7. Talking about your father.
8. Talking about yourself.
9. Talking about your male and female superiors.

**The verb être (to be)**

You have already encountered three forms of the verb être. Here is its complete conjugation in the present tense.

je <b>suis</b>	<i>I am</i>	nous <b>sommes</b>	<i>we are</i>
tu <b>es</b>	<i>you are</i>	vous <b>êtes</b>	<i>you are</i>
il / elle / on <b>est</b>	<i>s/he/one is</i>	ils / elles <b>sont</b>	<i>they are</i>

Remember that linking causes ils / elles + sont (double s) to form s sound: ils sont. This rule is important because one s creates the z sound and changes the verb meaning: ils ont (*avoir* = they have).

**Exercise 2**

Fill in the blanks with the appropriate forms of the verb être.

1. D'où   -vous, Monsieur?
2. Claire    française.
3. Nous    américains.
4. M. et Mme. Dupont    sympathiques.
5. Tu    optimiste?
6. Je    intelligent.

**être + nationalities**

With the exception of *c'est*, nationalities do not need an article after the verb être:

Example: Je suis américain. *I am (an) American*

Adjectives of nationality begin with a small letter in French. When used as nouns, the first letter is capitalized: Marie est française. Oui, c'est une Française.

### Nationalities

Adjectives of nationalities follow the rules you learned about other types of adjectives. Below are a few adjectives of nationalities, with the feminine form indicated between parentheses when applicable?

Some have identical masculine and feminine forms: belge, russe, suisse

Many have a feminine form that consists of the masculine form + e: anglais/anglaise, japonais/japonaise

Some adjectives have a feminine form that consists of the masculine form + ne: italien/enne, canadien/canadienne

To form the plural of these adjectives, add s to the masculine or feminine singular form. If the singular form already ends in s, the singular and plural are the same: Il est français = Ils sont français.

américain (e)	chinois (e)
russe	français (e)
japonais (e)	canadien (ne)
anglais (e)	mexicain (e)
italien (ne)	suisse
sénégalais (e)	allemand (e)
espagnol (e)	égyptien (ne)
africain (e)	égyptien (ne)

### Exercise 3

Give the nationality for the male/female not listed below.

1. Charles est suisse. Et Sabine?
2. Kondoura est sénégalais. Et Aïsha?
3. Gregory est anglais. Et Sandra ?
4. Janet est américaine. Et Tom?
5. Olga est russe. Et Boris ?
6. Juanita est mexicaine. Et Artemio ?
7. Sophia est italienne. Et Vittorio ?
8. Thierry est africain. Et Claudine ?
9. Kurt est allemand. Et Karen ?
10. Fatima est égyptienne. Et Ahmed?

### Yes/no questions

You have already encountered several ways to phrase questions in French. We will explain here how to phrase a question that can be answered by *yes* or *no*.

Here is an affirmative sentence: Il est sergent. *He is a sergeant.*

The easiest ways to transform this statement into a question are to:

- Raise the intonation: il est sergent?
- Precede the sentence with *est-ce que*: Est-ce qu'il est sergent? *Est-ce que* by itself does not mean anything; it only signals that this sentence is a question. Note the elision of the *e* when *que* is followed by a vowel.
- Add the question tag *n'est-ce pas*: il est sergent, n'est-ce pas? The phrase *n'est-ce pas* is the equivalent of don't you? aren't you? isn't that right? *He is a sergeant, isn't he?* The speaker is asking for confirmation; the use of a question tag supposes that the answer to the question asked is affirmative.

These are the easiest because there is no change in the order of the words as given by the affirmative sentence.

A question can also be formed by:

- Inverting the verb and the subject, like in English: **Est-il sergent?** *Is he a sergeant?* Note that you need to add a hyphen between the verb and the subject pronoun. Inversion is seldom used with the subject pronoun *je*. Intonation, *est-ce que* and *n'est-ce pas* are usually preferred: *est-ce que je peux te demander ton opinion? Can I ask you your opinion?*

If the third person singular verb ends with a vowel, you need to hyphen a *t* between the verb and subject pronoun: **Parle-t-il anglais?** *Does he speak English?*

If the subject is a noun, the question with inversion follows this structure:

noun+verb+hyphen+(t)+subject pronoun: **Marc parle-t-il anglais?** *Does Marc speak English?*

**Marc et Sophie parlent-ils français?** *Do Marc and Sophie speak English?*

\* The *t* used with inversion separates the two vowels and also provides *linking* discussed in Module 1 Lesson 1.

### **Exercise 4**

Write the questions for each of the following situations. Most have more than one possibility. Write them all.

- a. You think the student seated next to you is called Robert. Ask him for confirmation.
- b. You are looking for your new French instructor, Mme Lagrange. You spot a woman. Think of three ways to ask her if she is your instructor.
- c. While pointing at another soldier, ask your friend in three different ways if that soldier is a colonel.

d. You're having sudden doubts about your personality. Ask a friend if you are unpleasant.

e. You fell asleep in the train. When you wake up, you're not sure where you are. Ask the people in your compartment in three different ways if you are in Dakar.

### Exercise 5

Transform the following sentences into questions using an inversion.

- a. Marie parle anglais.
- b. Jean et Michelle habitent à Paris.
- c. Patricia habite à Montréal.
- d. Paul et Pierre parlent espagnol.

**er verbs**

Regular verbs in French are divided into 3 groups, each following a certain pattern. We will now go over the pattern of the verbs whose infinitives end in *er*. Take the infinitive (or neutral form) of the verb, and omit the *er*. You are left with the stem. Add the proper endings according to the example below to conjugate the verb in the present tense:

	<b>Parler</b> (to speak/talk)	
Je parle		nous parl <b>ons</b>
Tu parles		vous parl <b>ez</b>
Il/elle/on parle		ils/elles parl <b>ent</b>

The present tense conjugation of an *er* verb has different possible meanings in English. For example, *je parle* = I speak (talk), I do speak/talk, I am speaking (talking). Note that some *er* verbs like *acheter* and *voyager* are regular in the present tense except for some spelling changes in their stems: voyage, voyages, voyage, voyage**ons**, voyagez, voyagent (the -g in the stem changes to -ge before the ending -ons). Remember to make a liaison between the -s of ils or elles and a verb beginning with a vowel or silent -h: ils  $\cup$  habitent, elles  $\cup$  aiment.

**Exercise 6**

Fill in the blanks with the appropriate forms of the verbs *parler* (to speak) and *habiter* (to live).

- Mariama \_\_\_\_\_ à Dakar.
- Mariama et Aminata \_\_\_\_\_ français.
- Je \_\_\_\_\_ anglais.
- Nous \_\_\_\_\_ à Montréal.
- Tu \_\_\_\_\_ à Paris.
- On \_\_\_\_\_ anglais en Australie.
- Vous \_\_\_\_\_ à New York.

**The definite article**

As you saw in the dialogue, the definite article **le** (the) is used before a title when addressing someone (*M. le directeur*). Unlike in English, where gender corresponds to sex (male is masculine, female is feminine, and all inanimate things are neutral), in French all nouns have a grammatical gender (either masculine or feminine). While the gender of some nouns follows the gender of the person or animal it denotes, there is no logic behind the gender of inanimate objects. Thus table is feminine (**la** table), while restaurant is masculine (**le** restaurant). You need to learn the gender as you acquire new vocabulary, as you will see that this information will be needed for other purposes such as adjective agreement. Gender will be indicated in your glossary by (m) for masculine and (f) for feminine.

<b>Masculine singular</b>	<b>Feminine singular</b>	<b>Plural</b>
le restaurant	la femme <i>the woman</i>	les Etats-Unis <i>the United States</i>
l'homme <i>the man</i>	l'armée <i>the army</i>	les enfants <i>the children</i>

Note that **le** and **la** become **l'** before a noun that begins with a vowel and some nouns that start with *h*.

\*The indefinite article (un/une, des) will be discussed in Lesson 3.



### Gender pattern

You need to know the gender of a word to know which article to use. The gender of certain words can be predicted according to their endings.

Feminine: words ending in	Masculine: words ending in
-tion nation	-age courage
-té beauté	-ain train
-ade salade	-al animal
-aine douzaine	-at chocolat
-aison comparaison	-eau tableau
-ance tendance	-eil conseil
-ande commande	-ent client
-ée entrée	-et bracelet
-eille merveille	-er danger
-ence différence	-in cousin
-esse richesse	-isme pessimisme
-ette cigarette	-ment gouvernement
-ie géographie	-oir bonsoir
-ine cuisine	
-ique musique	
-ise surprise	
-oire histoire	
-onne personne	
-sion profession	
-tude attitude	
-ure culture	

### Exercise 7

Look up the chart for the gender of the following nouns and put the proper form of the definite article next to them.

appartement  
miroir

mémoire  
cueillette

socialisme  
cadeau

commission  
optimisme

### être and omission of the indefinite article

When speaking about someone's profession, rank, political situation, religion, family situation or nationality, no article (un/une) is used after the verb *être*:

Je suis colonel      *I am a colonel*  
Il est professeur      *He is a professor*  
Elle est américaine      *She's an American*

You will see more information about the indefinite article in Lesson 3.



**Exercise 9**

Negate the following sentences.

- a. J'aime le cinéma.
- b. Julie parle français.
- c. Tu habites à Dakar.
- d. Nous sommes de Paris.
- e. Pierre et Paul sont au restaurant.

<b>Abbreviation key:</b>	n.m: noun masculine
	n.f: noun feminine
	pl.: plural
	adj.: adjective
	adv.: adverb

À la prochaine!	<i>See you soon (next time)!</i>
Aimer (verb)	<i>To like/Love</i>
Aller (verb)	<i>To go</i>
Allez, au revoir	<i>So long!</i>
Au revoir	<i>Goodbye</i>
Aujourd'hui (adv.)	<i>Today</i>
Avec plaisir	<i>With Pleasure</i>
Bibliothèque (n.f)	<i>Library</i>
Bien	<i>Good/Well</i>
Bienvenue (n.f.)	<i>Welcome</i>
Bonjour	<i>Good Morning/hello</i>
Bonsoir	<i>Good afternoon/good evening</i>
C'est vraiment bon!	<i>It's really good!</i>
C'était délicieux!	<i>It (That) was delicious!</i>
Ce n'est pas grand-chose	<i>It's no big deal.</i>
Chez moi	<i>My place</i>
Ciao!	<i>Bye!</i>
Comme ci comme ça	<i>So so</i>
Comment	<i>How</i>
D'accord	<i>All right/Agreed</i>
(À) Demain	<i>(See you) Tomorrow</i>
Désagréable (adj)	<i>Unpleasant</i>
Dîner (verb)	<i>To have dinner</i>
Directeur (n.m.)	<i>Director</i>
Discothèque (n.f.)	<i>Nightclub</i>
Enchanté (e) adj.	<i>Pleased</i>
Etre (verb) + de/d'	<i>To be (+ de = from)</i>
Fatigué (e) adj.	<i>Tired</i>
Fauché (e) adj.	<i>Broke</i>
Habiter (verb)	<i>To live</i>
Inviter (verb)	<i>To invite</i>
Je m'appelle / S'appeler (verb)	<i>To be called/My name is/I call myself</i>
Madame (Mme.)	<i>Ma'am/Mrs.</i>
Mademoiselle (Mlle.)	<i>Ms</i>
Mal	<i>Bad</i>
Malheureusement (adv.)	<i>Unfortunately</i>
Merci (c'est gentil)	<i>Thank you (that's nice)</i>
Monsieur (M.)	<i>Mr.</i>
Musée (n.m.)	<i>Museum</i>

Non	<i>No</i>
Nouveau (Nouvelle)	<i>New</i>
Occupé (e) adj.	<i>Busy</i>
Où	<i>Where</i>
Oui	<i>Yes</i>
Parler (verb)	<i>To talk, to speak</i>
(Ne) Pas	<i>Not</i>
Pas superbe!	<i>Not super!</i>
Pas terrible!	<i>Not terrible!</i>
Présenter (verb)	<i>To introduce</i>
Qui	<i>Who</i>
Salut!	<i>Hi / bye</i>
Secrétaire (n. m. or f.)	<i>Secretary</i>
Soir (n.m)	<i>Evening</i>
Très	<i>Very</i>

**Greetings**



French and Senegalese officers shake hands

In Africa, greetings constitute an important part of the social interaction. How often you greet people and how you go about it may determine your reputation in the society. Even though specific rules and rituals are observed depending on cultures (in certain cultures, you bow your head and let an older person grab you by the shoulders to show respect), a handshake is generally the most appropriate way to greet people in Africa. Greetings are not only meant for mutual recognition, but also to create a bond between the members of the community. In this regard, a handshake is viewed as the most intimate way of sealing that bond. People shake hands every time they meet to say hello and goodbye. Moreover, not engaging in the ritual of handshaking is often construed as the individual's unwillingness to participate in the social niceties and his desire to distance himself from the rest of the people. Since African societies stress collectivism over individualism, being viewed through that prism can jeopardize one's position and social status within the community.

In addition, a foreigner (that is a Westerner, including people of African descent) who does not shun away from handshaking is likely to earn a very good reputation in Africa. This is due partly to the fact that foreigners are not expected to fully participate in the social interaction. They can live among Africans peacefully as long as they respect their customs and beliefs. To join in on certain social niceties such as handshaking is viewed as that foreigner's deep respect for the local customs and his or her readiness to adapt to that culture. Because of their colonial experience with Europeans who looked at them as sub-humans and who showed total disrespect for their beliefs, most Africans appreciate seeing foreigners (Whites) who behave differently. Consequently, interacting socially with the local people earns one a good reputation and gives access to the local dignitaries.


Handshakes are usually accompanied with small talk—a battery of questions pertaining to one's health, family, work, pets, acquaintances and so on. These questions might be repeated several times in the course of one greeting session. However, one should not feel that his or her private life is being invaded. In fact, one does not have to answer these questions literally. A formulaic *Ils vont bien* (they are doing fine) or *ça va bien* (it's going well) is quite appropriate. The most important thing is to be patient

enough to give the greeter the time to finish his or her greetings, especially when you are dealing with older people.

Even though handshakes constitute a well-appreciated and widely spread practice in Africa, one should, however, be careful when dealing with the opposite sex. In Islamic societies such as Senegal, Mauritania, or Mali, chances are that you might encounter women who do not shake hands with the opposite sex (except their husbands, brothers, sons, and very young children). This is not meant to offend nor does it reflect a sexist attitude. It is simply a religious practice. The best and easiest way to avoid a potentially embarrassing situation is to wait until a hand is extended to you by the opposite sex. In case one forgets and initiates the handshaking, do not feel offended if they do not grab your hand. They will always politely explain to you the reason they are not reciprocating your gesture. This will not make them think less of you, and do not feel as if you have violated a cardinal rule of their society. In-members run into the same problems all the time and this does not affect the social interaction.

**Arabic phrases**

Muslims all over the world commonly use some phrases in Arabic, the language in which the Koran was revealed. Here are some very common phrases used by Muslims in Africa:

<b>Assalamou Alaïkoun</b>	<i>Peace be upon you</i>	Greeting formula to which one should answer <b>wa alaïkounou salam</b> (and peace upon you).
<b>Allah</b>	<i>God</i>	
<b>Insha'allah</b>	<i>God willing</i>	
<b>Yalla</b>	<i>Oh my god!</i>	
<b>Alhamdou Lilah</b>	<i>Praise be to Allah</i>	Used as answer to a question inquiring about someone's well being (such as how are you?)
<b>Bismilla</b>	<i>literally, in the name of Allah</i>	Depending on the context, it can be an invitation to enter a house (Welcome, Come in) or to join people who are already eating (Come and eat). In certain cases, it can also be used as a formula to ward off evil eye or mouth.
		
<b>Masha'allah</b>	<i>God's will</i>	This expression is used to counter the potential negative effect of a comment, as in the case of compliments

**African names**

The following are names commonly used in West Africa:

<b>Female names</b>	<b>Male names</b>	<b>Last names</b>
Sokhna	Doudou	Dieng
N'Deye	Samba	Sané
Awa	Demba	Diatta
Penda	Yéro	Diop
Coumba	Hamadi	Traoré
Fatou	Ciré	Bâ
Mariama	Oumar	Ly
Rama	Ousmane	Niane
Astou	Tapha	Bocoum
Rose	Maktar	Diallo
Khady	Laye	Kane
Aminata	Abdou	Sy
Mame	Alassane	Wane
Adia	Moussa	Diouf
Dieynaba	Pape	Barry
Houleye	Ibou	Ouattara
	Cheikh	Coulibaly
		Camara
		Thiam
		N'Diaye
		N'Doye
		Niang
		Fall

In Africa, names are given according to pre-established structures that might vary from culture to culture. In many communities of West Africa, a full name includes 3 components: 1) a first name, 2) a middle name, and 3) a last name. The first names are often drawn from a pool of familiar names and there is almost never any attempt at combining part of them or reshuffling them in order to come up with original names. People do, however, use diminutives and surnames and these are well known and often more widely used than the original names. For example, among the Wolofs, a person named Ibrahima is often referred to as Ibou; Moustapha as Tapha and so on. The pronunciation of other names changes, not because they are diminutives or surnames but, because they are of foreign origin and the local language has to adapt them to its phonologic repertoire. For instance, the Arabic name Ahmadou is pronounced among the Fulbe in West Africa as Amadou because Pulaar (Fulbe language) does not allow an "h" in a middle position. This is why the "h" in Ahmadou is often deleted in our dialogues to account for the way the name is pronounced in real life situations.



Usually, a child is named after a grand parent, an uncle or an aunt. There are also many instances where a child takes his or her first name from a family friend or a *marabout* (religious guide). A child can be given one, two, or any number of first names: the father can give him a first name; the mother another first name; the uncle yet another first name and so on. Depending of how often he hears them, he might be answering to all of them. The process of how an outsider (other than the father or the mother) gives a first name to a child is a simple one. There is usually a festive naming ceremony (a week after the birth) during which the attendees are informed of the first name that was given by the parents. Then someone might just say publicly that he or she is naming the child with a first name of his or her choice. It is through this dynamic that the child gets multiple first names. However, only 2 or 3 first names stick usually; the rest of the first names get forgotten very soon. Those who want the first names they chose to be used often "bribe" (promising gifts or favors to whoever uses the first name they have given the child) outsiders so that these outsiders will use the first names they have chosen when addressing the child. That way, the given first name will not be forgotten. There are cases when a first name given through this process supplants that given by the parents, and the child gets known only by it.

In addition to being given an arbitrarily chosen first name, in some societies, every child has culturally assigned first names by virtue of his or her birth position. Thus, among the Fulbe/Pulaar of Senegal and Mauritania, the first son always gets the first name of Hamadi; the second son that of Samba, and the third son that of Demba and so on. Therefore, depending on what name he receives, one can tell his birth position. For females, the first one is usually Coumba; the second one is Penda; the third one is Cira, etc.

The middle name is almost invariably the mother's or the father's first name. Every person has potentially 2 middle names, and which one gets used depends largely on context. In general, relatives from the mother's side will make use of the mother's first name as a middle name, and relatives from the father's side do likewise. However, both middle names cannot be used at the same time. In official records, only one middle name is registered, but in real life, people switch to one or the other depending on the situation. As in the case of first names, the parents or their relatives might "bribe" outsiders to use one middle name or the other.

The last name is invariable in the cultures under consideration, and most of these cultures are patriarchal. Children carry their father's family name and it never changes for the rest of their lives. A woman never changes her last name even if she is married to someone with a different last name. Last names are usually ethnic-specific. In other words, one should be able to tell a person's ethnic appurtenance from the last name he or she carries. Nowadays, however, one should be very careful not to base his or her judgment solely on that. With recent developments toward social integration, especially in Senegal, family names are no longer reliable sources for ethnic identification. Many last names overlap between the Wolofs, on one hand, and the Pulaars and other ethnic groups of Senegal, on the other. The Wolof society being very open, many members of the other ethnic groups are assimilating to it quickly, while keeping their family names.

It is frequent, among the Wolofs of Senegal, to meet someone with two last names. This has a simple explanation. The individual is usually named after someone with a different last name. There is a certain practice among the Wolofs not only to name a child after someone using his or her first name but also his or her last name as well. Therefore, when the child's father's last name is added, he or she ends up with 2 last names and one first name. Thus, the name Samba Dieng Fall shows that this person is named after someone called Samba (first name) Dieng (last name), and that the person's last name is Fall.

Finally, there is a widespread practice, in former French colonies, to refer to people by their last names instead of their first names, even in casual settings. In such cases, neither Mr. nor Ms are used before the family name. This is a French legacy that made school students use last names when addressing each other. The practice reached the general population when students came home and did the same.

### **Introductions**

Introductions play an important role in African societies. Africans love to welcome foreigners into their homes and they go to great lengths to make these foreigners comfortable during their stay. They pride themselves in being acquainted with and getting to know outsiders and the way they go about it can sometimes be interpreted as a bit overzealous. This is so because Africans feel that it is their responsibility to make sure that the foreign person is at ease among them, and they believe that this can only be achieved if they are the ones who make the first step in helping him or her adjust to the new surrounding culture. Consequently, they look at making acquaintances as a social duty, and to the reluctant or unprepared newcomer, the eagerness Africans display in knowing others might seem suspicious and forceful.

Africans have a strong emotional attachment to their cultures and homes and what people say about these two things matters a great deal to them. Therefore, they have a vested interest in welcoming outsiders and showing them good times. The expectation that it is the host culture's responsibility to draw the newcomer into the various social webs is one of the reasons why many Africans have problems adjusting when they first move to Western countries. They anticipate being taken out of their shyness or reserve aggressively by the local people. When this expectation is not met, they experience sadness and become homesick.

Introductions can be either formal (being introduced to someone) or informal (talking to someone without necessarily any introduction). It is perfectly normal for the newcomer to introduce himself or herself to the local people. However, whether these introductions are initiated by him or her or by the residents, the newcomer should expect a lot of questions regarding his family, country of origin and acquaintances. If he or she feels that some of these questions are very personal, the newcomer can politely decline to answer them. You may be asked about another country mate who has lived among them previously, without you having any obvious link to him. Do not be frustrated. It is through these kinds of inquiries that Africans find out that they are related to others from

far away distances. Furthermore, if you happen to know that country mate, his good reputation might assure you immediate acceptance in the community.

### **Greeting superiors**

When one greets superiors with titles such as *directeur*, *président*, one should use these titles when addressing persons holding executive offices: M. le Directeur, Madame la Directrice, M. le Président, Mme. la Présidente.

### **Invitations**

Consistent with the social decorum that dictates making foreigners feel at ease among them, Africans love to invite guests to their homes, and if their finances permit them, they love to make any one of these occasions a feast. Africans take pleasure in receiving people whether they are new in the community or whether they are long-standing members. Despite a difficult economic conjuncture and a rapidly changing social and cultural environment, Africans are still somehow fully committed to the social institution of guest receiving, even in big cities and towns where many aspects of traditional life are slowly disappearing.

Invitations can be preplanned (i.e. announced days or weeks ahead of time) or they can be spontaneous (on the spot). If the invitation is extended on the spot (for instance after running accidentally into someone), it does not necessarily mean that the inviter thinks less of you or was reluctant to invite you in the first place. Therefore, this should not affect your decision to accept or decline the invitation. Actually, a person who accepts to eat or drink with someone on the spur of the moment is viewed in a much better light. This behavior reveals that he considers himself as ordinary as his hosts, a character trait that is very much appreciated in African cultures.

Africans expect visitors to come eat and drink with them at their places even if there is apparently not enough for everybody. To decline an invitation under such an excuse is offensive. They think that generosity is measured in terms of how much a person is ready to share with others in times of difficulty and need.

One is not obliged to accept the first invitation one receives, especially if the individual's schedule is unremitting. It is, however, offensive to decline someone's repeated invitations to his or her place, even if you have valid time constraints. Such an attitude might raise a host of interpretations on the part of the inviter. If he or she is poor or handicapped, for instance, they might think that your declining their invitations is due to their conditions. Therefore, efforts should be made to accommodate the request.

When Africans invite you to their places, it is with the understanding that, as hosts, they will provide for everything. While some families might not mind a guest bringing something along with him (the best thing to bring in this situation is something not readily available in the local market), others, however, would prefer that he bring

nothing. Africans do not want their guests to start declining their invitations because they cannot afford to bring something with them.

The same principle applies when people invite you to a restaurant. In general, they do so with the understanding that they will be footing the bill entirely. Therefore, even as a foreigner, if you invite friends or dates to a restaurant, you should expect to be paying for you and your guest(s).

**Activity 1**

Class activity. Go around the classroom and greet your classmates and your instructor. Use *Madame*, *Mademoiselle*, and *Monsieur* as appropriate, and shake hands.

**Activity 2**

Class activity. Your instructor will start a chain by greeting you, saying his/her name while shaking your hand. S/he will then ask you the same information. Respond. Then turn to the student next to you and do as your instructor did.

**Activity 3**

Class activity. Your instructor will start a chain by asking you where you are from. Respond, then turn to the student next to you and do as your instructor did.

**Activity 4**

Class activity. Get up and go around the room. Greet and meet your instructor and as many students as you can. Say your name, where you are from, and get the same information about them. Remember to use the informal with your classmates, formal with your instructor.

**Activity 5**

Class activity. Students take turns asking a question to a student while pointing at another class member. Use *qui est-ce?* or *comment s'appelle-t-il/elle?*

**Activity 6**

Class activity. Your instructor will start a chain. Ask a student how s/he is, listen to the answer, then instruct the student to ask another student, and so on until the question comes back to you.

**Activity 7**

Class activity. Practice your Muslim greetings. Your instructor will start a chain by greeting a student. Answer appropriately and greet the student next to you.

**Activity 8**

Class activity. Your instructor will invite you somewhere. Accept or refuse.

**Activity 9**

This is a list of people registered for a swimming class. Read through the names and check the correct statement.

Leçon de natation  
Lundi 10-12h30

Doudou N'Diaye  
Sokhna Dieng  
Maktar Diop  
Samba Diallo  
Penda Sy  
Ciré Bocoum  
Mariama Sané

- a. Swimming is “ladies only”
- b. Swimming is “men only”
- c. Swimming is co-ed

**Activity 10**

Pair activity. Get to know a classmate. Using informal phrases, greet him/her, say your name and where you are from, and elicit the same information from your partner. Switch roles. If you don't understand some information, say *comment?* (pardon me?) to prompt your partner to spell his name and city of origin.

**Activity 11**

Pair activity. You meet your French instructor for the first time. Role-play the situation with a partner. Using formal phrases, your instructor will greet you, and ask your name and hometown. Then switch roles.

**Activity 12**

Pair activity. You run into your friend. Invite him/her to go to different places at different times. Role-play the dialogue with your partner. Make sure you greet each other, inquire about each other's well being before extending the invitations. Use *demain* and *ce week-end* (tu veux aller au parc ce week-end?). Take leave, and then switch roles.

**Activity 13**

Class activity. Your instructor will start a chain by making a guess about a student's nationality. Example: *Tu es français?* The student will answer (e.g.: *Non, je suis*

*mexicain*), then ask a similar question to another student, and on until the question comes back to the instructor.

**Activity 14**

Pair activity. Find a new partner. Greet each other; get to know each other's name and hometown, and how you are feeling today.

**Activity 15**

Pair activity. Role-play the situations from the exercise on yes/no questions in the grammar section. Be sure to alternate asking questions.

**Activity 16**

Fill in the blanks.

- a.     est de Saint-Louis.
- b. Vous     pessimistes.
- c. Je suis     Dakar.
- d.     es de Paris.
- e. Elles     de New York.

**Activity 17**

Amadou is greeting a Muslim friend of his. Select the appropriate answer for each statement or question.

1. Assalamou alaïkoum.
  - a. Bonjour.
  - b. Salut.
  - c. Wa alaïkoumou salam.
2. Comment ça va?
  - a. Pas mal, merci.
  - b. Très bien, et toi?
  - c. Bien, alhamdou lillah.

**Activity 18**

Read the dialogue, and then circle the correct statement.

A: Je m'appelle Ed. Je suis de New York. Je suis colonel à Fort Huachuca.

B: Enchantée. Je suis lieutenant.

- a) A is in New York / Fort Huachuca
- b) B is a male / a female

### Activity 1

Class activity. Your instructor will give you a card where you will write down your new identity. Choose an African name and an African city. Your instructor will collect the cards, and then redistribute them randomly. You will ask questions to your classmates to find out whose card you have (e.g: *Tu t'appelles Amadou? Tu es de Dakar?* etc.). Each student will respond with expressions like, *Non, je suis/je m'appelle. . . Je suis de. . .*

### Activity 2

Listen to your instructor read about where some of her friends are from and write down which city they come from. Write a complete sentence. The names of the cities will be spelled out.

- a. Doudou Gueye
- b. Samba et Coumba
- c. Sokhna et moi,

### Activity 3

Pair activity. Act out these dialogues in French. Be prepared to present them to the class.

1. A: Greet B and introduce yourself.  
B: Introduce yourself.  
A: Ask where B is from.  
B: Answer and ask where A is from.
2. A: Say good evening and give your name.  
B: Request repetition.  
A: Repeat and spell your name.  
B: Introduce yourself
3. A: Greet B.  
B: Greet A.  
A: Ask who a third person in the room is.  
B: Answer.  
A: Ask where s/he is from.  
B: Answer, then take leave.  
A: Respond.



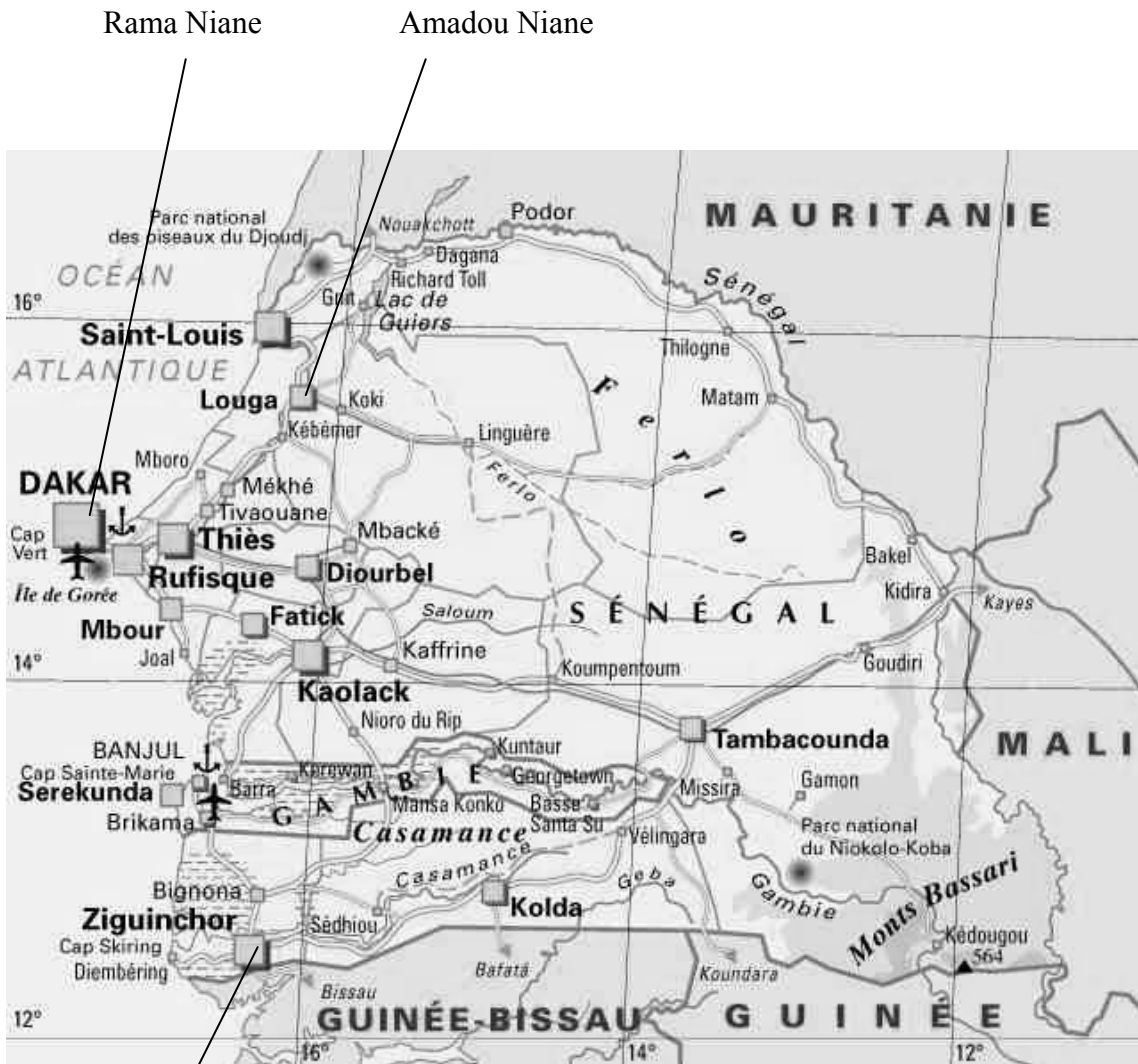
**Pair Activities, Student A**

**Activity 4**

Ask your partner where the people whose names are not linked to a city are from and draw the line. Then answer your partner's questions.

Example: you: *D'où est Rama Niane?*

Your partner: *Elle est de Dakar*



copyright: Organisation internationale de la Francophonie

Adia Dieng    Abdou Lô    Doudou N'Diaye

**Pair Activities, Student A**

**Activity 5**

You look only at chart A, while your partner looks only at chart B on the next page. Your partner has the information you need to complete chart A. Ask him/her questions: *D'où est...? Qui est de...?* And fill in the answers. You have the information s/he needs to complete chart B. Answer his questions with: *Il est de... Elle est de...*

<b>Nom</b>	<b>Ville</b>
Maktar Diouf (m)	
Sokhna Dieng (f)	
Laye Niang (m)	
Astou N'Doye (f)	Louga
Demba Kane (m)	
Houleye Sy (f)	Matam
	Ziguinchor
	Kanel
Abdou Diop (m)	Dakar
Moussa N'Diaye (m)	Saint Louis
Awa Diallo (f)	Rosso
Tapha Camara (f)	Bakel

**Pair Activities, Student B**

**Activity 4**

Ask your partner where the people whose names are not linked to a city are from and draw the line. Then answer your partner's questions.

Example: you: *D'où est Rama Niane?*

Your partner: *Elle est de Dakar*

Rama Niane                      Amadou Niane

copyright: Organisation internationale de la Francophonie

Adia Dieng      Abdou Lô                      Doudou N'Diaye

**Pair Activities, Student B**

**Activity 5**

You look only at chart B, while your partner looks only at chart A on the next page. Your partner has the information you need to complete chart B. Ask him/her questions: *D'où est...? Qui est de...?* And fill in the answers. You have the information s/he needs to complete chart A. Answer his questions with: *Il est de... Elle est de...*

<b>Nom</b>	<b>Ville</b>
Maktar Diouf (m)	Kaolack
Sokhna Dieng (f)	Thiès
Laye Niang (m)	
Astou N'Doye (f)	
Demba Kane (m)	Podor
Houleye Sy (f)	
Pape Sané (m)	Ziguinchor
Khady Niane (f)	Kanel
Abdou Diop (m)	
	Saint Louis
	Rosso
Tapha Camara (f)	

**Activity 6**

Create dialogues in pairs for the following situations. When you are finished, practice each set of dialogues and prepare each to role-play in class.

**Situation A:**

-Paul veut sortir avec Juliette. Elle n'est pas libre samedi, mais elle est libre dimanche. Paul invite Juliette dans un restaurant chinois. Elle accepte l'invitation.

**Situation B:**

-Tanguy propose à Sandrine d'aller au cinéma lundi et au bar jeudi. Elle n'aime pas tellement Tanguy. Elle refuse les deux invitations en inventant des excuses différentes.

**Situation C:**

-Yvette téléphone à Charley. Elle propose d'aller à un concert de rock. Charley demande quand. Elle répond samedi. Charley accepte.

### Activity 1

Read the following dialogues, and circle the correct answers.

A: Bonsoir Monsieur A is a male / a female

B: Bonsoir Madame A is single / married

A: Salut Monique. Monique is Paul's professor / friend

B: Salut Paul.

A: Bonsoir This conversation takes place in the morning / evening

B: Au revoir B just arrived / is leaving

### Activity 2

Which of these French newspapers brings the latest news of the day?



a.



b.



c.



d.

### Activity 3 Track 6

CD. You will hear people introduce themselves. Put a number next to each name and city in the order you hear them.

Cameroun  
Diop

Tabu  
Saint Louis

Johnson  
Birago

Mariama  
Congo

Dakar  
Sénégal

### Activity 4

Introduce yourself and your partner. Say your names, hometowns, and languages spoken.

**Activity 5 Track 7**

CD. Listen and connect the names and hometowns with lines.

Aminata  
Mamadou  
Boubacar  
Cheikh

Kane  
Fall  
Hamidou  
Diallo

Yamoussoukro  
Nouakchott  
Yaoundé  
Dakar

**Activity 6 Track 8**

You will hear various people greeting you. You are given several possible answers. Choose the one that is not appropriate.

1. [female voice] Bonjour
  - a. Bonjour Madame
  - b. Bonjour Mademoiselle
  - c. Bonjour Monsieur
2. Salut! [male voice]
  - a. Salut Monsieur
  - b. Salut
  - c. Bonjour
3. Au revoir
  - a. Au revoir
  - b. Bonsoir
  - c. Bonjour

**Activity 7**

Write the questions that elicited the following answers. For each question, write three different ways of phrasing them. Do not use the intonation form.

1.

Oui, j'habite à Dakar.

2.

Oui, nous parlons français.

3.

Oui, il est de Phoenix.

4.

Oui, elles parlent anglais.

### Activity 8

Amadou and Doudou used to be childhood friends. After graduating from Cheikh Anta Diop University, Doudou took a government position in a small town called Thilogne, not far from the Senegalese-Mauritanian border. Doudou is back in Dakar for a short visit. On his way to the Ministry of Finance, he accidentally runs into his old friend, Amadou. There are many words you do not know; the ones in gray have been translated in the margin. Read their conversation and answer the following questions.

<p><b>Doudou:</b> Amadou, comment vas-tu? (Doudou <i>lui tend la main</i>).</p> <p><b>Amadou:</b> Comment vas-tu, mon cher Doudou? (Amadou <i>lui serre la main vigoureusement</i>).</p> <p><b>Doudou:</b> Je vais bien, et toi?</p> <p><b>Amadou:</b> Je vais bien. Alhamdou Lillah.</p> <p><b>Doudou:</b> Et ta famille?</p> <p><b>Amadou:</b> Tout le monde va bien. Alassane, <i>mon aîné</i>, est en train de grandir rapidement. Coumba, <i>la plus jeune</i>, a sept mois. Mon père a pris sa retraite. Il est rentré vivre au village avec ma mère. Cependant, mes deux sœurs et trois frères vivent avec moi. Est-ce que tu t'es finalement marié?</p> <p><b>Doudou:</b> Non. Pas encore. Je suis toujours célibataire. J'attends de terminer la construction de ma maison.</p> <p><b>Amadou:</b> Ça c'est très bien. Et à part cela, est-ce que tu vas bien quand même?</p> <p><b>Doudou:</b> Tout va bien. J'espère que ta famille se porte bien.</p> <p><b>Amadou:</b> Oui. Tout le monde va très, très bien. Tu devrais passer nous rendre visite avant de repartir. Voici mon numéro de téléphone.</p> <p><b>Doudou:</b> Oui. Je vais sûrement passer. Surtout que j'ai envie de goûter encore au bon <i>Tiebou Diene</i> que ta femme prépare si bien.</p> <p><b>Amadou:</b> Ce sera avec plaisir.</p> <p><b>Doudou:</b> Au revoir.</p> <p><b>Amadou:</b> A bientôt.</p>	<p><i>extends his hand</i> <i>shakes his hand</i></p> <p><i>my oldest child</i> <i>the youngest child</i></p> <p><i>Fish and rice dish</i></p>
---	--

1. What gesture accompanies the two friends' greetings?
2. What are the genders of Amadou's children?
3. What is Amadou's religion? How can you tell?
4. How many time(s) does each speaker say that he and/or his family are doing well?
5. What happened to Amadou's father?
6. How many people live with Amadou?
7. Why is Doudou still single?

### Activity 9

You meet your partner downtown. Ask him or her to do something with you later. Your partner will refuse and explain why. He/she will propose something else. Accept or refuse. Continue until you both find something you both want to do. One person will be A and the other will be B.

A:

Aller dans une pizzeria  
Prendre un pot  
Faire un tour dans le centre  
Voir une exposition  
Aller dans les magasins

B:

Aller dans un restaurant japonais  
Aller au ciné  
Se promener dans le parc  
Jouer aux jeux vidéo  
Téléphoner à des copains

### Activity 10

Create dialogues where you invite someone on the given day of the week listed below. Think of interesting and fun places to visit on these days. In class you can work with a partner to practice your written work.

**Modèle:**

Qu'est-ce que tu fais samedi?  
Tu veux voir un film avec moi?  
Oui, avec plaisir. Quel film?



1. Saturday (samedi)
2. Sunday (dimanche)
3. Monday night (lundi soir)
4. Tuesday night (mardi soir)
5. Wednesday afternoon (mercredi après-midi)

**Activity 11 Track 9**

CD. Listen to the following wishes for each person and answer the last portion of the statement. Write your answers in English and refer to the new vocabulary in your text.

- 1.
- 2.
- 3.
- 4.

**Activity 12 Track 10**

CD. Listen to the speaker and write an appropriate response to the question.

1. Ça va?
2. Comment vas-tu?
3. Comment t'appelles-tu?
4. Tu vas bien?
5. D'où es-tu?

**Activity 13 Track 11**

CD. Fill in the rest of the speaker's statements.

1. Je \_\_\_\_\_ copain Tapha.
2. \_\_\_\_\_ Dakar.
3. Tu connais \_\_\_\_\_ Astou ?
4. Je \_\_\_\_\_ Abidjan.

**Activity 10**

Here are the birthplaces of several people. Write what their nationalities are in complete sentences.

1. Sophia/Rome
2. Jacques/Montréal
3. Moon/Shanghai
4. Jen/Londres
5. Kyoko/Tokyo
6. Olga/Moscou
7. François/Genève
8. Julia/New York
9. Jesus/Mexico
10. Nathalie/Paris