

Quatrième Edition

Jeannette D. Bragger / Donald B. Ri

Du tac au tac

Managing Conversations in French



Du tac au tac

Managing Conversations in French

Du tac au tac

Managing Conversations in French

QUATRIEME EDITION

Jeannette D. Bragger

The Pennsylvania State University

Donald B. Rice

State of Hamline University



Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

This is an electronic version of the print textbook. Due to electronic rights restrictions, some third party content may be suppressed. Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. The publisher reserves the right to remove content from this title at any time if subsequent rights restrictions require it. For valuable information on pricing, previous editions, changes to current editions, and alternate formats, please visit www.cengage.com/highered to search by ISBN#, author, title, or keyword for materials in your areas of interest.



HEINLE
CENGAGE Learning

**Du tac au tac: Managing Conversations
in French, Fourth Edition**

Jeannette T. Bragger and Donald B. Rice

Publisher/Executive Editor: Beth Kramer

Senior Acquisitions Editor: Nicole Morinon

Editorial Assistant: Gregory Madan

Senior Media Editor: Morgen Gallo

Marketing Development Manager: Courtney
Wolstoncroft

Rights Acquisitions Specialist: Jessica Elias

Manufacturing Planner: Betsy Donaghey

Art and Design Direction, Production Manage-
ment, and Composition: PreMediaGlobal

Cover Image: © Jack Hollingsworth/Corbis
(Royalty-Free)

© 2014, 2005, 1991 Heinle, Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, Web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

For product information and technology assistance, contact us at
Cengage Learning Customer & Sales Support, 1-800-354-9706

For permission to use material from this text or product,
submit all requests online at **www.cengage.com/permissions**

Further permissions questions can be emailed to
permissionrequest@cengage.com

Library of Congress Control Number: 2012950388

ISBN-13: 978-1-133-31127-0

ISBN-10: 1-133-31127-X

Heinle

20 Channel Center Street
Boston, MA 02210
USA

Cengage Learning is a leading provider of customized learning solutions with office locations around the globe, including Singapore, the United Kingdom, Australia, Mexico, Brazil, and Japan. Locate your local office at **international.cengage.com/region**

Cengage Learning products are represented in Canada by Nelson Education, Ltd.

For your course and learning solutions, visit **www.cengage.com**

Purchase any of our products at your local college store or at our preferred online store **www.cengagebrain.com**

Printed in the United States of America
1 2 3 4 5 6 7 16 15 14 13 12

To the Student	ix
Acknowledgments	xi

CHAPITRE	Participer à une conversation	1
1	«Eh bien... je... euh... »	1
	Entre nous: Pour démarrer	2
	Stratégies communicatives: Faire connaissance—premiers contacts / Faire des présentations / Avoir des nouvelles de quelqu'un qu'on connaît / Prendre congé	
	Chez vous 1	8
	Stratégies communicatives: Réagir (surprise, reconnaissance, accord, clarification, répétition, renseignements supplémentaires)	
	Entre nous 1: Le jeu de la conversation	18
	Chez vous 2	20
	Stratégies communicatives: Entrer dans une conversation / Gagner du temps	
	Entre nous 2: Improvisons!	23

CHAPITRE	Demander et rendre service	25
2	«Tu pourrais me donner un coup de main?»	25
	Chez vous 1	26
	Stratégies communicatives: Demander un service	
	Entre nous 1: Demander des services	32
	Chez vous 2	35
	Listening comprehension: Word groups and boundaries / Linking and liaison Stratégies communicatives: Accepter / Hésiter / Refuser	
	Entre nous 2: Accepter ou refuser de rendre service	40
	Chez vous 3	42
	Stratégies communicatives: Demander un service à une personne qu'on ne connaît pas	
	Entre nous 3: Improvisons!	44

CHAPITRE	Demander et donner des conseils	46
3	«A ta place, je... »	46
	Chez vous 1	47
	Stratégies communicatives: Demander des conseils / Donner des conseils	
	Entre nous 1: Donner des conseils	56

Chez vous 2	58
Listening comprehension: Recognizing numbers / Numbers and word groups / Numbers in context Stratégies communicatives: Conseiller tout en réagissant	
Entre nous 2: Encore des conseils	63
Chez vous 3	66
Listening comprehension: Understanding numbers / Temperatures / Time / Prices	
Entre nous 3: Improvisons!	71

CHAPITRE

4

Faire des projets	72
«Si on allait... »	72
Chez vous 1	73
Stratégies communicatives: Proposer un voyage / Réagir affirmativement / Marquer l'indécision / Réagir négativement / Prendre une décision	
Entre nous 1: Vous et les voyages	84
Chez vous 2	87
Listening comprehension: Grammar as an aid to understanding (grammatical elements that disappear) Stratégies communicatives: Demander à quelqu'un de faire quelque chose / Accepter de faire quelque chose	
Entre nous 2: Organiser un voyage	92
Chez vous 3	94
Entre nous 3: Improvisons!	95

CHAPITRE

5

Exprimer ses sentiments et opinions	97
«Sans blague!»	97
Chez vous 1	98
Stratégies communicatives: Exprimer les sentiments (compassion, colère, déception, surprise, bonheur, irritation, indifférence)	
Entre nous 1: Exprimer les sentiments	106
Chez vous 2	109
Listening comprehension: Grammar as an aid to understanding (affirmative/negative) Stratégies communicatives: Indiquer ses réactions / Demander et donner une opinion	
Entre nous 2: Nos opinions	117
Chez vous 3	119
Stratégies communicatives: Réagir aux opinions des autres	
Entre nous 3: Improvisons!	124

CHAPITRE

6

Raconter des histoires	125
«D'abord... ensuite... enfin... »	125
Chez vous 1	126
Stratégies communicatives: Annoncer le sujet du récit / Avoir des informations détaillées (personnages, situation, événements, mobiles, résultats)	
Entre nous 1: Se renseigner	135
Chez vous 2	137
Listening comprehension: Grammar as an aid to understanding (singular or plural, past or present) Stratégies communicatives: Organiser un récit (au présent)	
Entre nous 2: Raconter	145
Chez vous 3	146
Stratégies communicatives: Organiser un récit (au passé)	
Entre nous 3: Improvisons!	152

CHAPITRE

7

Discuter de textes de fiction	153
«Il s'agit de... »	153
Chez vous 1	154
Stratégies communicatives: Résumer l'intrigue / Faire un modèle actantiel	
Entre nous 1: Analyser un conte	162
Chez vous 2	163
Entre nous 2: Analyser un conte (suite)	169
Chez vous 3	169
Stratégies communicatives: L'analyse des personnages / L'interprétation d'un texte / L'évaluation d'un texte	
Entre nous 3: Analyser un conte (suite)	173

CHAPITRE

8

Discuter de l'actualité	174
«Je viens de voir que... »	174
Chez vous 1	175
Stratégies communicatives: Initier une conversation sur les actualités	
Entre nous 1: Quoi de neuf?	183
Chez vous 2	184
Stratégies communicatives: Le résumé de l'action / Réagir aux actualités	
Entre nous 2: Qu'est-ce que vous en pensez?	187

Chez vous 3	187
Stratégies communicatives: Réagir aux actualités	
Entre nous 3: Improvisons!	193

Audioscript	195
Answer Key	225

The focus of *Du tac au tac* is to teach you how to be an active participant in conversations. You already know a lot of vocabulary. Now you'll learn the communicative strategies (the glue) that help you put the words together. Communicative strategies are phrases that allow you to participate appropriately in conversations. For example, you'll learn phrases to ask for and give an opinion; phrases to ask for clarification or for more information; phrases to express your feelings (happiness, anger, irritation, etc.). Communicative strategies help native and nonnative speakers of French to communicate in real life, in real situations, with real people.

Maybe you think that you don't have enough vocabulary to participate in a conversation or that your grammar is not good enough. Don't let that stop you. You probably know a lot of vocabulary and grammar that you'll be able to reactivate as you learn the communicative phrases. At the same time, there will be occasions when you'll need new vocabulary. In many cases, this new vocabulary is provided in the exercises. To fully express your own situation and opinions, however, you may need to access a dictionary, either online or in print.

Obviously, the central part of a conversation course is the work you do in class. Your success in class, however, will depend on the preparatory work you do for homework. *Du tac au tac* provides specific assignments—listening, reading, working with vocabulary, and communicative strategies. In-class activities are directly linked to the vocabulary and information you've acquired while doing the homework assignments. Your success and the success of your classmates will depend on how conscientiously and thoroughly you've prepared for class. In this regard, we make the following suggestions:

- Listen to each segment of the CD several times; the more authentic French you hear, the more likely you are to internalize the rhythm, the intonation, and the phrasing.
- Read ahead, so as to anticipate what you'll be doing in class and why.
- Practice as much as possible—either by yourself or, when possible, with other students.

Finally, a word about the audio, which is available to students via the *Du tac au tac* website at www.CengageBrain.com. For the most part, the conversations in the audio recordings represent spontaneous and authentic French. In other words, what you'll hear is the way native speakers really talk. Authentic French is usually spoken very rapidly; in addition, French does not make clear distinctions between words but only between groups of words. The combination of these two features often makes French difficult to understand—particularly for English speakers who are used to a slower rhythm and to clear lines of demarcation between words. Consequently, you probably won't understand everything in a conversation the first time you hear it. Don't let that discourage you! Listen to it several times with the help of the exercises in the book. The combination of relistening and getting familiar with some of the expressions will probably help a great deal. If necessary, to definitively verify your comprehension, you can consult the audioscript at the end of the book. A word of caution! Reading the audioscript should be the last thing you do. First, you should always make every effort to understand as much as possible by just listening to the recordings. That's the only way to develop your ability to understand French speakers in real life.

We encourage you to be creative with the tasks assigned in *Du tac au tac* and to have fun interacting with your instructor and classmates. And don't forget the many Internet resources (e.g., TV and radio news broadcasts, iTunes segments) that you can use to support the work you're doing in this course. The more French you listen to, the better.

Many people have contributed to the development of *Du tac au tac*, Fourth Edition. In particular, I would like to thank Nicole Morinon and Timothy Deer, who guided this revision project with expertise and patience. I would also like to express my thanks to H el ene Gresso and Delphine Chartier, who continue to be my invaluable resources in France; and the team at Heinle, including Beth Kramer and Greg Madan.

I would like to thank the following colleagues at institutions across the nation who reviewed the manuscript and whose constructive suggestions have helped shape each edition.

Reviewers of the Fourth Edition:

Sarah Buchanan, *University of Minnesota, Morris*
Elizabeth Comber, *North Georgia College & State University*
Susie Hennessy, *Missouri Western State University*
Maite Killiam, *Sweet Briar College*
Jack Marcus, *Gannon University*
James Mitchell, *Salve Regina University*
Margaret Sweeney, *Holyoke Community College*
Fran oise Vionnet-Bracher, *Texas A&M University*
Jean Marie Walls, *Union University*

Reviewers of the Previous Editions:

Anita Axt, *San Francisco State University*
David A. Bedford, *Southern Illinois University—Carbondale*
Richard M. Berrong, *Kent State University*
Andree Douchin-Shahin, *University of Rochester*
Marie-Noelle Ducland, *University of Rochester*
Linda Harlow, *The Ohio State University*
Suzanne Hendrickson, *Arizona State University*
Jean-Pierre Heudier, *Southwest Texas State University*
David King, *Christopher Newport College*
Anne Lutkus, *University of Rochester*
Pierre Paul Parent, *Purdue University*
Joe Price, *Texas Tech University*
Trudy Robertson, *University of Toledo*
Brigitte Roussel, *Wichita State University*
Ralph Schoolcraft, *Texas A&M University*
Margaret Sehorn, *Oral Roberts University*
Chantal Thompson, *Brigham Young University*
Helen Toullec, *State University of New York—Rochester*
Roberta Tucker, *University of South Florida*
Joseph Weber, *Syracuse University*
Donna Wilkerson-Barker, *State University of New York—Brockport*
Wynne Wong, *The Ohio State University*

I dedicate this new edition to my co-author Donald Rice, who passed away unexpectedly in March, 2010. After 30 years of collaboration, his influence continues to be deeply felt and I believe that he would have been happy with the revisions I have made to *Du tac au tac*. And, throughout this project, my thoughts have been with Don's wife, Mary, and their two now very successful adult children, Alexander and Hilary. They will always be part of my family.

J.D.B.

Du tac au tac

Managing Conversations in French

CHAPITRE
1

Participer à une conversation



Shutterstock.com



Shutterstock.com



Shutterstock.com

Le jeu de la conversation



Conversation is like a ball game. A good player knows...

- how to get the ball rolling (how to start a conversation)
- how to catch it (how to react)
- how and in which direction to throw it back (how to keep the conversation going)
- how to keep it in bounds (how to stay on the topic)
- how to anticipate the other players' moves (how to be prepared for what others might say)

These strategies are at least as important as having the right ball (grammar) and the right equipment (vocabulary and other linguistic features).

Maybe you think that you don't have enough vocabulary to participate in a conversation, or that your grammar is too weak. Don't let that prevent you from playing the conversation game! You probably know more vocabulary and grammar than you realize, and what you really need to learn are the **communicative strategies** (the glue) that allow you to combine what you know into meaningful communication.

Communicative strategies help native and nonnative speakers alike to interact in real life. Communicative strategies are the phrases that help make conversations hang together (e.g., asking for and giving advice, asking for information, stating an opinion, expressing feelings, etc.). In the classroom you can't do without them when you want to talk with your fellow students or your instructor.

If you watch the students who speak a lot, you'll notice that they don't always know French better than others; they do, however, make good use of what they know and they don't worry too much about making mistakes. They encourage others to talk by asking for clarification or opinions, they build on what others have said, they buy time to think or find alternate ways of saying things, they know how to sound really good even if their French is still a bit shaky. They're willing to take risks with the language and they use some strategies to manage conversations. With the guidance provided in *Du tac au tac* and by your instructor, you too can acquire effective conversation skills in French.

However, before you get into extensive conversations with someone you don't know, it helps if you first become acquainted with the person. The following activities give you the chance to introduce yourself to your new classmates and to your instructor.

Entre nous: Pour démarrer

If you think about your own language, you know that there are different ways to say hello and goodbye. The formality or informality of these first exchanges is determined by the context: Are both people young? Are they fellow students? Is one person much older? Is he or she a new colleague? Is he or she an instructor?

Just as in your own language, French has different expressions and behaviors for greetings and leave-taking. Look at the Expressions box to do the activities.

Expressions pour faire connaître ses amis: Premiers contacts

STYLE FAMILIER

Salut!
Comment ça va? (Ça va?)
Je m'appelle... (Moi, je suis...).

Hi!
How's it going? (What's up?)
My name is... (I'm...).

STYLE SOIGNE (FORMAL)

Bonjour (Bonsoir), Madame (Monsieur, Mademoiselle).
Comment allez-vous?
Je m'appelle...

Hello.
How are you?
My name is...



A Salut... Bonjour... You've just arrived in your French class, and you don't know anyone. Introduce yourself to several of your classmates and then to your instructor. Keep in mind the basic guidelines for formal versus familiar forms of address.



ZOOM

Langue

Style familier / Style soigné

Trois aspects fondamentaux définissent le style familier et le style soigné:

1. tu ou vous

- Le tutoiement (**tu**) est utilisé avec les membres de la famille, les amis, entre jeunes (par exemple, entre étudiants) du même âge, avec les animaux domestiques.
- Le vouvoiement (**vous**) est utilisé avec les personnes qu'on ne connaît pas ou qui sont plus âgées, dans toutes les situations professionnelles, quand on n'est pas sûr de la forme à utiliser.

2. Expressions communicatives et vocabulaire

Il faut apprendre les expressions qu'on utilise dans les deux cas (familier ou soigné). Par exemple, **Salut** se dit plutôt entre personnes qu'on connaît bien tandis que

Bonjour est toujours de rigueur avec des personnes qu'on vouvoie.

Il vaut mieux éviter un vocabulaire argotique (*slang*) dans des situations formelles et professionnelles. Par exemple, il est préférable de dire:

«**Bonjour, Monsieur Blin, comment allez-vous aujourd'hui?**»

Et:

«**Bonsoir, Madame Sabatier. Je suis contente de vous rencontrer. Cela fait longtemps que je ne vous ai pas vue dans le quartier. Vous allez bien?**»

3. Grammaire

Le conditionnel est souvent utilisé à la place du présent pour rendre la communication plus polie:

Familier: Tu **as** le temps de m'aider?

Soigné: Vous **auriez** le temps de m'aider?



ZOOM

Culture

Utiliser le prénom ou pas?

En France, un employé n'appelle jamais son patron ou un supérieur par son prénom. Il dit toujours **Monsieur** ou **Madame**. Mais, en général, les collègues de travail s'appellent par leur prénom.

Les jeunes s'appellent par leur prénom, même si



© iStockphoto.com/Stephan Zickler

d'est la première fois qu'ils se rencontrent. Mais quand ils s'adressent à une personne plus âgée, ils disent **Monsieur** ou **Madame**, à moins que cette personne ne leur dise: «**Appelez-moi par mon prénom, ce sera plus simple.**»

Expressions pour faire des présentations

PRESENTATIONS

Monique, Jean, Jean, Monique.
Je te (vous) présente...

Muriquas, Jean, Jean, Monique.
I'd like to introduce...

REPONSES

Salut (nom de la personne)...
Bonjour (Bonsoir) Madame, Monsieur.
Enchanté(e).

Hi (name of person)...
Hello.
Nice to meet you.



B **Je te présente...** Now introduce one of your new classmates to several other students.



C **Tu étudies le français depuis longtemps?** Go to one of the classmates you have just met. Greet the person, introduce yourself, and then ask three questions to keep the conversation going. Do not forget that you just met, so don't be too personal! Before you begin, jot down your questions. Suggested topics: Where he or she is from, where he or she lives, what he or she is studying, what year he or she is in, how long he or she has studied French.

Vocabulaire utile

Qu'est-ce que tu (vous) + verb...? What...? / **Depuis quand + present tense...** How long...? / **Où est-ce que tu (vous) + verb...?** Where...? / **En quelle année...?** In which year...? / **D'où es-tu (êtes-vous)?** Where are you from? / **Combien de + noun...?** How many...? / **Quel(le)(s)(les) - nota...?** What...?

Question 1: _____

Question 2: _____

Question 3: _____

Expressions pour avoir des nouvelles de quelqu'un qui est parti.

QUESTIONS

Ça va? (-ow are you?)
Ça marche? (-ow's 't going?)
Quoi de neuf? (What's new?)

Qu'est-ce que tu deviens?
(What's happening?)

REPONSES

Très bien / Bien / Pas mal / Comme
ci comme ça
Pas grand-chose. (Nothing much.)
Je...
Eh bien, je...



ZOOM

Culture

La bise: une tradition française

La plupart du temps, quand des jeunes Français se rencontrent, même si c'est la première fois, ils se font la bise (*kiss on both cheeks*).

- Le matin, en arrivant au lycée, on se fait la bise.
- Au travail, une femme fait la bise à ses collègues (l'homme ou femme) mais il est rare que des collègues hommes se fassent la bise. On donne une poignée de main à son patron ou à son supérieur hiérarchique.
- En famille, tout le monde se fait la bise.
- La façon de se faire la bise peut varier en fonction des habitudes familiales et régionales. Regardez ce que font les gens autour de vous et faites comme eux.



D **Qu'est-ce que tu deviens?** Role play a situation with a classmate in which you pretend that you're good friends but that you haven't seen each other in a while. Greet each other and then use a phrase to ask about what's happening. Invent what's new in your life (something that happened recently: moving to another town, taking an interesting course, making a career choice, getting married, a vacation, etc.).

Expressions pour prendre congé

STYLE FAMILIER

Faut qu'y aille (+ raison).
À tout!
À plus!

Ça va go! (-à maison!).
See ya!
Later!

STYLE SOIGNE

Il faut que je m'en aille.
Allez, au revoir (*nom de la personne*).
À bientôt. (À tout à l'heure.)
À plus tard.

I have to get going.
Goodbye (*name of person*).
See you soon.
See you later.

© 2014 Pearson Education, Inc. All rights reserved.



E Découvertes. One way to find something out about someone is to ask follow-up questions about a piece of information that has already been provided. Use the form below to give information about yourself. Put your name in the middle. Then write down the four items of information in each corner. Now introduce yourself to another student in the class and show your information to him/her. He or she will then ask you follow-up questions to get more details from you (**qui, quand, pourquoi, comment, où, qu'est-ce que, quel**). After you've answered the questions, look at your partner's information and ask follow-up questions. When you're done, say goodbye to each other.

?	intérêts	programme d'études	?
	_____	_____	
Nom			

?	couleur préférée	meilleur(e) ami(e)	?
	_____	_____	

F Trouvez quelqu'un qui... Provide the following autobiographical details in the blanks below.

Je m'appelle _____

J'ai des parents (*relatives*) + lieu _____

Je suis étudiant(e) en _____

Je suis né(e) + lieu _____

Le week-end, j'aime _____

Le soir, je préfère _____

Je suis + trait caractéristique _____

Now use the following survey and, for each item, try to find a *different* student whose information corresponds to your own. Do this by first introducing yourself to a student, then asking the appropriate question. If the answer you get is the same as your information, fill in the student's name in the blank. Then move on to another student and repeat the procedure.



Trouvez quelqu'un qui...

1. habite où vous habitez. _____
2. a la même spécialisation que vous. _____
3. est né dans la même région. _____
4. aime faire la même chose le week-end. _____
5. préfère faire la même chose le soir. _____
6. a les mêmes traits de caractère que vous. _____

G **Ce que j'ai découvert.** Now explain to the whole class what you found out in Exercise F. For example: «*Comme moi, Hilary est née dans l'ouest des Etats-Unis. Elle est née en Californie; moi, je suis né(e) en Arizona.*»

Chez vous 1

A faire!

- **Planning Strategy**, Ex. H
- **A l'écoute**, Ex. I, J
- **Stratégies communicatives**, Ex. K, L, M

The **Chez vous** sections of the book represent the activities that you're asked to complete as homework assignments in preparation for in-class activities (**Entre nous**).

In the first of these activities, the Planning Strategy, you provide phrases and expressions *in English* that allow you to accomplish particular linguistic tasks. In doing so, you'll bring to mind how you get things done in English. As you progress through the chapter you'll probably find French equivalents for your English expressions, and you'll get an accurate sense of the importance of communicative strategies in conversation.

In another set of activities, **A l'écoute**, you'll do a series of listening comprehension activities using the audio that accompanies the textbook.

Then you'll do a series of activities that activate the French vocabulary that you already know and learn new communicative strategies to develop your conversational skills.

Planning strategy

H **How do I...?** Pretend that you're tutoring your Senegalese friend in English. Answer your friend's questions by suggesting some useful phrases and expressions. Write your suggestions in English in the spaces provided.

1. What expressions can I use to show that I'm surprised at something that was said?

2. How can I ask someone for clarification of a point or to give me additional information?

3. What expressions will help me to get someone's attention or to interrupt the conversation so that I can say something?

- [download online *The End of Time: The Next Revolution in Physics*](#)
- [read *Ace of Spies: The True Story of Sidney Reilly*](#)
- [*The Sword of Bheleu \(Lords of Dus, Book 3\) pdf*](#)
- [download online *The Mike Hammer Collection, Volume 3: The Girl Hunters, The Snake, The Twisted Thing*](#)

- <http://nexson.arzamaszev.com/library/The-End-of-Time--The-Next-Revolution-in-Physics.pdf>
- <http://conexdx.com/library/The-Cambridge-Handbook-of-Information-and-Computer-Ethics.pdf>
- <http://growingsomeroots.com/ebooks/Handbook-of-Practical-Logic-and-Automated-Reasoning.pdf>
- <http://www.experienceolvera.co.uk/library/The-Mike-Hammer-Collection--Volume-3--The-Girl-Hunters--The-Snake--The-Twisted-Thing.pdf>