

Step 4

Now listen to the same sentences and decide how many /u/ sounds you hear in each sentence. You may replay the tape of this exercise several times if necessary, but try to give the correct answer the first time you hear the sentence. Listen and write down the appropriate number of /u/ sounds on the answer sheet. Then listen to the correct answer from the speaker's voice.

ANSWER SHEET -- Step 4

- /u/
- |     |  |
|-----|--|
| 1.  |  |
| 2.  |  |
| 3.  |  |
| 4.  |  |
| 5.  |  |
| 6.  |  |
| 7.  |  |
| 8.  |  |
| 9.  |  |
| 10. |  |

If you made one mistake or more, go through this exercise again until you make no mistakes. Then take the following quiz.

SELF-EVALUATIVE QUIZ No. 1

Listen to the following pairs of words and sentences and decide whether the pairs are the same or different. Mark your responses on the answer sheet and compare them with the key to this quiz.

ANSWER SHEET

SELF-EVALUATIVE QUIZ No. 1

	<u>Same</u>	<u>Different</u>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

Now compare your responses with the key to this quiz, at the end of this unit.

Instructions

At this time you are able to identify and distinguish the French /y/ and /u/ sounds. You are also able to identify and produce the French sound /i/. In order to produce the /y/ sound correctly, start with the sound /i/ as in (French) si or the English see. Then, keeping the tongue in the same position, round your lips progressively and say su. You should observe your lip rounding in a mirror as you go from one sound to another.

Step 1

Now try to imitate these sounds while looking in a mirror and watching your lip motions.

<u>Tape</u>	<u>Student Responses</u>	<u>Confirmation</u>
1. ( ):( )	_____ : _____	( ):( )
2. ( ):( )	_____ : _____	( ):( )
3. ( ):( )	_____ : _____	( ):( )
4. ( ):( )	_____ : _____	( ):( )
5. ( ):( )	_____ : _____	( ):( )
6. ( ):( )	_____ : _____	( ):( )
7. ( ):( )	_____ : _____	( ):( )
8. ( ):( )	_____ : _____	( ):( )
9. ( ):( )	_____ : _____	( ):( )
10. ( ):( )	_____ : _____	( ):( )

Step 2

Now you are going to produce the sound /u/. But before you start producing it, listen to the following pairs of words, the first one pronounced in English and the second in French:

- |    | E.  | F.  |
|----|-----|-----|
| 1. | ( ) | ( ) |
| 2. | ( ) | ( ) |
| 3. | ( ) | ( ) |
| 4. | ( ) | ( ) |
| 5. | ( ) | ( ) |
| 6. | ( ) | ( ) |

If you listened carefully to these pairs of words you probably noticed that the /u/ sound in the French words is not identical to its counterpart in English; therefore, you should avoid substituting it for the French /u/. Now let's try to pronounce the French /u/. First listen to contrasting pairs in French:

- |    | /y/ | /u/ |     | /y/ | /u/ |
|----|-----|-----|-----|-----|-----|
| 1. | ( ) | ( ) | 6.  | ( ) | ( ) |
| 2. | ( ) | ( ) | 7.  | ( ) | ( ) |
| 3. | ( ) | ( ) | 8.  | ( ) | ( ) |
| 4. | ( ) | ( ) | 9.  | ( ) | ( ) |
| 5. | ( ) | ( ) | 10. | ( ) | ( ) |

Now try to imitate these sounds. Remember that when you pronounce the words containing the sound /u/, your lips should be protruded and rounded as for the sound /y/, but your tongue should be backed as far as possible. Ready?

<u>Tape</u>	<u>Student Response</u>	<u>Confirmation</u>
1. ( ):( )	_____:	( ):( )
2. ( ):( )	_____:	( ):( )
3. ( ):( )	_____:	( ):( )
4. ( ):( )	_____:	( ):( )
5. ( ):( )	_____:	( ):( )
6. ( ):( )	_____:	( ):( )
7. ( ):( )	_____:	( ):( )
8. ( ):( )	_____:	( ):( )
9. ( ):( )	_____:	( ):( )
10. ( ):( )	_____:	( ):( )

If you think you have imitated these sounds correctly, try to pronounce the following phrases:

<u>Tape</u>	<u>Student Response</u>	<u>Confirmation</u>
1. ( )	_____	( )
2. ( )	_____	( )
3. ( )	_____	( )

<u>Tape</u>	<u>Student Response</u>	<u>Confirmation</u>
4. ( )	_____	( )
5. ( )	_____	( )
6. ( )	_____	( )

Step 3

Listen to the following sentences and imitate the speaker several times until you can say them from memory. Then go to your instructor and recite these sentences for him. Ask him to translate these sentences into English. Compare the instructor's translation with the one below and ask him for his comments on your pronunciation and intonation of the French sentences.

1. Qui connaît Marie? (Who knows Mary?)
2. Ce livre a paru à Paris. (This book was published in Paris.)
3. Qui connaît ma rue? (Who knows my way (street)?)



KEY TO SELF-EVALUATIVE QUIZ No. 1.

	<u>Same</u>	<u>Different</u>
1.		X
2.	X	
3.		X
4.		X
5.		X
6.	X	
7.		X
8.		X
9.	X	
10.	X	
11.		X
12.		X
13.	X	
14.		X
15.		X

End of Unit 5

## UNIT 6

### OBJECTIVES

1. Upon completion of this unit, the student will be able to discriminate, and identify the French vowels /ɛ/ and /ø/ when heard in minimal pairs of words containing four or less syllables.

2. The student may replay the entire tape or any portion of it, but should try to complete this unit in fifty minutes.

3. 100% accuracy is required on the self evaluative quizzes.

## Part 1

## The Sounds /ɛ/ and /ɛ̃/ (Discrimination)

Step 1

Say aloud the following words and note your pronunciation of the vowel sound:

van

pan

sank

plant

manse

sand

You should have noticed that you pronounced those words partly "through your nose," or, to be more explicit, that the vowel sound was followed by a nasal glide due to the presence of the nasal consonant "n."

Step 2

Listen now to similar words in French:

vin

pain

cing

plainte

mince

scinde

You should have noticed a) a similarity: those French words were also partly produced "through the nose," and b) two differences:

- 1) The sound of the nasal vowel was shorter than its English counterpart, and
- 2) It was not followed by a nasal glide; in fact, the nasal consonant "n" was not heard at all.

A nasal vowel in French, like any other vowel, is pure and retains its quality regardless of its position in a word.

### Step 3

Listen again to those English and French words, but in contrast this time, and concentrate on the differences pointed out in step 2:

E.	F.
1. ( )	( )
2. ( )	( )
3. ( )	( )
4. ( )	( )
5. ( )	( )
6. ( )	( )

Step 4

Now listen to the following pairs of French words:

1. ( ) ( )
2. ( ) ( )
3. ( ) ( )
4. ( ) ( )
5. ( ) ( )
6. ( ) ( )

You should have noticed a slight difference in the quality of the vowel sound. You certainly recognized the sound /e/ in the first word of each pair. If you listened carefully, you recognized that the second word of each pair also contained the vowel sound /e/ which was partially produced through the nose, thus becoming a completely new sound: the nasal vowel /ɛ̃/.

Step 5

Listen now to contrastive pairs of utterances to make sure that you detect the difference in the quality of the two vowels. In addition in this exercise you will decide which utterance of the pair contains the new nasal sound /ɛ̃/. Say 1 or 2 aloud to indicate which word /ɛ̃/ appears in, then wait for the speaker to confirm your choice!

Unit 6

1. ( ) ( )
2. ( ) ( )
3. ( ) ( )
4. ( ) ( )
5. ( ) ( )
6. ( ) ( )
7. ( ) ( )
8. ( ) ( )
9. ( ) ( )
10. ( ) ( )

If you made any errors, repeat steps 4 and 5 before proceeding.

Step 6

In this exercise you will hear a series of three utterances, two utterances of which are identical and one of which is different. (Note that the sound /r/ will be heard in each series.) Mark the appropriate column to indicate which utterance was different. Then wait for the speaker to confirm your choice. Turn to your answer sheet for step 6. Ready? Let's begin:

## ANSWER SHEET

(Step 6)

	Columns	1	2	3
1.	( )	( )	( )	( )
2.	( )	( )	( )	( )
3.	( )	( )	( )	( )
4.	( )	( )	( )	( )
5.	( )	( )	( )	( )
6.	( )	( )	( )	( )
7.	( )	( )	( )	( )
8.	( )	( )	( )	( )
9.	( )	( )	( )	( )
10.	( )	( )	( )	( )

If you made any errors, repeat the exercise before proceeding with the following quiz. Use a new sheet of paper to record your answers.

## SELF-EVALUATIVE QUIZ No. 1

In this quiz you will hear 10 utterances in which the sound /ɛ/ will be heard one or more times, or not at all. Decide which syllables contain /ɛ/ and make a mark in the column corresponding to the syllable each time you hear it. Make no mark if you do not hear it. If you are ready, let's begin:



ANSWER SHEET

SELF-EVALUATIVE QUIZ No. 1

	Columns	1	2	3
1. ( )				
2. ( )				
3. ( )				
4. ( )				
5. ( )				
6. ( )				
7. ( )				
8. ( )				
9. ( )				
10. ( )				

Now check your answers with the key at the end of this unit.

## Part 2

## The Sounds /a, ɑ/ and /ã/

Step 7

Say the following English words aloud and note your pronunciation of the vowel sound:

don

con

fawn

taunt

font

Again you should have noticed that the vowel sound was followed by a nasal glide.

Step 8

Listen now to similar French words:

dans

quand

tend

tante

fente

You should have made a similar observation as in step 2 of this unit: the nasal vowel sounds are shorter and there

is no glide after each.

Step 9

In this step, the English and French nasal sounds are contrasted for you to hear the difference between both:

1. (     )     (     )
2. (     )     (     )
3. (     )     (     )
4. (     )     (     )
5. (     )     (     )

Step 10

In the following pairs of utterances in French, the vowel sounds /a/ and /ɑ/ are contrasted with /ã/. Decide whether you hear /ã/ in the first or in the second utterance of each pair. Say 1 or 2 aloud, then wait for the speaker to confirm your choice:

1. (     )     (     )
2. (     )     (     )
3. (     )     (     )
4. (     )     (     )
5. (     )     (     )
6. (     )     (     )
7. (     )     (     )
8. (     )     (     )

9. ( ) ( )  
10. ( ) ( )

If you made any errors, rewind your tape and repeat the exercise. You must have 10 correct responses before proceeding.

### Step 11

Now you will hear sets of three utterances, two utterances of which are identical and one of which is different. Each set will contain the sound /ɪ/. Mark the appropriate column to indicate the utterance which is different in each series, then wait for the speaker to confirm your choice. Turn to your answer sheet for step 11 and let's begin:

## ANSWER SHEET

(Step 11)

	Columns	1	2	3
1.	( )	( )	( )	
2.	( )	( )	( )	
3.	( )	( )	( )	
4.	( )	( )	( )	
5.	( )	( )	( )	
6.	( )	( )	( )	
7.	( )	( )	( )	
8.	( )	( )	( )	
9.	( )	( )	( )	
10.	( )	( )	( )	

If you made any errors, use a new sheet of paper to record your answers and repeat this exercise before proceeding with the following quiz.

SELF-EVALUATIVE QUIZ No. 2

In this quiz you will hear 10 utterances in which the sound /ã/ will be heard one or more times, or not at all. Decide which syllables contain /ã/ and make a mark in the appropriate column to indicate when it occurs. Make no mark if you do not hear it. If you are ready, let's begin:

ANSWER SHEET  
SELF-EVALUATIVE QUIZ No. 2

	Columns	1	2	3	4
1.	( )				
2.	( )				
3.	( )				
4.	( )				
5.	( )				
6.	( )				
7.	( )				
8.	( )				
9.	( )				
10.	( )				

Now check your answers with the key at the end of this unit.

## Part 3

## The Sounds /ɛ/ and /ã/

Step 12

Listen to the following pairs of utterances contrasting the two nasal vowels /ɛ/ and /ã/:

- |     | /ɛ/ | /ã/ |
|-----|-----|-----|
| 1.  | ( ) | ( ) |
| 2.  | ( ) | ( ) |
| 3.  | ( ) | ( ) |
| 4.  | ( ) | ( ) |
| 5.  | ( ) | ( ) |
| 6.  | ( ) | ( ) |
| 7.  | ( ) | ( ) |
| 8.  | ( ) | ( ) |
| 9.  | ( ) | ( ) |
| 10. | ( ) | ( ) |
| 11. | ( ) | ( ) |
| 12. | ( ) | ( ) |

Step 13

In this step decide whether both utterances of each pair are the same or different. Say "same" or "different" aloud, and wait for the speaker to confirm your choice:



1. ( ) ( )
2. ( ) ( )
3. ( ) ( )
4. ( ) ( )
5. ( ) ( )
6. ( ) ( )
7. ( ) ( )
8. ( ) ( )
9. ( ) ( )
10. ( ) ( )

If you made any errors, repeat steps 12 and 13 before proceeding with the following quiz.

## SELF-EVALUATIVE QUIZ No. 3

In this quiz each utterance will be repeated twice. In the first part you will be required to decide how many times you hear the sound /ɜ/ within each utterance. If it does not occur, make no mark on the answer sheet. Ready?

ANSWER SHEET  
SELF-EVALUATIVE QUIZ No. 3

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- 1. ( ) ( )
- 2. ( ) ( )
- 2. ( ) ( )
- 3. ( ) ( )
- 4. ( ) ( )
- 5. ( ) ( )
- 6. ( ) ( )
- 7. ( ) ( )
- 8. ( ) ( )
- 9. ( ) ( )
- 10. ( ) ( )

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- 11. ( ) ( )
- 12. ( ) ( )
- 13. ( ) ( )
- 14. ( ) ( )
- 15. ( ) ( )
- 16. ( ) ( )
- 17. ( ) ( )
- 18. ( ) ( )
- 19. ( ) ( )
- 20. ( ) ( )

Now check your answers with the key at the end of this unit.



## KEY TO SELF-EVALUATIVE QUIZ No. 1

	Columns	1	2	3
1.				X
2.			X	X
3.				X
4.		X		X
5.		X	X	X
6.				
7.			X	X
8.				
9.		X		
10.		X	X	X

If you had one or more errors in this quiz, take it over before proceeding to part 2.

## KEY TO SELF-EVALUATIVE QUIZ No. 2

	Columns	1	2	3	4
1.		X			
2.			X		
3.		X			
4.			X	X	
5.				X	
6.					
7.			X	X	X
8.			X	X	X
9.		X	X		X
10.		X			X

If you made one or more errors, take this quiz over before proceeding to part 3.

## KEY TO SELF-EVALUATIVE QUIZ No. 3

(How many) <u>/E/</u>	(How many) <u>/ã/</u>
1. 2	11. 3
2. 3	12. 2
3. 2	13. 1
4. 1	14. 2
5. 1	15. 1
6. 2	16. 1
7. 4	17. 2
8. 1	18. 1
9. 1	19. 4
10. 1	20. 3

If you made one or more errors in this quiz, take it over.  
If you did not make any errors, you have successfully completed  
this unit.

End of Unit 6

UNIT 7  
OBJECTIVES

1. Upon completion of this unit the student will be able to accurately pronounce the French vowels /ɛ/ and /è/ in words, short phrases, or sentences.
2. The student may replay the entire tape or any portion of it, but should try to complete this unit in fifty minutes.
3. 100% accuracy is required on the self-evaluative quizzes.

Production of the Sounds /ɛ̃/ and /ɑ̃/

## Part 1

## The Sound /ɛ̃/

You should have little difficulty in pronouncing the two nasal vowels /ɛ̃/ and /ɑ̃/ if you keep in mind that these two vowels are produced with the same tense muscles as their oral counterparts /ɛ/ and /ɑ/. As a result, /ɛ̃/ and /ɑ̃/ are as short as /ɛ/ and /ɑ/, and they are not followed by a nasal glide, contrary to their English counterparts.

The easiest way for you to imitate these nasal sounds correctly is to start with the corresponding oral vowels and add to them as strong a nasal resonance as possible. The result should be a good, if not perfect, nasal vowel. Let's begin with the sound /ɛ̃/.

Step 1

Listen and repeat:

1. ( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_
2. ( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_
3. ( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_
4. ( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_
5. ( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_



6. ( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_

7. ( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_

8. ( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_

Step 2

In this exercise it is most important that no "n" sound be heard when you pronounce the second word of each pair. Set your tape recorder on "record" so that you may listen to your voice afterwards. Set your meter at 10" and begin repeating:

- |     |         |       |       |
|-----|---------|-------|-------|
| 1.  | ( ) ( ) | _____ | _____ |
| 2.  | ( ) ( ) | _____ | _____ |
| 3.  | ( ) ( ) | _____ | _____ |
| 4.  | ( ) ( ) | _____ | _____ |
| 5.  | ( ) ( ) | _____ | _____ |
| 6.  | ( ) ( ) | _____ | _____ |
| 7.  | ( ) ( ) | _____ | _____ |
| 8.  | ( ) ( ) | _____ | _____ |
| 9.  | ( ) ( ) | _____ | _____ |
| 10. | ( ) ( ) | _____ | _____ |
| 11. | ( ) ( ) | _____ | _____ |
| 12. | ( ) ( ) | _____ | _____ |

Now rewind your tape and listen to your performance. Repeat the exercise if you are not satisfied.

Step 3

Every word of this exercise begins with /æ/. Be sure that you initiate each word with a strong nasal resonance so as to preserve the pure quality and the length of the vowel sound.

Listen and repeat:

- |              |               |
|--------------|---------------|
| 1. ( ) _____ | 9. ( ) _____  |
| 2. ( ) _____ | 10. ( ) _____ |
| 3. ( ) _____ | 11. ( ) _____ |
| 4. ( ) _____ | 12. ( ) _____ |
| 5. ( ) _____ | 13. ( ) _____ |
| 6. ( ) _____ | 14. ( ) _____ |
| 7. ( ) _____ | 15. ( ) _____ |
| 8. ( ) _____ | 16. ( ) _____ |

Step 4

In this exercise make a special effort to pronounce each syllable distinctly. Listen and repeat:

- |              |              |
|--------------|--------------|
| 1. ( ) _____ | 5. ( ) _____ |
| 2. ( ) _____ | 6. ( ) _____ |
| 3. ( ) _____ | 7. ( ) _____ |
| 4. ( ) _____ | 8. ( ) _____ |

Step 5

Carefully imitate the model as you pronounce the following

pairs. Notice that the vowel sound in the last utterance of the second pair is never nasalized:

- |            |       |            |       |
|------------|-------|------------|-------|
| 1.( ) ( )  | _____ | 14.( ) ( ) | _____ |
| 2.( ) ( )  | _____ | 15.( ) ( ) | _____ |
| 3.( ) ( )  | _____ | 16.( ) ( ) | _____ |
| 4.( ) ( )  | _____ | 17.( ) ( ) | _____ |
| 5.( ) ( )  | _____ | 18.( ) ( ) | _____ |
| 6.( ) ( )  | _____ | 19.( ) ( ) | _____ |
| 7.( ) ( )  | _____ | 20.( ) ( ) | _____ |
| 8.( ) ( )  | _____ | 21.( ) ( ) | _____ |
| 9.( ) ( )  | _____ | 22.( ) ( ) | _____ |
| 10.( ) ( ) | _____ | 23.( ) ( ) | _____ |
| 11.( ) ( ) | _____ | 24.( ) ( ) | _____ |
| 12.( ) ( ) | _____ | 25.( ) ( ) | _____ |
| 13.( ) ( ) | _____ | 26.( ) ( ) | _____ |

### Step 6

Practice the following sentences. Try to imitate as accurately as possible the pronunciation, rhythm, and intonation of the voice on the tape. When you are satisfied with your performance, record these sentences during the pause provided. Then rewind the tape and compare your performance with the model. The meaning of the sentences is given in your workbook:

(In the morning I'm hungry.)

Le matin j'ai faim. \_\_\_\_\_

(Allan is in Berlin.)

Alain est à Berlin. \_\_\_\_\_

(Tomorrow is the 25th of June.)

Demain, c'est le 25 juin. \_\_\_\_\_

(This road leads to Rheims.)

Ce chemin mène à Reims. \_\_\_\_\_

(She has 5, 15, 20, 25 pillows.)

Elle a 5, 15, 20, 25 coussins. \_\_\_\_\_

1. ( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_
2. ( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_
3. ( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_
4. ( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_
5. ( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_ ( ) \_\_\_\_\_

Now repeat the following sets of three words after the model. Make sure that the quality of the nasal vowel /ã/ remains unaltered throughout the exercise:

1. ( ) ( ) ( ) \_\_\_\_\_
2. ( ) ( ) ( ) \_\_\_\_\_
3. ( ) ( ) ( ) \_\_\_\_\_
4. ( ) ( ) ( ) \_\_\_\_\_
5. ( ) ( ) ( ) \_\_\_\_\_
6. ( ) ( ) ( ) \_\_\_\_\_

Step 9

In this exercise each syllable must be pronounced very distinctly. Pay special attention to those containing the sound /ã/. Record your pronunciation.

- |    | <u>1st group</u> |           | <u>2nd group</u> |           | <u>3rd group</u> |
|----|------------------|-----------|------------------|-----------|------------------|
| 1. | ( ) _____        | ( ) _____ | ( ) _____        | ( ) _____ | ( ) _____        |
| 2. | ( ) _____        | ( ) _____ | ( ) _____        | ( ) _____ | ( ) _____        |
| 3. | ( ) _____        | ( ) _____ | ( ) _____        | ( ) _____ | ( ) _____        |

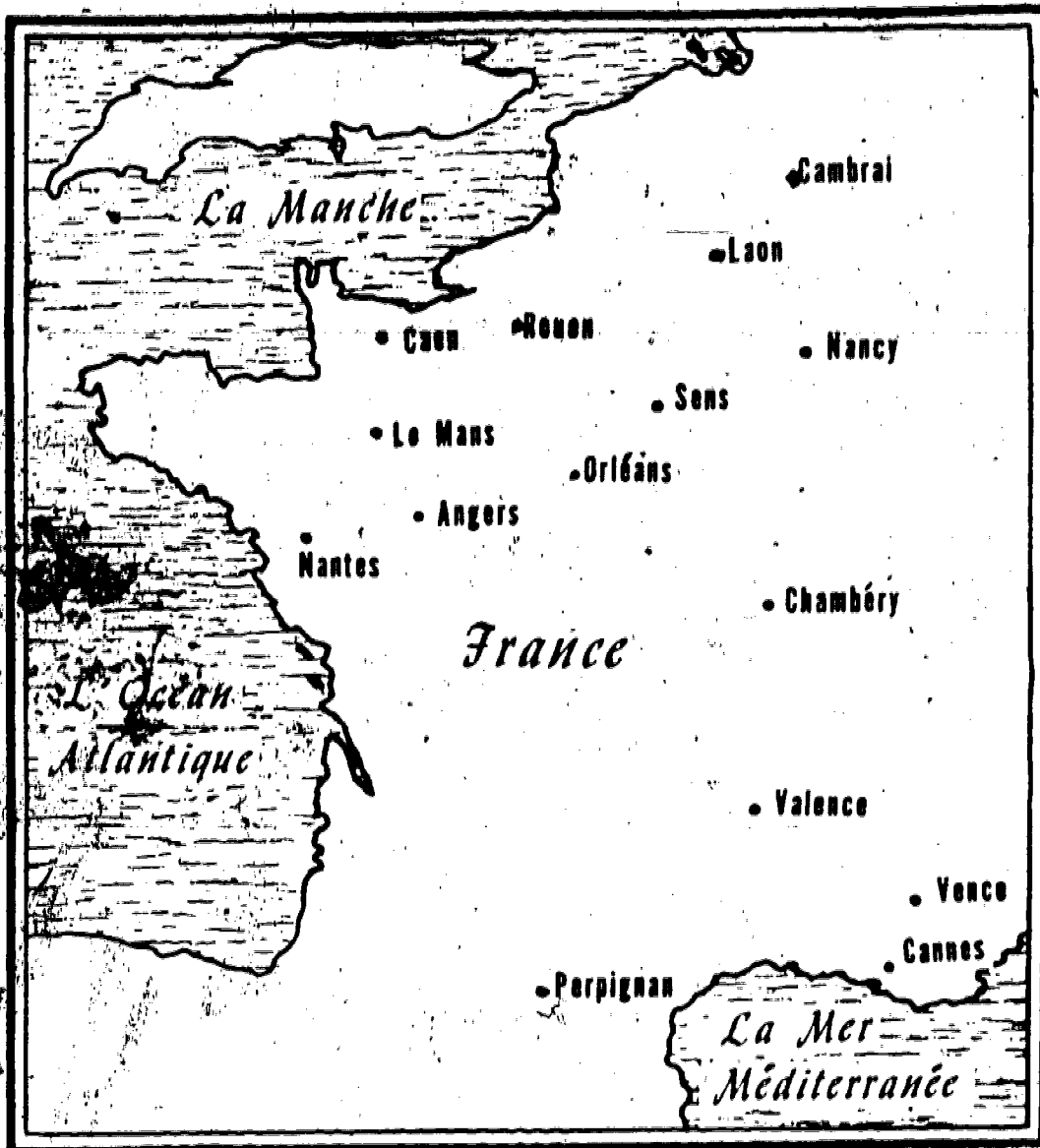
	<u>1st group</u>		<u>2nd group</u>		<u>3rd group</u>
4.	( ) _____	( ) _____	( ) _____	( ) _____	( ) _____
5.	( ) _____	( ) _____	( ) _____	( ) _____	( ) _____
6.	( ) _____	( ) _____	( ) _____	( ) _____	( ) _____

Now rewind your tape and compare your performance with the model. If you are not satisfied, repeat the exercise before proceeding.

Step 10

Imitate the model carefully as you pronounce the following pairs. Notice that the vowel sound in the last utterance of the second pair is never nasalized.

- |                   |                   |
|-------------------|-------------------|
| 1. ( ) ( ) _____  | 12. ( ) ( ) _____ |
| 2. ( ) ( ) _____  | 13. ( ) ( ) _____ |
| 3. ( ) ( ) _____  | 14. ( ) ( ) _____ |
| 4. ( ) ( ) _____  | 15. ( ) ( ) _____ |
| 5. ( ) ( ) _____  | 16. ( ) ( ) _____ |
| 6. ( ) ( ) _____  | 17. ( ) ( ) _____ |
| 7. ( ) ( ) _____  | 18. ( ) ( ) _____ |
| 8. ( ) ( ) _____  | 19. ( ) ( ) _____ |
| 9. ( ) ( ) _____  | 20. ( ) ( ) _____ |
| 10. ( ) ( ) _____ | 21. ( ) ( ) _____ |
| 11. ( ) ( ) _____ | 22. ( ) ( ) _____ |



Step 11

In this exercise you will learn to pronounce the names of some French cities which all contain the sound /ɛ̃/ except the last one which does not contain the sound /ɛ̃/ and must not be nasalized. The names of these cities are printed below. But since their spelling is so different from the way they are pronounced, concentrate on what you hear, and associate it closely with what you see. Each name will be pronounced twice:

- |                           |                              |
|---------------------------|------------------------------|
| 1. Angers (Repeat) _____  | 9. Laon (Repeat) _____       |
| 2. Nantes (Repeat) _____  | 10. Rouen (Repeat) _____     |
| 3. Vence (Repeat) _____   | 11. Orléans (Repeat) _____   |
| 4. Valence (Repeat) _____ | 12. Le Mans (Repeat) _____   |
| 5. Sens (Repeat) _____    | 13. Perpignan (Repeat) _____ |
| 6. Nancy (Repeat) _____   | 14. Chambéry (Repeat) _____  |
| 7. Cambrai (Repeat) _____ | 15. Cannes (Repeat) _____    |
| 8. Caen (Repeat) _____    |                              |

Step 12

Practice the following sentences. Pay special attention not only to the pronunciation but also to the rhythm and intonation. Beat the time as you say each syllable. When you are satisfied with your performance, record these sentences.



during the pause provided, and later compare them with the model. The meaning of the sentences is given in your workbook. Ready?

(John feels the wind.)

Jean sent le vent. \_\_\_\_\_

(The child lies often.)

L'enfant ment souvent. \_\_\_\_\_

(I hear him upon entering.)

Je l'entends en entrant. \_\_\_\_\_

(John and Jane eat together.)

Jean et Jeanne mangent ensemble. \_\_\_\_\_

Part 3

The Sounds /ẽ/ and /ã/

Step 13

In this exercise the sounds /ẽ/ and /ã/ will be contrasted. Pronounce each word with as strong a nasal resonance as possible:

- |            |       |       |             |       |       |
|------------|-------|-------|-------------|-------|-------|
| 1. ( ) ( ) | _____ | _____ | 6. ( ) ( )  | _____ | _____ |
| 2. ( ) ( ) | _____ | _____ | 7. ( ) ( )  | _____ | _____ |
| 3. ( ) ( ) | _____ | _____ | 8. ( ) ( )  | _____ | _____ |
| 4. ( ) ( ) | _____ | _____ | 9. ( ) ( )  | _____ | _____ |
| 5. ( ) ( ) | _____ | _____ | 10. ( ) ( ) | _____ | _____ |

Step 14

Repeat the three utterances after the model:

- |                |       |       |       |
|----------------|-------|-------|-------|
| 1. ( ) ( ) ( ) | _____ | _____ | _____ |
| 2. ( ) ( ) ( ) | _____ | _____ | _____ |
| 3. ( ) ( ) ( ) | _____ | _____ | _____ |
| 4. ( ) ( ) ( ) | _____ | _____ | _____ |
| 5. ( ) ( ) ( ) | _____ | _____ | _____ |
| 6. ( ) ( ) ( ) | _____ | _____ | _____ |
| 7. ( ) ( ) ( ) | _____ | _____ | _____ |
| 8. ( ) ( ) ( ) | _____ | _____ | _____ |
| 9. ( ) ( ) ( ) | _____ | _____ | _____ |

- |     |             |       |       |       |
|-----|-------------|-------|-------|-------|
| 10. | ( ) ( ) ( ) | _____ | _____ | _____ |
| 11. | ( ) ( ) ( ) | _____ | _____ | _____ |
| 12. | ( ) ( ) ( ) | _____ | _____ | _____ |
| 13. | ( ) ( ) ( ) | _____ | _____ | _____ |
| 14. | ( ) ( ) ( ) | _____ | _____ | _____ |
| 15. | ( ) ( ) ( ) | _____ | _____ | _____ |
| 16. | ( ) ( ) ( ) | _____ | _____ | _____ |
| 17. | ( ) ( ) ( ) | _____ | _____ | _____ |

Step 15

In this step you will learn to read numerals which contain the two sounds /t/ and /t/. These numerals are printed in your workbook. Look at them as the voice on the tape pronounces them for you. Each will be pronounced twice. Ready?

5, 5	_____	_____	100, 100	_____	_____
15, 15	_____	_____	105, 105	_____	_____
20, 20	_____	_____	115, 115	_____	_____
25, 25	_____	_____	120, 120	_____	_____
30, 30	_____	_____	125, 125	_____	_____
35, 35	_____	_____	130, 130	_____	_____
40, 40	_____	_____	150, 150	_____	_____
45, 45	_____	_____	155, 155	_____	_____
50, 50	_____	_____	500, 500	_____	_____
55, 55	_____	_____	555, 555	_____	_____

Step 16

Practice the following sentences until you can say them smoothly and distinctly. Then record them and compare your performance with the model. The meaning of the sentences is given in your workbook:

(Vincent holds her hand.)	Vincent tient sa main.	_____
(In the morning the child whines.)	Le matin l'enfant gémit.	_____
("The woman and the puppet")	"La Femme et le Pantin".	_____
(Tomorrow is Valentine's day)	Demain c'est la Saint-Valentin.	_____
(This white bread is worth it.)	Ce pain blanc en vaut la peine.	_____

## SELF-EVALUATIVE QUIZ

In this quiz you will be required to pronounce the names of the cities and the figures which are printed in your workbook. (These were practiced in steps 6, 11, and 15 of this unit.) The speaker will say the item number. During the pause that follows, look in your workbook and pronounce the name of the city or the figure corresponding to the number you heard on the tape. Then the speaker will give you a confirmation. Be sure that you record your response quickly before you hear the confirmation. When you are finished, rewind your tape and compare your performance with the speaker's voice. Mark off any item which is not satisfactory to your ear. This will tell you whether you passed the quiz or not. If you think that you made more than two errors, review steps 6, 11, and 15 before you let your instructor evaluate your performance, so you can be prepared to correct your errors if he asks you to do so. If you do not feel sufficiently prepared for this quiz, review steps 6, 11, and 15 before attempting to record. Otherwise, set your tape recorder on "record," and let's begin:

	Stimulus	Response	Confirmation
1.	20		( )
2.	5		( )
3.	50		( )

	<u>Stimulus</u>	<u>Response</u>	<u>Confirmation</u>
4.	Berlin	_____	( )
5.	Le Mans	_____	( )
6.	Reims	_____	( )
7.	Rouen	_____	( )
8.	115	_____	( )
9.	55	_____	( )
10.	555 .	_____	( )
11.	Orléans	_____	( )
12.	Nancy	_____	( )
13.	Angers	_____	( )
14.	Caen	_____	( )
15.	Cannes	_____	( )
16.	40	_____	( )
17.	25	_____	( )
18.	120	_____	( )
19.	Vence	_____	( )
20.	15	_____	( )

End of Unit 7