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## UNIT 5 INVITATIONS

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In this unit, you will learn the following:

### **Week 1**

1. Offering /accepting/ refusing an invitation.
2. Asking /telling the time.
3. Fixing an appointment
4. Telling the date
5. Days of the week
6. Preposition+ pronoun : *avec lui, chez moi ...*
7. Verbs : *être* and *avoir*
8. Reading a planner
9. Questions : *est-ce que / avec intonation / À quelle heure.. ?*

### **Week 2**

1. Reading a film schedule
2. Understanding statistics
3. Conjugation : *-er* verbs, *savoir, connaître*
4. Expressions with : *Je pense que, J'espère que*
5. Talking about one's pastimes
6. Phonetics : final letters; sounds : [ ʃ ] and [ ʒ ]
7. Discussing the pastime (*loisirs*) of the French and the Indians.

This unit highlights the linguistic and cultural elements related to invitations. The form of the message indicates that this is an email. At the same time, the sketch of the two characters suggests their age, sex and modes of communication (internet, mobile telephones etc.). Before we proceed to the activities associated with this unit, it is important to observe the text and to identify the pictures. This would help us understand:

- the nature of this document (letter, email, advertisement...)
- the characters in the picture, their names, age etc.

- the situation of communication (introducing someone, asking the person his / her age, inviting somebody for dinner...)
- Who is writing to whom.
- Why.

Now, try to answer the questions in the activity below :

**Oui? Non? C'est ça?**

1. Ali écrit:	2. Qu'est-ce qu'il y :
- Pour sortir avec Elodie vendredi soir.	- à 19 heures ? _____
- Pour téléphoner à Elodie vendredi soir.	- à 21 heures ? _____
- Pour aller au restaurant avec Elodie vendredi soir.	- à 22h 30? _____
- Pour aller chez Elodie vendredi soir.	

**Activity 1**

*Listen to Elodie's response given on the CD and answer the following questions:*

1. Ali demande « on se retrouve où ? ». Qu'est-ce qu'Élodie répond ?
2. Quel est le problème avec la salle de spectacle le Trois-mâts ?
3. Élodie veut aller au restaurant avant ou après le film ?
4. Élodie veut retrouver Ali :
 

<input type="checkbox"/> 7 heures	<input type="checkbox"/> 8 heures
<input type="checkbox"/> 9 heures	<input type="checkbox"/> 10 heures
5. Où est le restaurant *La Taverne* ?

**Suggestions:**

Listen to the CD a few times. Make a note of all words that seem familiar. Some of the words used by Élodie are already present in Ali's email. Use the same words and the sentence structure as Ali to answer these questions.

Furthermore, you shall now discover many new verbs such as *se retrouver*, *répondre* and *vouloir*. Try to guess their meaning from the context or consult a dictionary and find out their meaning. Also write down their conjugations in the table below:

**Supplementary Activity I**

Se retrouver	Répondre	Vouloir
Je me retrouve	Je réponds	Je veux
Tu ...	Tu ...	Tu ...
Il / elle / on ...	Il / elle / on ...	Il / elle / on ...
Nous ...	Nous ...	Nous ...
Vous ...	Vous ...	Vous ...
Ils / elles ...	Ils / elles ...	Ils / elles ...

## Activity 2

**Complete these sentences using the correct form of être and avoir:**

1. France Inter, il \_\_\_\_\_ 7 heures.
2. Nous \_\_\_\_\_ de la chance.
3. Elle ne \_\_\_\_\_ pas française.
4. Vous \_\_\_\_\_ un euro, s'il vous plaît?
5. Nous \_\_\_\_\_ le 6 ou le 7 juin?
6. Vous \_\_\_\_\_ étudiante?
7. Elle \_\_\_\_\_ envie de dormir.

**Hint:**

The verbs *être* and *avoir* have already been discussed in Course 1. The present activity permits us to revise these two verbs. Their conjugations are given below, once again, for the benefit of the learner:

Avoir	Être
J'ai = I Have	Je suis = I am
Tu as = You have	Tu es = You are
Il/Elle a = He/ She has	Il/Elle est = He/She is
Nous avons = We have	Nous sommes = We are
Vous avez = You have	Vous êtes = You are
Ils/Elles ont = They have	Ils/elles sont = They are

## Activity 3

**Prepositions: avec & chez**

**Complete the following sentences using chez or avec (p. 53):**

**Hint:**

1. Tu vas où ?  
- \_\_\_\_\_ Thomas. On va faire des exos de maths.
2. Tu vas en Tunisie toute seule ?  
- Non, \_\_\_\_\_ d'autres étudiants.
3. Charlotte attend tout le monde à huit heures.  
- Moi, je ne vais pas pouvoir arriver \_\_\_\_\_ elle avant neuf heures.
4. Je peux prendre ton disque de Frandol ?  
- Il est \_\_\_\_\_ Anne-Marie.
5. Je vais aller cinq jours à Tahiti pour mon travail.  
- Oh ! Je peux aller \_\_\_\_\_ toi à Tahiti ?

An invitation implies that a person be with (*avec*), i.e. in the company of another person or that the person visits someone's house/ place (*chez quelqu'un*).

Ex. Ali va au cinéma *avec* Elodie. (Ali goes to the cinema with Élodie).

Ali va *chez* Élodie. (Ali goes to Élodie's house).

**Activity 4**

**Prepositions (*avec / chez*) and a few personal pronouns (*moi / toi* etc.)**

a) *Study the table given below and then complete the following dialogues (p.53):*

Je	Il vient <b>chez moi</b> ce soir.	<i>Je is transformed into moi.</i>
Tu	Sophie mange <b>avec toi</b> ?	<i>Tu is transformed into toi</i>
Il	Vous allez <b>chez lui</b> à midi.	<i>Il is transformed into lui</i>
Elle	Tu habites <b>avec elle</b> ?	<i>Elle remains elle</i>
Nous	Vous pouvez venir <b>chez nous</b> .	<i>Nous remains nous</i>
Vous	Je voudrais aller <b>avec vous</b> .	<i>Vous remains vous</i>
Ils	Elle va dormir <b>chez eux</b> .	<i>Ils ? eux</i>
Elles	Non, tu ne vas pas <b>avec elles</b> .	<i>Elles remains elles.</i>

Example:

- Tu fais quoi au mois de juillet ?
  - Je vais à Bora-Bora. Tu veux venir avec moi ?
  - Euh, si tu veux. Mais, tu ne vas pas en Normandie avec Sophie ?
  - Non, je suis fâché avec elle.
- Le film est à 8 heures. Si tu veux, je vais chez \_\_\_\_\_ à 7 h 30 et on va ensemble au ciné.
  - Euh, non, viens chez \_\_\_\_\_ à 7 heures. Laura est là, tu vas manger avec \_\_\_\_\_ et après, on va aller au ciné tous les trois.

b) *Replace the underlined words with lui, elle, eux or elles.*

- On retrouve Coralie au cinéma ?
  - Non, on va chez Coralie avant d'aller au cinéma.  
(Hint: Coralie is the name of a girl).
- Eh, tu sais, le directeur va aller une semaine à Bora-Bora.
  - Oui, je sais : je vais avec le directeur. (Hint: le is masculine gender).
- Audrey va chez Claire avec Jean-Michel samedi.
  - Est-ce qu'elle va dormir chez Claire et Jean-Michel ?  
(Hint: Claire and Jean-Michel are two persons ; female + male).
- Euh, tu sais, Marie et Léa vont à Paris pendant les vacances.
  - Ah, bon ! Et, euh... tu voudrais aller avec Marie et Léa ?  
(Hint: Marie and Léa are two girls).

## OUTILS / TOOLS

### ***L'heure et la date / How to tell the time & date***

In the French-speaking world, a day is divided into 4 parts:

*Le matin* (from day-break to 12 noon)

*L'après-midi* (from 12 noon to about 6:00 p.m.)

*Le soir* (from about 6:00 p.m. to about 10:00 p.m.) and

*La nuit* (from about 10:00 p.m. up to day-break).

However, time is measured in 24 hours, i.e. 0100 hours to 2400 hours.

Hence,

1:00 p.m. is read as *13 heures* (1300 hours)

4:00 p.m. becomes *16 heures* (1600 hours).

8:00 p.m. becomes *20 heures* (2000 hours) etc.

Similarly,

8:30 is read as *8 heures et demie* (*demie* means  $\frac{1}{2}$ ) or as *8 heures trente*

9:45 becomes *10 heures moins le quart* (meaning minus one quarter of an hour) or *9 heures quarante-cinq*.

Finally, *une seconde* is the smallest unit of time referred to in day to day activities. Hence, the three units of time in French are *heure (n.f.)*, *minute (n.f.)* and *seconde(n.f.)*.

Activities 5, 6, 7, 8 and 9 are dedicated to reading the time and telling the date, both extremely important tools of communication in daily life.

### Activity 5

Carefully read the time as indicated in the table. You may have understood that the hours are measures on a scale of 24 and minutes on a scale of 60 or in terms of quarters of the hour.

***Now listen to the CD and underline the time announced:***

This activity shall also be undertaken in the Contact class.

### Activity 6

***Fill in the blanks.***

When one needs to know the time, one asks

*Quelle heure est-il ?* or

*Il est quelle heure ?* or

*Vous avez l'heure, s'il vous plaît ?*

This activity, too, shall be undertaken in the contact class.

Activity 7

**Listen to the CD and write down the time in words. Play the CD once again if the answer is not clear.**

Example: *Sept heures trente.*

This activity shall be repeated in the Contact class.

Activity 8

**Listen to the CD and complete the dialogues:**

1. La boulangerie ferme à quelle heure ?  
- Elle est ouverte jusqu'à 19 heures. (Example)
2. Tu vas à l'école mercredi ?  
- Oui, \_\_\_\_\_.
3. Excusez-moi, \_\_\_\_\_, s'il vous plaît ?  
- Oui : il est midi moins le quart.
4. La bibliothèque est ouverte le lundi ?  
- Oui, \_\_\_\_\_.
5. Excusez-moi, je voudrais un renseignement.  
- Oui, \_\_\_\_\_, s'il vous plaît.
6. Bon, alors, tu es prête ?  
- Oui, \_\_\_\_\_, j'arrive.

**Hint:** Here, one comes across various ways of telling the time such as *jusqu'à (upto), de... à... (from... to...) etc.*

Activity 9

Here we learn to tell the dates. But before we learn to tell the date, we must know the months of the year. So, the months (called *mois* in French) are :

1. janvier	4. avril	7. juillet	10. octobre
2. février	5. mai	8. août	11. novembre
3. mars	6. juin	9. septembre	12. décembre

And then, we also need to know the days of the week:

1. lundi 2. mardi 3. mercredi 4. jeudi 5. vendredi	6. samedi 7. dimanche
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} le weekend

The seven days, taken together are called *la semaine*.

So, 14<sup>th</sup> July 2008 is written as *le 14 juillet 2008*.

15<sup>th</sup> August 1947 is written as *le 15 août 1947*.

And Thursday, 18<sup>th</sup> September 2008 is written as *le jeudi 18 septembre 2008*

Monday, le 13<sup>th</sup> of October 2008 is written as *le lundi 13 octobre 2008*.

### Activity 10

The act of inviting someone often consists of fixing a meeting on a particular date or day and at a specific time. It is thus important to understand and retain the sentence structures which enable us to use this knowledge in practical situations. Activities 10 and 11, entitled *Prendre / fixer un rendez-vous*, draw attention to such structures.

**Note** : Activity 9 shows us a page from a diary. This is an extremely important aspect of the lives of people in France. Practically everybody carries a diary and every activity such as personal meetings, business lunches, visits to the doctor etc. are planned well in advance and must be undertaken as per schedule .

### Poser une question / how to ask a question

We have come across many ways of asking a question in Course 1 as well as in Course 2. One can recognize a question either by the intonation (the tone of the voice) or by certain interrogative words. Some of them are listed below:

#### Intonation

- Ça va ?
- Vous êtes Rahul Khanna ?
- D'accord ?
- Vous aimez le cricket ?

#### Interrogative words

- Tu t'appelles **comment** ?
- Ça s'est écrit **comment** ?
- Tu as **quel** âge ?
- **Quelle** est votre adresse ?

While in the left column, it is simply the tone of the voice which suggests that a question has been asked (the voice rises at the end of the sentence), the column on the right highlights some words (*comment, quel, quelle* etc.) which confirms the interrogative nature of the sentence.

A few other questions we have come across in this unit are:

- *Oui ? Non ? C'est ça ?*
- *Tu vas à l'école mercredi ?*
- *La boulangerie ferme à quelle heure ?*
- *Qu'est-ce qu'il y a à 19 heures ?*
- *Qu'est-ce qu'Elodie répond ?*
- *Quelle heure est-il ?*

**Note:** Questions can either be answered in *oui / non* or with longer answers giving specific, detailed explanations.

In this part of the unit, we shall study different forms of interrogation.

### Activity 11

**Example:**

- Tu regardes un film ? → *Est-ce que* tu regardes un film ?
- Vous aimez le poulet tandoori (tandoori chicken) ? → *Est-ce que* vous aimez le poulet tandoori ?
- M. Ravinder Singh va au Canada ? → *Est-ce que* M. Ravinder Singh va au Canada ?

You may have observed also that in case of questions beginning or ending with *où* (where), *quand* (when), *à quelle heure* (at what time) and *comment* (how), *est-ce que* is placed **after** these interrogative words and **before** the pronoun (je/tu/il/ vous etc.).

**Example:**

- Où travaillez-vous ? → *Où est-ce que* vous travaillez ?
- Tu pars *quand* ? → *Quand est-ce que* tu pars ?
- *Comment* vous vous appelez ? → *Comment est-ce que* vous vous appelez ?

**Now transform the questions given in this activity:**

*Ex.: Tu habites à Bordeaux ? → Est-ce que tu habites à Bordeaux ?*

1. Je vais chez toi ?
2. Tu veux aller au cinéma ?
3. On va au cinéma à quelle heure ?
4. Et on se retrouve où ?
5. Tu veux manger avec moi ?
6. Vous venez quand ?

### Activity 12

**1. Given below are a set of answers. Frame questions for these answers:**

**Hint:** many questions would lead to the same answer.

This activity enables us to revise different forms of interrogation studied so far.

*Ex.: Question : Tu viens à quelle heure ? / Nous mangeons à quelle heure ?*

*Réponse : A huit heures et demie.*

**Inviter : proposer – accepter / refuser****(To propose, accept or refuse an invitation)**

This section will enable the learner to use different linguistic forms linked to different speech acts such as : *inviter quelqu'un* (to invite some one ), *proposer* ( proposing), *accepter ou refuser une invitation* (accepting or refusing an invitation.)

Look at the four verbs, *inviter*, *proposer*, *accepter* and *refuser*

**Supplementary Activity IV**

**Conjugate the verbs in the table given below:**

<b>Proposer</b>	<b>Accepter</b>	<b>Refuser</b>
Je propose	J'accepte	Je refuse
Tu _____	Tu _____	Tu _____
Il / Elle / On _____	Il / Elle / On _____	Il / Elle / On _____
Nous _____	Nous _____	Nous _____
Vous _____	Vous _____	Vous _____
Ils / Elles _____	Ils / Elles _____	Ils / Elles _____

These verbs shall be used extensively throughout this part of the unit.

**Activity 13**

**Ali invites Elodie by email. Place their sentences in the table given below:**

<b>Proposer</b>	<b>Accepter</b>	<b>Refuser</b>
1. Je te propose un concert de Frandol.		

**Note :** You may have noticed that Ali proposes several options.

Also note that:

*Proposer* = *est-ce que tu veux...?*

*Accepter* = *oui, d'accord.*

*Refuser* = *non, je ne penx pas.*

**Activity 14**

**A friend invites you to take a walk in the forest with him. What would you say to refuse the invitation?**

This activity introduces the learner to three new verb forms (pouvoir, vouloir and devoir ) and one expression *avoir envie de* (to wish to do something),

You will find below, once again the conjugations of the 3 verbs:

Pouvoir (to be able to)	Vouloir (to want to)	Devoir (to have to)
Je peux	Je veux	Je dois
Tu peux	Tu veux	Tu dois
Il / elle / on peut	Il / elle / on veut	Il / elle / on doit
Nous pouvons	Nous voulons	Nous devons
Vous pouvez	Vous voulez	Vous devez
Ils / elles peuvent	Ils / elles veulent	Ils / elles doivent

As for *avoir envie de*, this expression is used as follows:

- *J'ai envie de regarder un film.*
- *Tu as envie de faire du sport.*
- *Asha a envie de manger une glace.*
- *Rahul et Simran ont envie de visiter l'Inde.*

Hence, we see that only the verb *avoir* in the sentence is conjugated while the rest of the expression remains unchanged.

Can you refuse an invitation using different verb forms?

Example: Tu viens avec moi au restaurant?

Non, je ne peux pas aujourd'hui.

*Hint:* Refer to the examples of *refuser* in the margin.

**Activity 15**

**Transform the sentences on the model given below:**

Ex. [Elle habite où ?] Je ne sais pas.

Je ne sais pas où elle habite.

Ex. [Lucie est malade.] Tu sais... ?

Tu sais que Lucie est malade ?

**Hint :**

Here, we are trying to join two sentences. We would thus need a connector, a *pronom relatif*. If we look at the first example, we realize that the *où* represents a question (it is an interrogative form) and thus it is placed after the verb *savoir*.

However, in the second example, we realize that the first sentence, *Lucie est malade* is a statement (and not a question). Thus, we must introduce a connector, *que* to join the two sentences.

Hence, with a question, we shall use the connector already present in the sentence such as *où*, *comment*, or *quand*.

But with a statement, we shall introduce a connector, such as *que*.

### Les lettres finales/the final letter

Many French words are composed of letters which are not pronounced. This is usually the case with the final letters. Hence, a word such as *comment* is pronounced [kɔ̃mɑ̃] and *rayons* is pronounced [Rɛjɑ̃]. This part of the unit studies a few cases where final letters are not pronounced (are silent) in the French language.

**A) Listen to the sentences on the CD and strike out those final letters which are silent (Contact class):**

Ex. : *Rayez les lettres finales qu'on ne prononce pas.*

**Hint :**

Listen to the sentences a few times. Also see the table on the right side of the page entitled *les lettres finales*.

**B) Strike out those final letters which are silent:**

This activity shall be undertaken in the contact class.

**C) Listen to the following words on the CD and put a cross (X) on the correct sound: :**

	1	2	3	4	5	6	7	8
<b>chercher</b>								
<b><u>j</u>ouer</b>								

Hint: For these two sounds, refer to Course 1, Unit 1

- [ʃ] as in *she*
- [ʒ] as in *measure, pleasure, treasure.*

### Les sorties des Français

Since a large part of this unit deals with invitations, which are closely linked with cultural events and activities happening around town, it would be apt to conclude with a small section on the pastimes of the French people. Given below are extracts from *L'Officiel des spectacles*, a weekly magazine published from Paris every Wednesday, carrying a write-up on cultural events in the city in the next seven days.

- a) *Observe the documents and read the texts. What are the favorite pastime activities of the French?*

**Hint:**

The table sums up the research presented in the article on the same page.

This activity shall be taken up during the contact class.

- b) *And in your own country? What are your own favorite pastime activities? Conduct a small survey by asking other learners in the contact class. How much time per week do they take out for recreation?*

This activity shall be taken up during the contact class.



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