



THE PIMSLEUR GUIDE



HOW THE PROGRAM WORKS

Travel the world with Pimsleur!

You have just purchased the most effective language program ever developed. As you probably know, learning a new language can be frustrating. Your first experience with a foreign language may have been in school. If the classes seemed difficult, or if your grades were poor, you probably believed you had no aptitude for languages. Even if you did well, you may have been surprised later to discover that what you learned was of little or no use when you tried to converse with native speakers.

Perhaps you waited until later in life and tried adult education classes, language schools, or home training programs. There too you may have found the information hard to retain, the lessons tedious, and your progress slow. Many language students give up early in these programs, convinced they lack the natural ability to understand and use what they read and hear.

The truth is that anyone can acquire a foreign language—with the right teaching system. With the Pimsleur® Method, you will benefit from the years of research and development that have helped create the world's most effective method for teaching foreign languages. The Pimsleur® Language Programs, developed by Dr. Paul Pimsleur, fill an urgent need for self-instructional materials in many languages.

HOW TO USE THE PROGRAM

To get the full benefit of each lesson, choose a quiet place where you can practice without interruption and a time of day when your mind is most alert and your body least fatigued.

The length of each lesson, just under 30 minutes, is that recommended by teaching specialists for a concentrated learning task. Once you've started the program, simply follow the tutor's instructions. The most important instruction is to respond aloud when the tutor tells you to do so. There will be a pause after this instruction, giving you time to reply. It is essential to your progress that you speak out in a normal conversational voice when asked to respond. Your active participation in thinking and speaking is required for your success in mastering this course.

The simple test for mastery is whether you are able to respond quickly and accurately when your tutor asks a question. If you are responding correctly about eighty percent of the time, then you're ready to proceed to the next lesson. It is important to keep moving forward, and also not to set unreasonable standards of perfection that will keep you from progressing, which is why we recommend using the eighty percent figure as a guide.

You will notice that each lesson contains both new and familiar material, and just when you may be worrying about forgetting something, you will conveniently be reminded of it. Another helpful feature of the Pimsleur® Language Program is its rate of "saturation." You will be responding many times in the half-hour. This saturation enables you to make substantial progress within a short period of time.

GUIDELINES FOR SUCCESS

Complete the lesson units in strict consecutive order (don't skip around), doing no more than one lesson per day, although the lesson unit for the day may be repeated more than once. Daily contact with the language is critical to successful learning.

Listen carefully to each lesson unit. Always follow the directions of the instructor.

Speak out loud when directed by the tutor and answer questions within the pauses provided. It is not enough to just silently “think” of the answer to the question asked. You need to speak the answer out loud to set up a “circuit” of the language you are learning to speak so that it is heard and identified through your ears, to help to establish the “sounds” of the target language. Do this prior to hearing the confirmation, which is provided as reinforcement, as well as additional speech training.

Do all required activities according to the instructions, without reference to any outside persons, book, or course.

Do not have a paper and pen nearby during the lessons, and do not refer to dictionaries or other books. The Pimsleur® Method works with the language-learning portion of your brain, requiring language to be processed in its spoken form. Not only will you interrupt the learning process if you attempt to write the words that you hear, but you will also begin to speak the target language with an American accent. This is because the “sounds” represented by the American letters are different from the same-looking letters from the foreign language.

DR. PAUL PIMSLEUR AND HIS UNIQUE METHOD

Dr. Paul Pimsleur devoted his life to language teaching and testing and was one of the world's leading experts in applied linguistics. He was fluent in French, good in German, and had a working knowledge of Italian, Russian, Modern Greek, and Mandarin Chinese. After obtaining his Ph.D. in French and a Masters in Psychology from Columbia University, he taught French Phonetics and Linguistics at UCLA. He later became Professor of Romance Languages and Language Education, and Director of The Listening Center (a state-wide language lab) at Ohio State University; Professor of Education and Romance Languages at the State University of New York at Albany; and a Fulbright lecturer at the University of Heidelberg. He did research on the psychology of language learning and in 1969 was Section Head of Psychology of Second Language Learning at the International Congress of Applied Linguistics.

Dr. Pimsleur was a member of the American Association of Teachers of French (AATF), American Educational Research Association (AERA), Modern Language Association (MLA), and a founding member of the American Council on the Teaching of Foreign Languages (ACTFL).

His many books and articles revolutionized theories of language learning and teaching. After years of experience and research, Dr. Pimsleur developed a new method (The Pimsleur Method) that is based on two key principles: the "Principle of Anticipation" and a scientific principle of memory training that he called "Graduated Interval Recall." This Method has been applied to the many levels and languages of the Pimsleur Programs.

GRADUATED INTERVAL RECALL

The term, “Graduated Interval Recall” is a complex name for a very simple theory about memory. No aspect of learning a foreign language is more important than memory, yet before Dr. Pimsleur, no one had explored more effective ways for building language memory.

In his research, Dr. Pimsleur discovered how long students remembered new information and at what intervals they needed to be reminded of it. If reminded too soon or too late, they failed to retain the information. This discovery enabled him to create a schedule of exactly when and how the information should be reintroduced.

Suppose you have learned a new word. You tell yourself to remember it. However, after five minutes you're unable to recall it. If you'd been reminded of it after five seconds, you probably would have remembered it for maybe a minute, at which time you would have needed another reminder. Each time you are reminded, you remember the word longer than you did the time before. The intervals between reminders become longer and longer, until you eventually remember the word without being reminded at all.

This program is carefully designed to remind you of new information at the exact intervals where maximum retention takes place. Each time your memory begins to fade, you will be asked to recall the word.

PRINCIPLE OF ANTICIPATION

The “Principle of Anticipation” requires you to *anticipate* a correct answer. Practically, what this means is that you must retrieve the answer from what you have learned earlier in the course. It works by posing a question, asking you to provide a new sentence, using information you’ve learned previously and putting it into a new combination. This provides novelty and excitement which accelerates learning.

A possible scenario:

Speaker’s cue: “Are you going to the movies today?”
(PAUSE)

Drawing on information given previously, you respond
(*in the target language*):

“No, I’m going tomorrow.”

The instructor will then confirm your answer:

“No, I’m going tomorrow.”

The Narrator then may cue:

“Is your sister going to Europe this year?” (PAUSE)

Response: “No, she went last year.”

Before Dr. Pimsleur created his teaching method, language courses were based on the principle of “mindless-repetition.” Teachers drummed words into the students’ minds over and over, as if there were grooves in the mind that could be worn deeper with repetition.

Neurophysiologists tell us however, that on the contrary, simple and unchallenging repetition has a hypnotic, even dulling effect on the learning process. Eventually, the words being repeated will lose their meaning. Dr. Pimsleur discovered that learning accelerates when there is an “input/output” system of interaction, in which students receive information and then are asked to retrieve and use it.

CORE VOCABULARY

While “Graduated Interval Recall” and the “Principle of Anticipation” are the foundation of the Pimsleur® Method, there are other aspects that contribute to its uniqueness and effectiveness. One involves vocabulary. We have all been intimidated, when approaching a new language, by the sheer immensity of the number of new words we must learn. But extensive research has shown that we actually need a comparatively limited number of words to be able to communicate effectively in any language.

Language can be divided into two distinct categories: grammatical structures (function words) and concrete vocabulary (content words). By focusing on the former category and enabling the student to comprehend and employ the structure of the new language, Dr. Pimsleur found that language learners were able to more readily put new knowledge to use. There are few content words that must be known and used every day. The essential “core” of a language involves function words, which tend to relate to human activities.

This course is designed to teach you to understand and to speak the essential elements of your new language in a relatively short time. During each half-hour lesson, you will actually converse with two native speakers, using the level of language spoken by educated citizens in their everyday business and social life. The program’s unique method of presenting dialogue in-situation relieves you of the most common learning problem, the problem of meaning.

The Pimsleur® Method centers on teaching functional mastery in understanding and speaking a language, in the most effective and efficient way possible. You will be working on your vocabulary, grammar, and pronunciation in an integrated manner, as you are learning specific phrases that have practical use in everyday activities.

There are several thousand languages in the world. Because fewer than five hundred of these languages have developed formal systems of writing, linguistic specialists accept that language is primarily speech. For this reason, it is also accepted that the human brain acquires language as speech. Therefore, when Dr. Pimsleur created his language programs, he began teaching with recorded materials, which enabled the learners to acquire the sounds, the rhythm, and the intonation of the target language. The learners did this more rapidly, more accurately, and with great enthusiasm because they found themselves capable of almost instant beginning communication skills.

Dr. Pimsleur called this “organic learning” because it involves learning on several fronts at the same time. His system enables the learner to acquire grammatical usage, vocabulary, and the “sounds” of the language in an integrated, exciting way. In short, the learner gains the language as a living, expressive form of human culture.

COURSE CONTENT

When you have mastered a Pimsleur® Language Program, you will have a highly-practical, every-day vocabulary at your command. These basic words, phrases, and sentences have been carefully selected to be the most useful in everyday situations when you visit a foreign country. You will be able to handle social encounters graciously, converse with native speakers in travel situations, and use transportation systems with confidence. You'll be able to ask directions and to navigate your own way around the cities and countryside.

The language skills you learn will enable you to participate in casual conversations, express facts, give instructions, and describe current, past, and future activities. You will be able to deal with everyday survival topics and courtesy requirements. You will be intelligible to native speakers of the language—even to those who are not used to dealing with foreigners. What is equally important, you will know how to ask the kinds of questions that will further expand your knowledge of and facility with the language, because you will have been trained by the Pimsleur® open-ended questioning technique.

The Pimsleur® Method becomes a springboard for further learning and growth to take place—the ultimate purpose of any real educational system. This desire to learn will be apparent to the people with whom you speak. It will indicate sincere interest in and respect for their culture.

A NOTE ON REGIONAL LANGUAGE DIFFERENCES

In any large country, and even in many smaller countries, regional differences in language are common. In the United States, for example, a person from Maine can sound very different than someone from Texas. Pronunciations (“accents”) vary, and there are also minor differences in vocabulary. For example, what is called a “drinking fountain” in New York or Arizona is known as a “bubbler” in Wisconsin, and a “soft drink” in one part of America will be called a “soda” elsewhere. The differences in English are even more distinct between North Americans and Britons, or between Britons and Australians. But all are native speakers of English; all can communicate with spoken English, read the same newspapers, and watch the same television programs, essentially without difficulty.

Native speakers of a language can often tell where someone is from by listening to him or her speak. In addition to regional differences, there are social differences. Pimsleur® Language Programs use a standard “educated” speech, which will generally carry you throughout the country without difficulty.



READING IN A PIMSLEUR PROGRAM

A phonetic alphabet, such as the Latin alphabet and the Greek alphabet, is a list of symbols (letters) that are used to represent the sounds of the language in writing. And given that language is primarily speech, the spoken sounds of the language necessarily precede learning how to decode the written form, i.e., learning how to “read” – just as a child first learns to speak and then eventually to read. This is the natural progression Dr. Pimsleur followed in his courses.

After an initial introduction to the spoken language, reading is then integrated into the program and the new alphabet is systematically introduced, associating each letter with the sounds of the new language. Initially, you are sounding out words, mastering the different sounds associated with the new alphabet. You are not, at first, reading for meaning, but rather for sound/symbol correlation. Eventually, when the sound system is mastered, you will be able to look at known vocabulary and “read for meaning.” By the end of the first 30 lessons, you will be reading at the same level as you are speaking.



Pimsleur covers the world of languages. You can choose from over 60 language programs, many with multiple levels, ranging from the most popular to the exotic. Become a Pimsleur learner and travel the world!

Programs available for these languages:

- Albanian
- Arabic (Eastern)
- Arabic (Egyptian)
- Arabic (Modern Standard)
- Armenian (Eastern)
- Armenian (Western)
- Chinese (Cantonese)
- Chinese (Mandarin)
- Croatian
- Czech
- Danish
- Dari (Persian)
- Dutch
- Farsi (Persian)
- Finnish
- French
- German
- Greek (Modern)
- Haitian Creole
- Hebrew (Modern)
- Hindi
- Hungarian
- Indonesian
- Irish
- Italian
- Japanese
- Korean
- Lithuanian
- Norwegian
- Ojibwe
- Pashto
- Polish
- Portuguese (Brazilian)
- Portuguese (European)
- Punjabi
- Romanian
- Russian
- Castilian Spanish
- Latin American Spanish
- Swahili
- Swedish
- Swiss German
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- Turkish
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- Urdu
- Vietnamese

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- French
- German
- Haitian
- Hindi
- Italian
- Korean
- Persian
- Portuguese
- Russian
- Spanish
- Vietnamese



Pimsleur® Language Programs are available
in all of the commonly spoken languages.

Many other languages are also available.
For more information, call 1-800-831-5497
or visit us at www.Pimsleur.com



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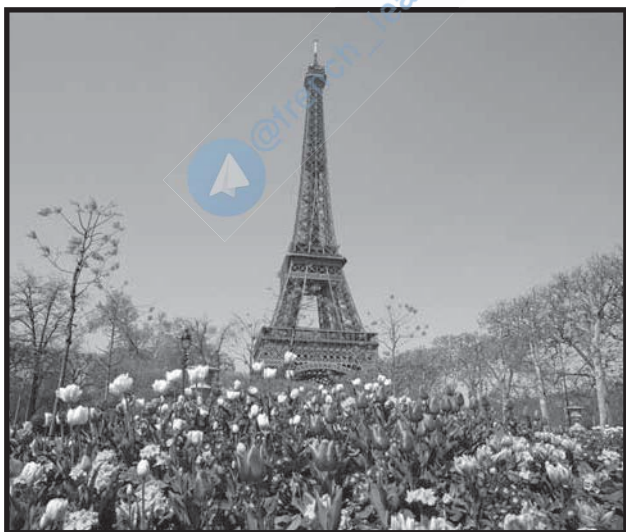
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SIMON & SCHUSTER'S
PIMSLEUR®

FRENCH

LEVEL

5



READING BOOKLET



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VOICES

English-Speaking Instructor..... *Ray Brown*
French-Speaking Instructor.... *Dominique Clément*
Female French Speaker *M-P Grandin-Gillette*
Male French Speaker..... *Pierre Hurel*

COURSE WRITERS

Marie-P. Grandin-Gillette ♦ Berit S. Ahmad

EDITOR

Hiromi K. Bouchard

EDITOR & EXECUTIVE PRODUCER

Beverly D. Heinle

REVIEWER

Dominique Clément

PRODUCER & DIRECTOR

Sarah H. McInnis

RECORDING ENGINEER

Peter S. Turpin

Simon & Schuster Studios, Concord, MA

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.....
: *Travelers should always check with their* :
: *nation's State Department for current* :
: *advisories on local conditions before* :
: *traveling abroad.* :
.....



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Introduction

The 20 Reading Lessons in French Level 5 tell a short story, *Les Chevaliers* (The Knights), which will provide practice in reading and expand your vocabulary. Many of the words are known or guessable. Translations follow the Reading Lessons.

The recorded portion of the Reading Lessons will be found at the end of the program, following the 30 Units. Instructions on how to do the Readings are contained in the audio.



For more information, call
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at Pimsleur.com



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Les Chevaliers: Leçon Un

1. Quand il s'est réveillé,
2. Dans sa chambre d'hôpital très blanche,
3. Il s'est rappelé ce qu'on lui avait dit.
4. Les médecins, les infirmières, sa femme,
5. Ses enfants, sa mère, et même
6. Son patron et quelques collègues de travail :
7. Qu'il avait eu de la chance,
8. Que ça aurait pu être pire,
9. Qu'il l'avait « échappé belle »
10. Qu'il avait failli mourir, le pauvre.
11. Lui, il ne voyait pas ce que ça avait de miraculeux,
12. Ni de catastrophique.
13. Qu'est-ce qui s'était passé, déjà ?
14. Il ne se souvenait de rien en particulier,
15. Mais on lui avait raconté,
16. Et il avait vu les photos de la voiture.
17. Apparemment, il y avait du verglas et personne d'autre
18. Sur la route cette nuit-là.
19. Ce n'était pas de sa faute.
20. Il fallait qu'il dorme, qu'il ne s'inquiète pas.

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Lesson One Translations

1. When he woke up,
2. in his very white hospital room,
3. he remembered what they had told him.
4. The doctors, the nurses, his wife,
5. his children, his mother, and even
6. his boss and a few work colleagues:
7. that he had been lucky,
8. that it could have been worse,
9. that he had “escaped with his life,”
10. that he had almost died, poor him.
11. Him, he didn’t see what was miraculous about it,
12. or catastrophic.
13. What had happened, already?
14. He didn’t remember anything in particular,
15. but he had been told,
16. and he had seen the pictures of the car.
17. Apparently, there was black ice and no one else
18. on the road that night.
19. It wasn’t his fault.
20. It was necessary that he sleep, that he not worry himself.

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Leçon Deux

1. Il s'appelait Henri Morbier.
2. Le nom de famille, il n'y pouvait rien,
3. Mais Henri, il trouvait que c'était un prénom ridicule.
4. On était au vingt-et-unième siècle après tout, non ?
5. Il aurait bien aimé que ce soit Harry, ou Steve,
6. Comme Harry Potter, ou Steve McQueen.
7. À eux, au moins, il arrivait des choses,
8. Des aventures, du danger.
9. Mais à lui, il n'arrivait jamais rien.
10. En fait, depuis qu'il était né,
11. Trente-huit ans plus tôt,
12. Il ne lui était jamais rien arrivé du tout,
13. À part ce qui arrive à tout le monde, bien entendu.
14. Et puis cette bête histoire de verglas, de voiture.
15. C'était bien la première fois
16. Qu'il aurait peut-être quelque chose
17. De vaguement intéressant à raconter à son bureau.
18. En attendant, il fallait qu'il se repose,
19. Qu'il ne pense à rien.
20. Pas si facile.

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Lesson Two Translations

1. His name was Henri Morbier.
2. The last name, there was nothing he could do about it,
3. but Henri, he found that to be a ridiculous first name.
4. We were in the 21st century after all, no?
5. He would have liked that it be Harry, or Steve,
6. like Harry Potter or Steve McQueen.
7. To them, at least, things happened,
8. adventures, danger.
9. But to him, nothing ever happened.
10. In fact, since he'd been born,
11. 38 years earlier,
12. nothing had ever happened to him at all,
13. except for what happens to everyone, of course.
14. And then this dumb matter of black ice, of car.
15. It was indeed the first time
16. that he perhaps would have something
17. vaguely interesting to tell at the office.
18. In the meantime, it was necessary that he rest himself,
19. that he not think of anything.
20. Not so easy.

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Leçon Trois

1. Il était né à Angers. Déjà ça commençait mal,
2. Parce qu'à Angers, il n'y avait rien à faire,
3. Rien à dire, pas grand-chose à voir non plus.
4. Pas de danger à Angers.
5. Il y avait des magasins, des terrains de foot,
6. Un château sur la rivière.
7. Ça, le château, il l'avait vu, et revu.
8. À l'école, avec la classe de Madame Duclos.
9. Il se souvenait bien d'elle, avec ses chaussures trop serrées.
10. Le pont-levis, les douves, les chevaliers en armure,
11. À huit ans, ça va encore.
12. Il se voyait bien chevalier, à cette époque-là.
13. Pourquoi pas ?
14. Le château, au lycée, il y était retourné,
15. Avec des filles, des copains, des cigarettes,
16. Ou quelques bouteilles de temps en temps.
17. Mais, bof, il s'était ennuyé.
18. Un château, pour que ce soit intéressant,
19. Il aurait fallu qu'il soit hanté, horrible,
20. Ou alors, ailleurs.

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Lesson Three Translations

1. He was born in Angers. Already that was a bad start,
2. because in Angers, there was nothing to do,
3. nothing to say, not much to see either.
4. No danger in Angers.
5. There were some stores, some soccer fields,
6. a castle on the river.
7. That, the castle, he had seen it, and seen it again.
8. At school, with Mrs. Duclos' class.
9. He remembered her well, with her too-tight shoes.
10. The drawbridge, the moat, the knights in armor,
11. at eight years old, that's still fine.
12. He could see himself a knight, in those days.
13. Why not?
14. The castle, in high school, he had gone back to it,
15. with girls, pals, cigarettes,
16. or a few bottles from time to time.
17. But, eh, he had gotten bored.
18. In order to be interesting, a castle
19. should have been haunted, horrible,
20. or somewhere else.

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Leçon Quatre

1. À dix-huit ans, après le bac,
2. Qu'il avait eu sans trop se fatiguer,
3. Il aurait pu rester.
4. Il y a tout ce qu'il faut à Angers,
5. Lui avaient dit ses parents.
6. Mais il avait préféré partir.
7. Il ne leur avait pas dit pourquoi.
8. En fait, il ne le savait pas lui-même.
9. Il avait juste cette impression depuis toujours,
10. Que partir c'était mieux que rester.
11. Ça n'avait pas été facile de vivre à Paris,
12. De trouver un appartement,
13. Qui ne soit ni dégoûtant, ni hors de prix.
14. Il avait visité de vraies horreurs,
15. Les unes après les autres.
16. Il avait fini par trouver un studio d'étudiant
17. Que lui louait une dame africaine,
18. Dans une petite rue du vingtième arrondissement.
19. C'était au sixième étage sans ascenseur.
20. Il y resterait sept ans.

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Lesson Four Translations

1. At eighteen, after his exams,
2. which he had passed without too much effort,
3. he could have stayed.
4. There's everything you need in Angers,
5. his parents had said to him.
6. But he had preferred to leave.
7. He hadn't told them why.
8. Actually, he didn't know that himself.
9. He had just always had that feeling,
10. that to leave was better than to stay.
11. It hadn't been easy to live in Paris,
12. to find an apartment,
13. that was neither disgusting, nor unaffordable.
14. He had visited some real horrors,
15. one after the other.
16. He had ended by finding a student studio
17. that an African lady rented to him,
18. on a small street in the twentieth district.
19. It was on the sixth floor, no elevator.
20. He would stay there seven years.

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Leçon Cinq

1. Il la revoyait maintenant,
2. Cette chambre de sa jeunesse,
3. Depuis sa chambre d'hôpital.
4. La fenêtre qui donnait sur les toits.
5. Le lit et la commode,
6. Qui venaient de chez ses parents.
7. Le frigo qui faisait son bruit, la nuit.
8. La cuisinière cabossée
9. Qu'il avait montée sur son dos,
10. Sous les yeux inquiets de sa copine de l'époque.
11. « Ne fais pas l'andouille, Henri.
12. Arrête-toi, repose-toi.
13. Tu vas te casser quelque chose.
14. Ah, les hommes,
15. Vous feriez vraiment n'importe quoi
16. Pour nous impressionner. »
17. Il avait dû l'impressionner, effectivement.
18. Ségolène ? Séverine ? Sophie ?
19. À son âge, le mal au dos n'avait pas duré longtemps.
20. La copine non plus.

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Lesson Five Translations

1. He was seeing it again now,
2. that room of his youth,
3. from his hospital room.
4. The window that looked out on the roofs.
5. The bed and the chest of drawers,
6. that had come from his parents' house.
7. The fridge that made its noise, at night.
8. The banged-up stove
9. that he had brought up on his back,
10. under the worried eyes of his then-girlfriend.
11. "Don't be a dope, Henri.
12. Stop, rest.
13. You're going to break something.
14. Ah, men,
15. you'd really do anything
16. to impress us."
17. He must have really impressed her.
18. Ségolène? Séverine? Sophie?
19. At his age, the backache hadn't lasted long.
20. Neither had the girlfriend.

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Leçon Six

1. « Monsieur Morbier ?
2. Je peux entrer ? »
3. « Oui, oui, faites comme chez vous.
4. Je vous en prie. »
5. « La salle de bain est là.
6. Vous voulez que je vous aide
7. À vous lever ? »
8. « Tout le monde est parti ? »
9. « Oui, il est tard.
10. Les visites sont terminées.
11. Je m'appelle Sidonie.
12. Je suis l'infirmière de nuit.
13. Il faut que je prenne votre tension,
14. Et que je vous donne vos médicaments.
15. Mais ne vous inquiétez pas,
16. Je n'en ai pas pour longtemps.
17. J'ai tous les renseignements dont j'ai besoin
18. Sur ce petit ordinateur, là.
19. Vous voyez ?
20. Allez, donnez-moi votre bras. »

FRENCH 5

Lesson Six Translations

1. “Mister Morbier?
2. Can I come in?”
3. “Yes, yes, make yourself at home.
4. I beg of you.”
5. “The bathroom is there.
6. Do you want me to help you
7. to get up?”
8. “Is everybody gone?”
9. “Yes, it’s late.
10. Visiting hours are over.
11. My name is Sidonie.
12. I’m the night nurse.
13. I have to take your blood pressure,
14. and give you your medicines.
15. But don’t worry,
16. I won’t take long.
17. I have all the information I need
18. on this little computer, there.
19. You see?
20. Come on, give me your arm.”

FRENCH 5

Leçon Sept

1. Il aurait bien aimé lui demander
2. Ce qui lui était arrivé,
3. Et dans quel état il était,
4. Exactement.
5. Mais elle était déjà repartie.
6. Sidonie, c'était joli.
7. Elle était peut-être africaine,
8. Ou haïtienne.
9. Efficace, en tout cas,
10. Souriante et rapide.
11. En attendant, il allait bien falloir
12. Qu'il se lève et qu'il aille aux toilettes.
13. Tiens, il y avait un autre lit,
14. Vide, à côté du sien.
15. Avec tous ces médicaments, il se sentait
16. Complètement à côté de la plaque.
17. Dans les choux, dans les nuages.
18. Qu'est-ce qu'ils disaient, déjà,
19. Quand il avait vingt ans ?
20. Henri, tu pédales dans la choucroute.

FRENCH 5

Lesson Seven Translations

1. He would have liked to ask her
2. what had happened to him,
3. and what condition he was in,
4. exactly.
5. But she had already left.
6. Sidonie, that was pretty.
7. Maybe she was African,
8. or Haitian.
9. Efficient, in any case,
10. smiling and fast.
11. In the meantime, he was going to have
12. to get up and go to the bathroom.
13. Huh, there was another bed,
14. empty, next to his.
15. With all those drugs, he was feeling
16. completely out of it.
17. In the cabbages, in the clouds.
18. What was it they used to say, already,
19. when he was twenty?
20. Henri, you're pedaling in saurkraut.

Leçon Huit

1. Quand il s'était vu dans la glace,
2. Dans la lumière au néon,
3. Il avait fallu qu'il se retienne
4. Aux bords du lavabo.
5. La tête qu'il avait !
6. Est-ce que c'était l'accident de voiture de la veille,
7. Ou les dix-huit ans depuis ses vingt ans,
8. Qui l'avaient fait vieillir comme ça ?
9. Pas étonnant que tout le monde soit parti,
10. Qu'ils l'aient laissé là, tout seul.
11. Non, mais, c'était lui, ça ?
12. Ce front marqué,
13. Ces yeux cernés, cette peau grise,
14. Ce nez gonflé, tordu,
15. Et ce bleu, presque vert, sur la pommette.
16. Cette bouche mince et sèche
17. Qui ne disait rien.
18. Lui aussi il serait parti,
19. En courant,
20. S'il avait vu ce type-là.

FRENCH 5

Lesson Eight Translations

1. When he'd seen himself in the mirror
2. in the neon light,
3. he'd had to hold on
4. to the edges of the sink.
5. The face he had!
6. Was it the car accident of the day before,
7. or the eighteen years since his twenty years,
8. that had made him age like that?
9. No wonder that everyone had gone away,
10. that they had left him there, all alone.
11. No, but, *that* was him?
12. That marked forehead,
13. those saggy eyes, that grayish skin,
14. that swollen, twisted nose,
15. and that bruise, almost green, on the cheekbone.
16. That thin, dry mouth
17. that said nothing.
18. He would have left too,
19. running,
20. if he'd seen that guy.

FRENCH 5

Leçon Neuf

1. Il avait la clavicule cassée,
2. Et un traumatisme crânien.
3. Des ecchymoses partout, dont une belle
4. De forme circulaire sur la poitrine.
5. « Votre airbag n'a pas marché, » lui avait dit Sidonie,
6. Au milieu de la nuit.
7. « Vous avez vraiment eu de la chance.
8. On va vous garder quelques jours en observation.
9. C'est plus prudent. »
10. Qu'est-ce qu'il allait leur dire
11. Quand ils reviendraient le lendemain ?
12. Sa femme, ses enfants, sa mère.
13. Qu'il était désolé d'avoir envoyé la nouvelle voiture
14. Contre un arbre ?
15. Que l'assurance allait s'en occuper ?
16. Et à son patron ?
17. Qu'il retournerait travailler le plus tôt possible ?
18. « Le marketing, Morbier,
19. C'est ici et maintenant que ça se passe.
20. Vous le savez bien. »

FRENCH 5

Lesson Nine Translations

1. He had a broken clavicle,
2. and a concussion.
3. Bruises everywhere, including a nice one
4. circular-shaped on his chest.
5. “Your airbag didn’t work,” Sidonie had told him,
6. in the middle of the night.
7. “You were really lucky.
8. We’re going to keep you a few days on observation.
9. That’s safer.”
10. What was he going to say to them
11. when they came back the next day?
12. His wife, his children, his mother.
13. That he was sorry to have crashed the new car
14. against a tree?
15. That the insurance would take care of it?
16. And to his boss?
17. That he would return to work as soon as possible?
18. “Marketing, Morbier,
19. takes place here and now.
20. You know that well.”

FRENCH 5

Leçon Dix

1. Le lendemain il y avait quelqu'un,
2. Ou plutôt une forme,
3. Dans le lit d'à côté.
4. Il avait dû arriver pendant la nuit.
5. On ne voyait qu'une mèche de cheveux roux
6. Qui dépassait sous les couvertures.
7. En fait, maintenant, ça l'ennuyait un peu
8. Qu'il y ait quelqu'un d'autre dans sa chambre.
9. Il s'était habitué à être tranquille.
10. Ça ne lui arrivait pas souvent.
11. Sa femme était passée dans la matinée,
12. En coup de vent,
13. Après avoir déposé les enfants à l'école.
14. « Ils t'embrassent, Nina t'a fait un dessin,
15. Mon pauvre lapin.
16. Il faut que je file, j'ai une réunion
17. Avec le comité d'établissement.
18. Ça va durer des heures, comme d'habitude.
19. J'en ai assez, vivement les vacances !
20. Je reviendrai quand je pourrai. »

FRENCH 5

Lesson Ten Translations

1. The next day there was someone,
2. or rather a shape,
3. in the next bed.
4. He must have arrived during the night.
5. You could only see a strand of red hair
6. sticking out under the covers.
7. Actually, now, that annoyed him a little
8. that there was someone else in his room.
9. He had gotten used to being in peace.
10. That didn't happen to him often.
11. His wife had come by in the morning,
12. like a gust of wind,
13. after having dropped the kids off at school.
14. "They kiss you, Nina drew you a picture,
15. my poor bunny.
16. I have to run, I have a meeting
17. with the company committee.
18. It's going to last for hours, as usual.
19. I've had enough, can't wait for vacation!
20. I'll come back when I can."

FRENCH 5

Leçon Onze

1. Sa mère était venue spécialement d'Angers
2. Quand elle avait appris la nouvelle.
3. Au moins elle en profiterait pour voir un peu les enfants.
4. Nina était encore un bébé,
5. Mais pour combien de temps ?
6. Il s'inquiétait un peu pour Félix,
7. Qui s'était fait disputer à l'école,
8. Pour avoir tiré les cheveux d'une petite fille,
9. Et pour avoir poussé un petit garçon
10. Contre le mur de la cantine.
11. On les avait convoqués, tous les trois,
12. Sa femme, son fils et lui,
13. Dans un petit bureau au bout d'un long couloir.
14. Il était arrivé en retard,
15. Parce qu'il y avait des embouteillages à cette heure-là.
16. « Votre enfant est dissipé.
17. On dirait qu'il s'ennuie. »
18. Il se souvient qu'il avait pensé,
19. C'est normal de s'ennuyer à mon âge à moi,
20. Mais pas au sien.

FRENCH 5

Lesson Eleven Translations

1. His mother had come specially from Angers
2. when she'd heard the news.
3. At least she'd take advantage of that to see the kids a little.
4. Nina was still a baby,
5. but for how long?
6. He worried a little about Félix,
7. who'd gotten in trouble at school,
8. for having pulled a little girl's hair,
9. and for having pushed a little boy
10. against the cafeteria wall.
11. They had been summoned, all three of them,
12. his wife, his son and himself,
13. in a small office at the end of a long corridor.
14. He had arrived late,
15. because there were traffic jams at that hour.
16. "Your child is unfocused.
17. It looks like he's bored."
18. He remembers that he'd thought,
19. it's normal to be bored at my age,
20. but not at his.

Leçon Douze

1. Aïe, il avait mal partout !
2. Comme des coups de marteau dans la tête.
3. Des coups de couteau dans les côtes.
4. Ça devait être l'heure de renouveler ses pilules.
5. L'infirmière de jour n'allait pas tarder.
6. D'ailleurs, il y avait du mouvement dans la chambre.
7. Un médecin en blouse blanche
8. Qui se penchait sur le lit d'à côté.
9. « Sortez de là, jeune homme,
10. Ne faites pas l'idiot.
11. Il faut que je vous parle de ce qui s'est passé. »
12. « Oui, je sais, je suis tombé en faisant de l'escalade. »
13. « L'escalade d'un pont en pleine nuit, ce n'est pas malin ! »
14. « Laissez-moi tranquille ! Je m'en fiche !
15. Je ne veux voir personne, sauf elle.
16. C'est à elle que je voulais prouver
17. Que je ferais n'importe quoi. »
18. « C'est bien gentil, tout ça,
19. Mais vous vous êtes cassé l'astragale.
20. C'est un petit os du pied. »

FRENCH 5

Lesson Twelve Translations

1. Ouch, he hurt everywhere!
2. Like hammer blows in the head.
3. Knife strikes in the ribs.
4. It must be the time to renew his pills.
5. The day nurse wouldn't be long.
6. Besides, there was movement in the room.
7. A doctor in a white coat
8. who was leaning over the next bed.
9. "Come out of there, young man,
10. don't be an idiot.
11. I need to talk to you about what happened."
12. "Yes, I know, I fell while climbing."
13. "Climbing a bridge in the middle of the night,
that's not clever!"
14. "Leave me alone! I don't care!
15. I don't want to see anyone, but her.
16. It's to her I wanted to prove
17. that I would do anything."
18. "That's all very nice,
19. but you broke your astragalus (ankle bone).
20. It's a small bone of the foot."

FRENCH 5

Leçon Treize

1. Il avait fait semblant de dormir,
2. Pour ne pas gêner le jeune homme amoureux,
3. Quand la jeune fille était arrivée en courant.
4. Il l'avait entendue plus que vue.
5. Elle avait un joli accent.
6. Peut-être qu'il avait rêvé.
7. Et puis, il s'était réveillé
8. Quand on avait emmené le jeune homme
9. Dans la salle d'opération,
10. Dans son pyjama d'hôpital.
11. Il se sentait un peu jaloux,
12. Devant une telle jeunesse, une telle beauté.
13. Lui n'était pas si vieux, ni si moche que ça,
14. Ni gros, ni chauve, plutôt agréable à regarder
15. Pour son âge,
16. Comme le lui disait sa femme.
17. Mais quand même.
18. Il travaillait tout le temps, il buvait trop,
19. Il mangeait souvent n'importe quoi.
20. À ce rythme-là, ça n'allait pas durer.

FRENCH 5

Lesson Thirteen Translations

1. He had pretended to sleep,
2. in order not to embarrass the amorous young man,
3. when the young girl had come running in.
4. He had heard more than seen her.
5. She had a pretty accent.
6. Maybe he had been dreaming.
7. And then, he'd awakened
8. when they had taken the young man away
9. to the operating room,
10. in his hospital pajamas.
11. He was feeling a bit jealous,
12. in front of such youth, such beauty.
13. He wasn't so old, nor so ugly as that,
14. neither fat, nor bald, rather pleasant to look at
15. for his age,
16. as his wife would tell him.
17. But still.
18. He was working all the time, he was drinking too much,
19. he would often eat any old thing.
20. At that pace, it wouldn't last.

FRENCH 5

Leçon Quatorze

1. Plus tard, c'était encore la nuit.
2. Il avait cru voir sa mère, son fils debout,
3. Sa fille assise sur une chaise,
4. Avec un cahier sur les genoux.
5. « Chut, il dort, ne le dérangez pas, le pauvre.
6. N'ayez pas peur, il rentrera bientôt à la maison.
7. Les infirmières sont très gentilles.
8. Elles s'occupent bien de lui.
9. Et quand il sera remis sur pied,
10. On achètera une nouvelle voiture. »
11. « Une belle voiture rouge qui va vite ?
12. Avec un toit ouvrant ? »
13. « On verra, ma puce, on verra.
14. Pour l'instant il faut qu'il dorme, ton papa,
15. Pour reprendre ses forces
16. Et retourner travailler. »
17. Mais la voix avait changé dans la nuit.
18. Ce n'était plus sa mère, ni sa femme, ni son fils.
19. C'était lui, à côté, sous les couvertures
20. Qui parlait. Mais à qui ?

FRENCH 5

Lesson Fourteen Translations

1. Later, it was night again.
2. He had thought he'd seen his mother, his son standing,
3. his daughter sitting in a chair,
4. with a notebook on her knees.
5. "Shush, he's asleep, don't bother him, poor thing.
6. Don't be scared, he'll come home soon.
7. The nurses are very kind.
8. They take good care of him.
9. And when he will be back on his feet,
10. we'll buy a new car."
11. "A beautiful red car that goes fast?
12. With a sunroof?"
13. "We'll see, honey, we'll see.
14. For now, your daddy needs to sleep.
15. To regain his strength
16. and go back to work."
17. But the voice had changed in the night.
18. It was no longer his mother, nor his wife, nor his son.
19. It was him, at his side, under the blankets
20. who was talking. But to whom?

FRENCH 5

Leçon Quinze

1. Ça ressemblait à des cloches qui sonnent.
2. « Ding-a-ling ? »
3. Et s'il parlait en dormant ?
4. Un effet secondaire de l'anesthésie ?
5. Il était peut-être au téléphone.
6. Mais non, les jeunes ne se téléphonaient plus.
7. Il s'envoyaient des textos
8. Ou se laissaient des messages sur les réseaux sociaux.
9. Même ses enfants passaient des heures
10. Hypnotisés devant l'écran de leur ordinateur.
11. De son temps, on n'allait pas jouer dehors non plus.
12. On était collé à la télé.
13. Mais bon.
14. Des cloches qui sonnent, encore ?
15. « Hum, qu'est-ce que vous dites ? »
16. « Ah, excusez-moi, je vous ai réveillé. »
17. « Non, non, ne vous en faites pas.
18. Je m'ennuyais un peu, justement.
19. Si on allait faire un tour ? »
20. « Vous rigolez ? J'ai le pied cassé. »

FRENCH 5

Lesson Fifteen Translations

1. It sounded like bells ringing.
2. “Ding-a-ling?”
3. And what if he was talking in his sleep?
4. A side effect of anesthesia?
5. Maybe he was on the phone.
6. But no, young people didn’t phone each other anymore.
7. They sent each other texts
8. or left each other messages on the social networks.
9. Even his kids spent hours
10. hypnotized before their computer screens.
11. In his day, you didn’t go play outside either.
12. You were glued to the TV.
13. But, oh well.
14. Bells ringing, again?
15. “Hmm, what are you saying?”
16. “Oh, excuse me, I woke you up.”
17. “No, no, don’t worry.
18. I was a little bored, as it happens.
19. How about we go for a walk?”
20. “Are you kidding? I have a broken foot.”

FRENCH 5

Leçon Seize

1. Mais ils s'étaient débrouillés.
2. Ils avaient trouvé un fauteuil roulant
3. Qui traînait dans le couloir.
4. Ils n'avançaient pas vite mais ça allait.
5. Ils n'allaient pas loin.
6. « Vous faisiez quoi exactement ? »
7. « J'apprenais le norvégien. »
8. « Pardon ?
9. Le norvégien ? Pourquoi ? »
10. « Pourquoi pas. »
11. Alors le jeune homme lui avait expliqué
12. Que c'était par respect,
13. Par amour et aussi par principe.
14. Ils étaient descendus au rez-de-chaussée.
15. Ils avaient croisé Sidonie
16. Qui avait fait une drôle de tête.
17. « *Hyggelig å hilse på deg,*
18. Ça veut dire enchanté, charmé, ravi de vous connaître.
19. Je veux faire bonne impression
20. En arrivant chez les parents de la fille que j'aime. »

FRENCH 5

Lesson Sixteen Translations

1. But they'd managed.
2. They'd found a wheelchair
3. that was left out in the hallway.
4. They weren't moving fast but it was all right.
5. They weren't going far.
6. "What were you doing exactly?"
7. "I was learning Norwegian."
8. "Excuse me?
9. Norwegian? Why?"
10. "Why not."
11. So the young man had explained to him
12. that it was out of respect,
13. out of love and out of principle too.
14. They had gone down to the ground floor.
15. They had crossed paths with Sidonie
16. who had made a strange face.
17. "*Hyggelig å hilse på deg,*
18. That means 'enchanted, charmed, delighted to know you.'
19. I want to make a good impression
20. when I arrive at the parents' house of the girl I love."

FRENCH 5

Leçon Dix-sept

1. « Je veux aussi ne jamais cesser d'apprendre.
2. Pas vous ? »
3. C'était sympa d'entendre ça
4. De la bouche d'un gamin de vingt ans.
5. Ne jamais cesser d'apprendre.
6. Lui aussi, en quittant Angers,
7. Il y a tellement longtemps maintenant,
8. Il s'était dit qu'il irait partout.
9. Qu'il parlerait d'expérience et pas comme un livre,
10. Qu'il dévalerait les rues de San Francisco
11. Au volant d'une voiture de sport,
12. Comme Steve McQueen.
13. L'anglais américain, le norvégien,
14. Le tagalog des Philippines,
15. Et le portugais du Brésil,
16. Le mandarin pour voir la Chine,
17. Il en avait toujours rêvé.
18. Par amour, par respect, par principe.
19. Mieux vaut tard que jamais.
20. C'était le moment.

FRENCH 5

Lesson Seventeen Translations

1. “I also want to never stop learning.
2. Not you?”
3. That was nice to hear that
4. from the mouth of a twenty-year-old kid.
5. To never stop learning.
6. He too, when he had left Angers,
7. so long ago now,
8. he’d told himself he would go everywhere.
9. That he would speak from experience and not like a book,
10. that he would barrel down the streets of San Francisco
11. at the wheel of a sports car,
12. like Steve McQueen.
13. American English, Norwegian,
14. Tagalog of the Philippines,
15. and Brazilian Portuguese,
16. Mandarin to see China,
17. He had always dreamed of it.
18. Out of love, out of respect, out of principle.
19. Better late than never.
20. Now was the time.

FRENCH 5

Leçon Dix-huit

1. « Il est quatre heures du matin.
2. Vous m'excuserez, je suis crevé.
3. Et puis, j'ai encore beaucoup à apprendre
4. Avant de la rejoindre au « bout du monde. »
5. Je m'appelle Laurent, au fait. »
6. « *Hyggelig å hilse på deg*, moi, c'est Henri. »
7. « Merci pour le café, à demain. »
8. « Vous rigolez ? C'est moi qui vous remercie !
9. Dommage qu'on ne puisse pas téléphoner
10. À cette heure-ci.
11. Il faut que je parle à ma femme. »
12. « Vous pourriez lui envoyer un texto.
13. Elle le trouverait en se réveillant. »
14. « Vous croyez ?
15. Ça serait bien la première fois. »
16. GUniD JTM (j'ai une idée, je t'aime)
17. « Elle va croire que j'ai été enlevé
18. Par des extra-terrestres !
19. Il va falloir aussi que je parle à mon patron.
20. Mais ça, ça attendra demain matin. »

FRENCH 5

Lesson Eighteen Translations

1. “It’s four o’clock in the morning.
2. You’ll excuse me, I’m exhausted.
3. And then, I still have a lot to learn
4. before I join her at the ‘end of the world.’
5. My name is Laurent, by the way.”
6. “*Hyggelig å hilse på deg*, I’m Henri.”
7. “Thanks for the coffee, see you tomorrow.”
8. “Are you kidding? I thank *you*!
9. Too bad you can’t make a phone call
10. at this hour.
11. I have to talk to my wife.”
12. “You could send her a text.
13. She would find it when she wakes up.”
14. “You think so?
15. That would indeed be the first time.”
16. (GUniD JTM) I have an idea. I love you.
17. “She’s going to believe I’ve been abducted
18. by aliens!
19. I’m going to have to talk to my boss too.
20. But that, that will wait until tomorrow morning.”

FRENCH 5

Leçon Dix-neuf

1. Sidonie était passée vers six heures,
2. Avant de rentrer chez elle.
3. « Mais qu'est-ce qui vous a pris,
4. De vous aventurer comme ça dans les couloirs,
5. Tous les deux, dans l'état où vous êtes ? »
6. Elle parlait le créole haïtien et elle avait appris
7. Le swahili dans sa jeunesse,
8. Pour suivre un étudiant en médecine
9. Qui venait de Tanzanie.
10. Ça n'avait pas duré entre eux
11. Mais elle le parlait encore un peu.
12. Elle avait même appris
13. Quelques mots à ses enfants,
14. Pour leur donner envie, plus tard,
15. De voyager.
16. « Vous sortez tous les deux cet après-midi.
17. Vous devriez dormir un peu.
18. Il y aura des tas de papiers à remplir.
19. Meilleurs vœux de bonheur, Laurent !
20. Et Henri, bon voyage ! »

FRENCH 5

Lesson Nineteen Translations

1. Sidonie had come by around six,
2. before going home.
3. “But what got into you,
4. roaming in the halls like that,
5. both of you, in your condition?”
6. She spoke Haitian Creole and she had learned
7. Swahili in her youth,
8. in order to follow a medical student
9. who came from Tanzania.
10. It hadn't lasted between them
11. but she still spoke it a little.
12. She had even taught
13. a few words to her children,
14. to give them a desire, later,
15. to travel.
16. “You're both getting out this afternoon.
17. You should sleep a little.
18. There'll be piles of papers to fill out.
19. Best wishes of happiness, Laurent!
20. And Henri, have a good trip!”

FRENCH 5

Leçon Vingt

1. « Vous partez ? »
2. Il partait.
3. Ils partaient tous les quatre le mois prochain.
4. Sa femme venait de prendre les billets pour Beijing.
5. Trente jours.
6. Ça leur donnait le temps d'apprendre un peu de mandarin,
7. Pour leur mettre l'eau à la bouche.
8. De régler les affaires d'assurance,
9. De passer à l'école chercher les devoirs des enfants.
10. Ils avaient besoin de vacances.
11. Sa mère choisirait la voiture,
12. Rouge ou bleue, avec un toit ouvrant.
13. Même son patron lui avait fait comprendre
14. Que la Chine s'ouvrait aux études de marché.
15. « Vous avez le tempérament d'un aventurier, Henri,
16. Je ne vous l'ai jamais dit,
17. Mais je l'ai toujours pensé. »
18. Le chevalier en armure de ses huit ans,
19. Peut-être que c'était lui,
20. Finalement.

FRENCH 5

Lesson Twenty Translations

1. “You’re leaving?”
2. He was leaving.
3. They were leaving next month, all 4 of them.
4. His wife had just booked the tickets to Beijing.
5. Thirty days.
6. That would give them time to learn a little Mandarin,
7. to make their mouths water.
8. To resolve the insurance business,
9. to go by the school and pick up the children’s homework.
10. They needed a vacation.
11. His mother would pick the car,
12. red or blue, with a sunroof.
13. Even his boss had given him to understand
14. that China was opening itself to market research.
15. “You have the temperament of an adventurer, Henri.
16. I’ve never told you so,
17. but I’ve always thought it.”
18. The knight in armor from when he was eight,
19. maybe that was him,
20. in the end.