



CENGAGE

WONG

WEBER-FÈVE

VANPATTEN

LAIR

LIAISONS 3e

An Introduction to French



MINDTAP available for this edition!







THIRD EDITION

LIAISONS

An Introduction To French

WYNNE WONG

THE OHIO STATE UNIVERSITY

STACEY WEBER-FÈVE

IOWA STATE UNIVERSITY

ANNE LAIR

UNIVERSITY OF UTAH

BILL VANPATTEN

MICHIGAN STATE UNIVERSITY



Australia • Brazil • Mexico • Singapore • United Kingdom • United States

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

Important Notice: Media content referenced within the product description or the product text may not be available in the eBook version.

Liaisons, Third Edition**Wynne Wong | Stacey Weber-Fève |
Anne Lair | Bill VanPatten**

Product Director: Marta Lee-Perriard

Senior Product Team Manager:
Heather Bradley-ColeAssociate Product Manager: Melody
Sorkhabi

Product Assistant: Jelyn Masa

Senior Content Manager: Isabelle
AlouaneSenior Marketing Manager: Sean
KetchemMarket Development Manager:
Patricia Velazquez

IP Analyst: Christine M. Myaskovsky

Senior IP Project Manager: Betsy
Hathaway

Manufacturing Planner: Fola Orekoya

Senior Designer & Cover Designer:
Sarah B. ColeCover Image: Juan Pablo de Miguel
Moreno/Aurora Photos

© 2020, 2017, 2013 Cengage

Unless otherwise noted, all content is Cengage.

WCN: 02-200-208

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced or distributed in any form or by any means, except as permitted by U.S. copyright law, without the prior written permission of the copyright owner.

For product information and technology assistance, contact us at
Cengage Customer & Sales Support, 1-800-354-9706
or **support.cengage.com**.

For permission to use material from this text or product,
submit all requests online at **cengage.com/permissions**.
Further permissions questions can be emailed to
permissionrequest@cengage.com.

Library of Congress Control Number: 2018965085

Student Edition:

ISBN: 978-0-357-03487-3

MindTap IAC:

ISBN: 978-1-337-90584-8

Loose-Leaf Edition:

ISBN: 978-0-357-04172-7

Annotated Instructor's Edition:

ISBN: 978-0-357-04173-4

Cengage20 Channel Center Street
Boston, MA 02210
USA

Cengage is a leading provider of customized learning solutions with employees residing in nearly 40 different countries and sales in more than 125 countries around the world. Find your local representative at **www.cengage.com**.

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

To learn more about Cengage platforms and services, register or access online learning solutions, or purchase materials for your course, visit **www.cengage.com**.

SCOPE and SEQUENCE

CHAPITRE PRÉLIMINAIRE BIENVENUE! 1	VOCABULAIRE	GRAMMAIRE	CULTURE ET COMMUNICATION
Partie 1 2	Comment ça va? 2 <i>Un mot sur la langue</i> Monsieur, Madame, Mademoiselle	- Le verbe être 6 - Les pronoms sujets 6 - Les questions oui/non 7 <i>Un mot sur la langue</i> Francophones et francophiles	<i>Un mot sur la culture</i> Les salutations
Partie 2 10	En classe 10	- Les articles indéfinis 14 - Le genre et le nombre 15 <i>Pour aller plus loin</i> C'est vs. Ce sont	<i>Un mot sur la culture</i> La francophonie
Partie 3 18	Les études 18 <i>Pour aller plus loin</i> Les articles définis	- Les articles définis 22 - Les adjectifs qualificatifs 23	<i>Un mot sur la culture</i> La dictée
<i>Liaisons avec les mots et les sons</i> L'alphabet et les accents, le h muet 9			
 <i>Projection</i> Prologue 26			
<i>Liaisons culturelles</i> Le monde parle français... et maintenant vous aussi! • Luc Besson: réalisateur français • Rudy Gobert: joueur de basket de la NBA • Kim Thúy: auteure canadienne • Le Cirque du Soleil: entreprise québécoise 28			

CHAPITRE 1 UNE VIE ÉQUILIBRÉE 33	VOCABULAIRE	GRAMMAIRE	CULTURE ET COMMUNICATION
Partie 1 34	Nos activités 34	- Les verbes du premier groupe en -er 38 - Le pronom sujet on 38 - La négation 39 - Les pronoms disjoints 39	<i>Un mot sur la culture</i> Téléphoner en France <i>Oui, je peux!</i> 43 Check your progress
Partie 2 44	Les jours de la semaine 44	- Les adverbes 48 - Les adjectifs irréguliers 49 <i>Pour aller plus loin</i> N'est-ce pas?	<i>Un mot sur la culture</i> Le calendrier français <i>Oui, je peux!</i> 53 Check your progress
Partie 3 54	Quelle heure est-il? 54 <i>Un mot sur la langue</i> Heure ou heures?	Le verbe avoir 60	<i>Un mot sur la culture</i> Le système des 24 heures <i>Oui, je peux!</i> 65 Check your progress
<i>Liaisons avec les mots et les sons</i> La liaison et l'enchaînement 59			
 <i>Première projection</i> L'étranger 66			
<i>La culture dans le film</i> Montréal – Ville internationale et cosmopolite 67			
<i>Liaisons culturelles</i> Entre la France, le Sénégal, la Suisse et le Québec • Aux livres! • Au boulot! • Pendant le temps libre! 68			

SCOPE and SEQUENCE

CHAPITRE 2 LES PLAISIRS DE LA VIE 73	VOCABULAIRE	GRAMMAIRE	CULTURE ET COMMUNICATION
Partie 1 74	<i>Le climat</i> 74	- Le verbe aller 78 - La préposition à 78 Pour aller plus loin Si	Un mot sur la culture L'hiver au Québec Oui, je peux! 81 Check your progress
Partie 2 82	<i>Les sports</i> 82	- Le verbe faire 88 - L'inversion 89	Un mot sur la culture Le Tournoi de Roland-Garros Oui, je peux! 91 Check your progress
Partie 3 92	<i>Les loisirs</i> 92 Pour aller plus loin <i>Depuis combien de temps</i>	- Les verbes lire, écrire, dire 98 - Les adverbes 98	Un mot sur la culture Regarder les gens passer Oui, je peux! 103 Check your progress
Liaisons avec les mots et les sons Les consonnes finales muettes 97			
 Deuxième projection L'étranger 104			
Liaisons avec la lecture Le footballeur français Paul Pogba 106			
Liaisons avec la lecture et l'écriture Une présentation personnelle 108			

CHAPITRE 3 NOS ORIGINES 111	VOCABULAIRE	GRAMMAIRE	CULTURE ET COMMUNICATION
Partie 1 112	<i>L'origine culturelle</i> 112 Pour aller plus loin C'est vs. Il/Elle est	- Les prépositions et les lieux géographiques 116 - Les verbes venir et devenir 118	Un mot sur la culture Ying Chen Oui, je peux! 121 Check your progress
Partie 2 122	<i>L'origine familiale</i> 122	- Les adjectifs possessifs 126 - Les adjectifs démonstratifs 127	Un mot sur la culture La famille recomposée Oui, je peux! 129 Check your progress
Partie 3 130	<i>Les traits physiques</i> 130	- La position des adjectifs 134 - Les verbes sortir, partir, dormir et sentir 135	Un mot sur la culture Cyrano de Bergerac Oui, je peux! 139 Check your progress
Liaisons avec les mots et les sons Les voyelles orales et les voyelles nasales 133			
 Première projection La décision 140			
Liaisons avec la culture La ville de Québec 141			
Liaisons culturelles Entre la France et l'Amérique du Nord • Les origines des noms francophones aux Amériques • Les Français vis-à-vis de leurs origines 142			
Découvertes culturelles La littérature dans la francophonie			

SCOPE and SEQUENCE

CHAPITRE 4 LES ESPACES 149	VOCABULAIRE	GRAMMAIRE	CULTURE ET COMMUNICATION
Partie 1 150	Les espaces personnels 150 <i>Un mot sur la langue</i> Les toilettes ou les W.-C.?	• Les verbes choisir , finir et obéir 156 <i>Pour aller plus loin</i> La préposition <i>chez</i> ; <i>Il faut</i> + infinitive	<i>Un mot sur la culture</i> Où faire la lessive? <i>Oui, je peux!</i> 159 Check your progress
Partie 2 160	Les espaces urbains 160 <i>Un mot sur la langue</i> Une laverie automatique ou un Lavomatique?	• L'impératif 164 <i>Pour aller plus loin</i> L'ordre des événements	<i>Un mot sur la culture</i> Les arrondissements de Paris <i>Oui, je peux!</i> 169 Check your progress
Partie 3 170	Les espaces verts 170	• Les mots d'interrogation 176 <i>Pour aller plus loin</i> <i>Quoi?!; Que / Qu' vs. Quoi</i>	<i>Un mot sur la culture</i> Sépaq du Québec <i>Oui, je peux!</i> 181 Check your progress
<i>Liaisons avec les mots et les sons</i> Les voyelles nasales 175			
 <i>Deuxième projection</i> La décision 182			
<i>Liaisons avec la lecture</i> Les Villes anciennes de Djenné au Mali 184			
<i>Liaisons avec la lecture et l'écriture</i> La description d'un endroit 186			

CHAPITRE 5 LES PLAISIRS DE LA TABLE 189	VOCABULAIRE	GRAMMAIRE	CULTURE ET COMMUNICATION
Partie 1 190	Les repas 190 <i>Un mot sur la langue</i> Petit déjeuner ou déjeuner?	• Le verbe prendre 194 • Les articles partitifs 195 <i>Un mot sur la langue</i> La glace et la crème glacée <i>Pour aller plus loin</i> Les expressions avec <i>avoir</i>	<i>Un mot sur la culture</i> De la frite belge à la poutine québécoise <i>Oui, je peux!</i> 199 Check your progress
Partie 2 200	Une alimentation équilibrée 200 <i>Un mot sur la langue</i> Les mots étrangers au Québec	• Le verbe boire 204 • Les articles définis et les articles partitifs 205 <i>Pour aller plus loin</i> À ou de?	<i>Un mot sur la culture</i> Le fast-food en France <i>Oui, je peux!</i> 209 Check your progress
Partie 3 210	La cuisine 210 <i>Pour aller plus loin</i> Quelque chose de sucré	• Le passé composé 216	<i>Un mot sur la culture</i> La fondue suisse <i>Oui, je peux!</i> 219 Check your progress
<i>Liaisons avec les mots et les sons</i> Le /r/ français 215			
 <i>Première projection</i> À Québec 220			
<i>Liaisons avec la culture</i> La cuisine traditionnelle du Québec 221			
<i>Liaisons culturelles</i> Entre l'Europe, le Maghreb, les Caraïbes et la Polynésie francophones • Tout le monde à table! • Les cuisines tropicales francophones 222			

SCOPE and SEQUENCE

CHAPITRE 6 DU MARCHÉ À LA TABLE 227	VOCABULAIRE	GRAMMAIRE	CULTURE ET COMMUNICATION
Partie 1 228	Les grandes surfaces 228 <i>Un mot sur la langue</i> L'hypermarché et le supermarché	• Les verbes comme vendre 232 • Le verbe mettre 233 <i>Pour aller plus loin</i> Il y a + expression de temps	<i>Un mot sur la culture</i> Les hypermarchés en France <i>Oui, je peux!</i> 237 Check your progress
Partie 2 238	Les petits magasins d'alimentation 238 Les verbes comme acheter et préférer 239	• Le passé composé avec être 242 <i>Pour aller plus loin</i> Pendant et depuis	<i>Un mot sur la culture</i> La religion et la nourriture au Québec <i>Oui, je peux!</i> 247 Check your progress
Partie 3 248	Les arts de la table 248 Les verbes comme payer 249	• Les pronoms compléments d'objet direct 254 <i>Pour aller plus loin</i> L'impératif et les pronoms compléments d'objet direct	<i>Un mot sur la culture</i> Les restaurants nord-africains en France <i>Oui, je peux!</i> 257 Check your progress
<i>Liaisons avec les mots et les sons</i> Les consonnes finales 253			
 <i>Deuxième projection</i> À Québec 258			
<i>Liaisons avec la lecture</i> Ducasse et Ricardo, chefs et entrepreneurs innovateurs 260			
<i>Liaisons avec la lecture et l'écriture</i> La description d'un établissement d'alimentation 262			
<i>Découvertes culturelles</i> L'art et l'architecture dans la France et la francophonie 265			

CHAPITRE 7 LA VIE PROFESSIONNELLE 267	VOCABULAIRE	GRAMMAIRE	CULTURE ET COMMUNICATION
Partie 1 268	Les professions 268 <i>Un mot sur la langue</i> La féminisation des professions en français	• Les pronoms compléments d'objet indirect 272 <i>Pour aller plus loin</i> L'impératif et les pronoms compléments d'objet indirect	<i>Un mot sur la culture</i> Projets de recrutements récents en France <i>Oui, je peux!</i> 277 Check your progress
Partie 2 278	Les atouts professionnels 278 <i>Pour aller plus loin</i> Quelqu'un de...	• Les verbes vouloir, pouvoir, devoir 282 • Les pronoms y et en 283 <i>Pour aller plus loin</i> L'ordre des pronoms compléments d'objet	<i>Un mot sur la culture</i> Le savoir-vivre <i>Oui, je peux!</i> 287 Check your progress
Partie 3 288	La formation et les dépenses 288 <i>Un mot sur la langue</i> Différences lexicales: faculté vs U.F.R.	• Les expressions de comparaison et les superlatifs 294	<i>Un mot sur la culture</i> Après le bac <i>Oui, je peux!</i> 297 Check your progress
<i>Liaisons avec les mots et les sons</i> Les voyelles ouvertes et fermées: o / au / eau 293			
 <i>Première projection</i> La clé 298			
<i>Liaisons avec la culture</i> Le Château Frontenac 299			
<i>Liaisons culturelles</i> Entre la France, la Belgique, la Suisse et partout dans le monde francophone • La mobilité étudiante et l'internationalisation universitaire • Naviguer entre les cultures 300			

SCOPE and SEQUENCE

CHAPITRE 8 LES ÉVÉNEMENTS MARQUANTS 305	VOCABULAIRE	GRAMMAIRE	CULTURE ET COMMUNICATION
Partie 1 306	Les événements historiques 306	• L'imparfait 310	Un mot sur la culture Quelques événements historiques importants; La Révolution tranquille au Québec Oui, je peux! 315 Check your progress
Partie 2 316	Les occasions spéciales 316	• L'imparfait et le passé composé 320	Un mot sur la culture Variations autour de la fête nationale Oui, je peux! 325 Check your progress
Partie 3 326	Les événements personnels 326 Un mot sur la langue Laissez les bons temps rouler! Pour aller plus loin Depuis quand...?	• Les verbes connaître et savoir 332 Pour aller plus loin Connaître ou savoir un poème?	Un mot sur la culture Les unions en France Oui, je peux! 335 Check your progress
Liaisons avec les mots et les sons Les voyelles ouvertes et fermées: eu 331			
 Deuxième projection La clé 336			
Liaisons avec la lecture Interview avec Bruno Pelletier 338			
Liaisons avec la lecture et l'écriture Un moment marquant ou une fête mémorable 340			

CHAPITRE 9 LES ARTS ET LES MÉDIAS 343	VOCABULAIRE	GRAMMAIRE	CULTURE ET COMMUNICATION
Partie 1 344	Les arts visuels 344 Un mot sur la langue Le sens culturel du mot artiste	• Le conditionnel 350	Un mot sur la culture L'art haïtien Oui, je peux! 353 Check your progress
Partie 2 354	La littérature et les spectacles 354 Un mot sur la langue Mon coup de cœur	• Le conditionnel dans les phrases avec si 360 Pour aller plus loin Le verbe vivre	Un mot sur la culture La Comédie-Française Oui, je peux! 363 Check your progress
Partie 3 364	La télévision et le cinéma 364 Un mot sur la langue Prépositions avec la radio et la télé	• Les verbes croire , recevoir et voir 370 • Les pronoms démonstratifs 371	Un mot sur la culture Les émissions culinaires Oui, je peux! 373 Check your progress
Liaisons avec les mots et les sons qu / ph / th / gn / ch 369			
 Première projection Une rencontre 374			
Liaisons avec la culture Les plaines d'Abraham: parc historique 375			
Liaisons culturelles Entre la France, le Québec, l'Afrique francophone et la Louisiane • Que représente la peinture? • La richesse de notre héritage musical 376			
Découvertes culturelles Le cinéma francophone 381			

SCOPE and SEQUENCE

CHAPITRE 10 LES RELATIONS INTERPERSONNELLES 383	VOCABULAIRE	GRAMMAIRE	CULTURE ET COMMUNICATION
Partie 1 384	<i>Les caractéristiques personnelles 384</i>	Les verbes réfléchis 388 Pour aller plus loin Les verbes réfléchis et les questions	Un mot sur la culture Les modes de vie en transformation Oui, je peux! 393 Check your progress
Partie 2 394	<i>Les rapports personnels 394</i> Un mot sur la langue <i>Mon chum et ma blonde</i> Un mot sur la langue <i>C'est le fun!</i>	Les verbes réfléchis au passé composé 400 Pour aller plus loin Les verbes réfléchis à l'impératif	Un mot sur la culture <i>L'espace privé et l'espace public en France</i> Oui, je peux! 403 Check your progress
Partie 3 404	<i>L'expression personnelle 404</i> Pour aller plus loin <i>Le verbe suivre</i>	Les expressions négatives 410	Un mot sur la culture <i>Les réseaux sociaux en France</i> Oui, je peux! 413 Check your progress
Liaisons avec les mots et les sons Les semi-voyelles 409			
 Deuxième projection Une rencontre 414			
Liaisons avec la lecture Les structures et relations familiales changeantes 416			
Liaisons avec la lecture et l'écriture Une description des conditions de vie 418			

CHAPITRE 11 LA VIE EN ACTION 421	VOCABULAIRE	GRAMMAIRE	CULTURE ET COMMUNICATION
Partie 1 422	<i>Les modes de vie et les transports 422</i> Pour aller plus loin <i>Le verbe conduire</i>	Le futur 426	Un mot sur la culture <i>Le TGV en France</i> Oui, je peux! 431 Check your progress
Partie 2 432	<i>Partons en vacances! 432</i> Pour aller plus loin <i>Dans l'avion ou sur l'avion?</i>	Les pronoms relatifs qui, que, dont et où 438	Un mot sur la culture <i>Snowbirds</i> Oui, je peux! 441 Check your progress
Partie 3 442	<i>Que porter? 442</i>	Les adjectifs et les pronoms indéfinis 448 Pour aller plus loin Le pronom <i>lequel</i>	Un mot sur la culture <i>Coco Chanel</i> Oui, je peux! 451 Check your progress
Liaisons avec les mots et les sons Les sons /z/ et /s/ 447			
 Première projection Une découverte 452			
Liaisons avec la culture La langue et les objets religieux au Québec 453			
Liaisons culturelles Entre le Québec, le Maroc, la France, le Liban, le Cameroun et le Sénégal • Quelques hôtels emblématiques du monde francophone • Style et haute couture dans le monde francophone 454			

SCOPE and SEQUENCE

CHAPITRE 12 LA SANTÉ 459	VOCABULAIRE	GRAMMAIRE	CULTURE ET COMMUNICATION
Partie 1 460	<i>L'hygiène personnelle</i> 460	• Encore des verbes réfléchis 464	<i>Un mot sur la culture</i> <i>Les critères de beauté</i> <i>Oui, je peux!</i> 467 Check your progress
Partie 2 468	<i>Toutes les créatures</i> 468	• Les verbes réguliers au subjonctif 472	<i>Un mot sur la culture</i> Les animaux sont des êtres sensibles? <i>Oui, je peux!</i> 477 Check your progress
Partie 3 478	<i>Rester en forme</i> 478	• Le subjonctif des verbes irréguliers 484	<i>Un mot sur la culture</i> <i>L'assurance-maladie en France</i> <i>Oui, je peux!</i> 487 Check your progress
<i>Liaisons avec les mots et les sons</i> La lettre h , le e caduc et le e muet 483			
 <i>Deuxième projection</i> Une découverte 488			
<i>Liaisons avec la lecture</i> Le stress, l'anxiété et le bien-être: Vous n'êtes pas tout seul! 490			
<i>Liaisons avec la lecture et l'écriture</i> Un éditorial sur le stress, l'anxiété et le bien-être estudiantins à votre université 492			
<i>Découvertes culturelles</i> Les sciences et la technologie dans la francophonie 495			

CHAPITRE FINAL LES INNOVATIONS 497	VOCABULAIRE	GRAMMAIRE	CULTURE ET COMMUNICATION
Partie 1 498	<i>La technologie</i> 498	• Le subjonctif et les opinions 502 <i>Pour aller plus loin</i> L'infinitif ou le subjonctif?	<i>Un mot sur la culture</i> La greffe de visage: innovation médicale française <i>Oui, je peux!</i> 505 Check your progress
Partie 2 506	<i>L'environnement et la société</i> 506	• Le subjonctif et l'indicatif 510 <i>Pour aller plus loin</i> Espérer et souhaiter	<i>Un mot sur la culture</i> Retour à Walden <i>Oui, je peux!</i> 515 Check your progress
 <i>Projection</i> Un nouveau chapitre 516			
<i>Liaisons culturelles</i> Ceux et celles qui travaillent pour l'humanité en France, en Martinique et au Québec • Les causes humanitaires trouvent leur voix dans le cinéma 518			

Appendix A: Verb Charts A1

Vocabulaire français–anglais V1

Index I2

Bienvenue! Welcome to the third edition of *Liaisons*! You are joining a community of thousands of students and instructors who, in the first and second editions, have found that *Liaisons* is a great introductory text for taking those first steps toward communicating in French and also for learning about the fascinating cultures of France and the Francophone world. What has proven *Liaisons* so successful among students? First, and foremost, *Liaisons* is an intriguing plot-driven movie. Filmed on location in Quebec and France, this film is a first-rate production with a stellar cast of famous actors such as Mylène Savoie (also known for her role as director of the films *Exode* and *Tar and Tea*), Guillaume Dolmans (known for his role in *Marie Curie, une femme sur le front*; *Road to Roland-Garros*; as well as Heineken commercials), and Johanne-Marie Tremblay (from the Oscar-winning film *Les invasions barbares*). Students who have seen this film call *Liaisons* a mystery-suspense thriller that leaves you hungry for more. We know you will enjoy watching this film as much as students before you have!

The *Liaisons* program will help you acquire a solid foundation of the vocabulary and grammar that beginning-level students need in order to express themselves well at this level. The activities have been carefully designed so that you first develop confidence with the new vocabulary and grammar before being required to produce it; that is to say, write or speak it. Besides learning about the French language and France and other French-speaking cultures, you will also have the opportunity to get to know your classmates and your instructors better as well as learn interesting information from them as you engage in the language practice activities in your book.

As suggested by the title of this book and film, this program contains many **liaisons**, or *connections* and *links*. Great care has been taken to ensure that the film and the different features of the book are linked together. As you learn French with the *Liaisons* program, you will also become aware of how language and culture are intricately linked together as well as see the connections that can be made between different cultures (including your own) and the French-speaking world and with people in your class, your community, and the global world at large. So, once again welcome and enjoy your journey in learning French!

Wynne Wong
Stacey Weber-Fève
Anne Lair
Bill VanPatten

TO THE STUDENT



Liaisons: The Film

Claire Gagner, a graduate student in psychology at McGill University in Montreal, has spent most of her adult life on her own ever since her mother committed herself to a psychiatric hospital. Working as a receptionist at *l'Hôtel Delta* to put herself through school, Claire's life has been defined by work, her

studies, and visits with her mother at the hospital. One day Claire receives an envelope with an anonymous prepaid trip to Quebec City. As she embarks on this journey, she encounters mysterious characters and eventually travels to France where the past and the present blend in some startling revelations.

Cast of Characters



CLAIRE

A graduate student in psychology at McGill University and hotel receptionist at *l'Hôtel Delta*



ABIA

Claire's best friend and co-worker at *l'Hôtel Delta*



SIMONE

Claire's mother and psychiatric patient at the *Clinique psychiatrique Laurier*



ALEXIS

A Parisian who is in Canada to deal with family business



ROBERT

Hotel manager of *l'Hôtel Delta* and Claire and Abia's supervisor



MADAME PAPILLON

Friend and neighbor of Claire's uncle in Paris



RÉMY

A mysterious man with an interest in Claire

Student Textbook

The Student Textbook contains the information and activities that you need for in-class use and self-study. The textbook is divided into 12 core chapters, a preliminary chapter, and a final chapter. Each core chapter contains three parts (**parties**), and each part contains a vocabulary and grammar section with presentations, explanations, activities for listening, speaking, and writing practice and cultural information. In each chapter, one page is always dedicated to French pronunciation and two pages help you understand and work with the film *Liaisons*. **Oui, je peux!** boxes at the end of each grammar section allow you to assess your ability to

put new language learned to expressive use. Special end-of-chapter sections give you the opportunity to develop your reading and writing skills in French and your cultural knowledge of the French-speaking world. In odd-numbered chapters, brief cultural videos expand on the cultural theme and topics discussed in the book. Each chapter ends with a French–English vocabulary list of all of the chapter's active vocabulary to help you study for quizzes and exams. Also at the end of the textbook, you will find a comprehensive reference section including verb charts, and a French–English glossary—the English–French glossary will be online.

MindTap Online Learning Environment and Learning Path

Liaisons MindTap offers a fully guided, easily followed **Learning Path** for online work to complete assignments for any type of course.

The Learning Path is the online guide that helps you become active participants in the learning process.

By becoming more self-reliant, you can achieve success in your course and also move one step closer to becoming a lifelong learner.

The Learning Path encompasses these steps to learning:

-  **Ready?** Overview of the material and learning outcomes
-  **Learn it!** Discovery of new material through guided, interactive presentation and preliminary practice.
-  **Practice it!** Application of the material with focused practice activities to help you make connections between form and meaning.
-  **Use it!** Communicative, personalized opportunities to use language in meaningful and purposeful ways.
-  **Got it?** Review and additional resources to improve skills, develop performance, and build proficiency.

Acknowledgments

We are very happy to bring this third edition of **Liaisons** to both students and instructors! As authors, we get great joy not only out of working with each other but also by connecting with the community of people who are excited about learning and teaching the French language and the French-speaking world. In our travels to visit those of you who have worked with the first two editions of **Liaisons** and in our interactions with those of you who offered reviews of the first two editions, we are indebted to you for your loyalty, your input (no pun intended!), and your voices. Because of you, the tremendously positive reception of **Liaisons** exceeded what we had expected—and also because of you, we launch this new edition. Combined

with the captivating movie that accompanies the text, **Liaisons**, Third Edition, is something we are eager to put in your hands once again. To be sure, we pondered, talked, wrote, and rewrote, and sometimes rewrote again. This is what authors do, but we had an even greater motivation this third time. We knew we had something good, something special, and we wanted to make it even better. And we only knew this because of you. So, first, and foremost, we would like to thank all of our **Liaisons** students and instructors. You said *Oui!* to us and so now we say, *Voilà! La troisième fois pour vous!* And if you are using **Liaisons** for the first time, we say welcome to the growing national team that is making “liaisons” everywhere across the country!

To be sure, we have a good number of people to thank for putting this third edition into your hands. It is thanks to the many long hours and endless efforts of editors and their dedicated team behind the scenes that authors’ ideas become magically transformed into the beautifully polished product that makes its way to your desks. First, our heartfelt thanks to developmental editor Denise St. Jean who has worked with us on a day-to-day basis since the first edition. Denise, words cannot express our gratitude to you for your wisdom and guidance all these years. We have learned so much from you. **Liaisons** would not be what it is today without you. We were so fortunate to have you as our DE. Thank you for skillfully guiding us through the many different phases of writing this third edition that we have come to be so proud of.

We are also indebted to Jaishree Venkatesan for her outstanding skills and invaluable contribution to preparing the MindTap files, and to Nicole Hanlon for her meticulous work on the logs and review masks. It has been such a pleasure working with both of you!

We would also like to thank everybody who has worked so hard at Cengage to make this project a success. In particular, we would like to give thanks to Melody Sorkhabi, our Product Manager. A huge thanks goes to Isabelle Alouane—we do not know how the project would have been completed without her. Our thanks also go to Jarmila Sawicka, Learning Designer; Anika Bachhuber, Content Delivery Manager; Kate Kremers, Subject Matter Expert; Sean Ketchem, Marketing Manager; Patricia Velazquez, Market Development Manager; Sarah Cole, for the beautiful cover designs; Christine Myaskosky and Betsy

Hathaway, along with Sujatha Selvakumar, for obtaining the image and text permissions; and Arul Joseph Raj, the Project Manager from Lumina Datamatics for his dedicated work and professional contribution. We also want to recognize and thank Peter Schott, Elyssa Healy, and Carolyn Nichols in audio and video production. For the development and production of MindTap, we would like to recognize the following Digital Development Team: Ralph Zerbonia, John Lambert, Maya Whelan, Zachary Hunt, Nancy Kindraka, Tamar Forman Gejrot, as well as our Quality Assurance team: Elena Demina, Kumar Santhosh, Garegin Yesayan.

We would also like to recognize all those who generously allowed us to use their work in *Liaisons*. A special thank you to artists M.A.J. Fortier, Denis Nolet, Patrick Rodrigue, and Neal Turner for allowing us to use their paintings; to singer Bruno Pelletier for his interview and his photos; and to Gaëtan Paquet, Chloé Sainte-Marie, Richard Séguin, Kim Thúy, and Larry Wong for their images. Once again, we would like to thank all the people who had a hand in making the movie *Liaisons* the first-rate production that it is. Its success has exceeded our expectations! We knew we had a great story, but you all made it come to life

in the magical way that it did. It's thanks to all of you that we have this incredible film that is now inspiring students all over the country to continue studying French, and that has made many of them love the French language as much as we do. A very special thank you to our director Andrei Campeanu for the ingenious vision he had for our film. Mylène (Savoie), Guillaume (Dolmans), Jasmine (Bouchardy Johnson), and Johanne-Marie (Tremblay), thank you for not just playing your roles so beautifully, but also for the important role you continue to play in inspiring our students to learn French. We could not have asked for a better cast.

Lest we be remiss, we need to step back and acknowledge the terrific people who shepherded the previous editions through that led to what you have before you now. We were indebted to them then and we do not forget the faith they had in us as well as their tremendous efforts when we started some ten years ago. Without them, we would not have the *Liaisons* that we have today.

Finally, we would like to thank our colleagues across the country whose valuable input and feedback led to this improved third edition.

Reviewers and Contributors

We would like to acknowledge the feedback and suggestions of professors from editions past and current.

Reviewers

Antoinette Alitto	<i>Harrisburg Area Community College</i>	Vicki Earnest	<i>Calhoun Community College</i>
Elizabeth Allen	<i>Washington University in St. Louis</i>	Mary Ellen Eckhert	<i>East LA College</i>
Katie Angus	<i>University of Southern Mississippi</i>	Betty Rose Facer	<i>Old Dominion University</i>
Mariana Bahtchevanova	<i>Arizona State University</i>	Timothy Farley	<i>Truman State University</i>
Shelton Bellew	<i>Brenau University</i>	John Fields	<i>Florida State College at Jacksonville</i>
Carolyn Bilby	<i>Bellevue College</i>	Jonathan Fulk	<i>University of Minnesota, Twin Cities</i>
Tom Blair	<i>City College of San Francisco</i>	Janette Funaro	<i>Johnson County Community College</i>
Anne-Sophie Blank	<i>University of Missouri, Saint Louis</i>	Stephanie Gaillard	<i>Louisiana State University</i>
Geraldine Blattner	<i>Florida Atlantic University</i>	David Graham	<i>Clinton Community College</i>
Margaret Caprara	<i>Saint Joseph's University</i>	Jennifer Hall	<i>University of Mount Union</i>
Rosalie Cheatham	<i>University of Arkansas, Little Rock</i>	Beatrice Hallier	<i>University of San Francisco</i>
Isabelle Corneaux	<i>George Fox University</i>	Cheryl M. Hansen	<i>Weber State University</i>
Nathalie Cornelius	<i>Bloomsburg University</i>	Patricia Harrigan	<i>Community College of Baltimore County</i>
Mohamed Daassa	<i>University of Michigan</i>		
Aurélie Dargent	<i>University of San Francisco</i>	Erika Hess	<i>Northern Arizona University</i>
Kelly Davidson Devall	<i>Valdosta State University</i>	Mary Jane Highfield	<i>St. John's University</i>
Patrick Day	<i>University of Wisconsin, Eau Claire</i>	Marie-Laure Hinton	<i>Long Beach City College</i>
Chris De Ville	<i>Pitt Community College</i>	Bette Hirsch	<i>Cabrillo College</i>
Nicole Denner	<i>Stetson University</i>	Martine Howard	<i>Camden County College</i>
Jean-Luc Desalvo	<i>San Jose State University</i>	Stephanie Howe	<i>University of Georgia</i>
Emilie Destruel Johnson	<i>University of Iowa</i>	Anna Hudson	<i>Dickinson College</i>
Georges Detiveaux	<i>Lone Star College, CyFair</i>	Charlotte Jackson	<i>Long Beach City College</i>
Nadia Duchelle	<i>George Mason University</i>		

(Continued)

Reviewers (Continued)

Judith Jeon-Chapman	Worcester State University
Lilia Jmiai	Ohio State University, Lima
Matthew Kanefsky	Michigan State University
Mary Helen Kashuba	Chestnut Hill College
Kelly Kidder	Lipscomb University
Ella Kirk	Hiram College
Elizabeth Lang	American University
Rebecca Leal	Elmhurst College
Mikle Dave Ledgerwood	Samford University
Marie Level	Baylor University
Enrique Linan	University of Georgia
Lara Lomicka	University of South Carolina
Heather McCoy	Pennsylvania State University
Dorothee Mertz-Weigel	Armstrong State University
Christiane Metral	Smith College
Jessica Miller	University of Wisconsin, Eau Claire
Nicole Mills	Harvard University
Aileen Mootoo	Southeastern Louisiana University
Martine Motard-Noar	McDaniel College
Linda Nodjimbadem	University of Texas at El Paso
Kory Olson	Stockton University
Marina Peters-Newell	University of New Mexico
Patricia Pierce	Baylor University
Christine Probes	University of South Florida
Nicole Rudolph	Adelphi University
Anna Sandstrom	University of New Hampshire
Louis Silvers	Monroe Community College
Maria Snyder	Central College
Mariagrazia Spina	University of Central Florida
Francoise Sullivan	Tulsa Community College
Valerie Thiers-Thiam	City University of New York / CUNY- Borough of Manhattan Community College
Ellen Thorington	Ball State University
Sandra Trapani	University of Missouri, Saint Louis
Eric Turcat	Oklahoma State University
Sandra Valnes Quammen	Duke University
Catherine Webster	University of Central Oklahoma
Violaine White	University of Missouri, Saint Louis
William L. White	SUNY, Buffalo State
Joseph Wiczorek	Notre Dame of Maryland University/Community College of Baltimore County
Carol Wilson	Grand Valley State University
Valerie Wust	North Carolina State University
Bonnie Youngs	Carnegie Mellon University

Contributors

Jeffrey Allen	North Carolina State University
Heidi Brown	Loyola University Maryland
Jean-Luc Desalvo	San Jose State University
Lara Finklea	
Charlotte Jackson	Long Beach City College
Jessica Miller	University of Wisconsin-Eau Claire
Kimberly Meurillon	
Aaron Prevots	Southwestern University (TX)
Catherine Webster	University of Central Oklahoma
Valerie Wust	North Carolina State University

Reviewers for the First Edition

Ellen Abrams	Northern Essex Community College
Antoinette Alitto-Heigl	Harrisburg Area Community College
Heather Willis Allen	University of Wisconsin – Madison
Debra Anderson	East Carolina University
Eileen Angelini	Canisius College
Renée Arnold	Kapiolani Community College
Genette Ashby-Beach	Georgia Perimeter College
Mariana Bahtchevanova	Arizona State University
Julie Baker	University of Richmond
Jody Ballah	University of Cincinnati – Raymond Walters College
Elizabeth Barrow	Kent State University – Tuscarawas
Barbara Bateman	Georgia Perimeter College
Dikka Berven	Oakland University
Carolyn Bilby	Bellevue College
Thomas Blair	City College of San Francisco
Lisa Blair	Shaw University
Geraldine Blattner	Florida Atlantic University
Sylvie Blum-Reid	University of Florida
John Boitano	Chapman University
Tammie Bolling	Tennessee Technology Center – Jacksboro
Amelia Bowen	Old Dominion University
Marie Lorraine Bruno	Immaculata University
Elizabeth Bull	Northern Virginia Community College
Thomas Buresi	Southern Polytech State University
Joanne Burnett	University of Southern Mississippi
Ruth Caldwell	Luther College
Anne Carlson	Southern Illinois University – Carbondale
Culley Carson-Grefe	Austin Peay State University
Krista Chambless	University of Alabama – Birmingham
Matthieu Chan Tsin	Coastal Carolina University
Rosalie Cheatham	University of Arkansas
Rebecca Chism	Kent State University
Stephanie Coker	University of Kentucky
Hervé Corbé	Youngstown State University
Nathalie Cornelius	Bloomsburg University
Donna Coulet du Gard	University of Delaware
Tamara Cox	Gardner – Webb University
Eddy Cuisinier	Western Kentucky University
Laurel Cummins	Bronx Community College – City University of New York
Margaret Dempster	Northwestern University
Nicole Denner	Stetson University
Jean-Luc Desalvo	San Jose State University
Georges Detiveaux	Lone Star College – Cyfair
Constance Dickey	Syracuse University
Sébastien Dubreil	University of Texas – Knoxville
John Duffy, Jr.	University of South Carolina
Stephanie Duisberg	Pima Community College – NorthWest
Catherine Dunand	Northeastern University
Lucile Duperron	Dickinson College
Brenda Dyer	Drexel University
Vicki Earnest	Calhoun College
Mary Ellen Eckhert	East Los Angeles College
Wade Edwards	Longwood University
Shirin Edwin	Sam Houston State University
Claudia Esposito	University of Massachusetts – Boston
Betty Rose Facer	Old Dominion University

(Continued)

Reviewers for the First Edition (Continued)

Timothy Farley	<i>Truman State University</i>	Lara Lomicka	<i>University of South Carolina</i>
Jennifer Forrest	<i>Texas State University – San Marcos</i>	Joanne Lonay	<i>Seattle Central Community College</i>
Claude Fouillade	<i>New Mexico State University</i>	José Lopez-Marron	<i>Bronx Community College – City</i>
Laura Franklin	<i>Northern Virginia Community College</i>		<i>University of New York</i>
Jonathan Fulk	<i>University of Minnesota</i>	Kathryn Lorenz	<i>University of Cincinnati</i>
Jeanette Funaro	<i>Johnson County Community College</i>	Amy Lorenz	<i>Loras College</i>
Claire Gallou	<i>Phillips Academy</i>	Jin Lu	<i>Purdue University – Calumet</i>
Katherine Gantz	<i>St. Mary's College of Maryland</i>	Paula Luteran	<i>Hutchinson Community College</i>
Carolyn Gascoigne	<i>University of Nebraska – Omaha</i>	Mary Katherine Luton	<i>Charleston Southern University</i>
Christine Gaudry-Hudson	<i>Millersville University</i>	Elizabeth Martin	<i>California State University – San Bernardino</i>
Abdou Gaye	<i>Ulster County Community College</i>		<i>University of Texas – Arlington</i>
Anne George	<i>Whatcom Community College</i>	Sharla Martin	<i>University of Central Oklahoma</i>
Claudine Giacchetti	<i>University of Houston</i>	Alix Mazuet	<i>Midwestern State University</i>
Sage Goellner	<i>University of Wisconsin – Madison</i>	Stuart McClintock	<i>Pennsylvania State University</i>
Katie Golsan	<i>University of the Pacific</i>	Heather McCoy	<i>Mary Baldwin College</i>
Christelle Gonthier	<i>Duke University</i>	Anne McGovern	<i>Truman State University</i>
Eve Goodhue	<i>Simpson College</i>	Betty McLane-Iles	<i>Wake Technical Community College</i>
Marvin Gordon	<i>University of Illinois – Chicago</i>	Catherine Mennear	<i>Smith College</i>
David Graham	<i>Clinton Community College</i>	Christiane Métral	<i>University of Wisconsin – Eau Claire</i>
Frederique Grim	<i>Colorado State University</i>	Jessica Miller	<i>Everett Community College</i>
Luc Guglielmi	<i>Kennesaw State University</i>	Isabelle Miller	<i>East Carolina University</i>
Sharon Hahnen	<i>Liberty University</i>	Anne-Hélène Miller	<i>Harvard University</i>
Mark Hall	<i>Ithaca College</i>	Nicole Mills	<i>Shippensburg University</i>
Lana Hamon	<i>Trinity School</i>	Blandine Mitaut	<i>Columbus State Community College</i>
Brigitte Hamon-Porter	<i>Hope College</i>	Julie Molnar	<i>Southeastern Louisiana University</i>
Cheryl Hansen	<i>Weber State University</i>	Aileen Mootoo	<i>New York University</i>
Patricia Harrigan	<i>Community College of Baltimore County – Essex</i>	John Moran	<i>Ohio University</i>
	<i>Northeastern Illinois University</i>	Brigitte Moretti-Coski	<i>University of Northern Colorado</i>
Elaine Harris	<i>Westminster College</i>	Christine Moritz	<i>Georgia Gwinnett College</i>
Steve Haslam	<i>Bradley University</i>	Kristina Mormino	<i>College of Charleston</i>
Alexander Hertich	<i>St. John's University</i>	Shawn Morrison	<i>McDaniel College</i>
Mary Jane Highfield	<i>Rutgers University – Camden</i>	Martine Motard-Noar	<i>California State University – Long Beach</i>
Jean-Louis Hippolyte	<i>Riverside Community College</i>	Markus Muller	<i>Virginia Commonwealth University</i>
Dominique Hitchcock	<i>Springfield College</i>	Kathryn Murphy-Judy	<i>Rider University</i>
Lethuy Hoang	<i>Camden County College</i>	Stéphane Natan	<i>Trident Technical College</i>
Martine Howard	<i>Kansas State University</i>	Patricia Newman	<i>Xavier University of Louisiana</i>
Amy Hubbell	<i>Dickinson College</i>	Karen Nichols	<i>Lebanon Valley College</i>
Anna Hudson	<i>University of Wisconsin – Madison</i>	Barbara Nissman-Cohen	<i>Bellevue College</i>
Andrew Irving	<i>Long Beach City College</i>	Eva Norling	<i>George Fox University</i>
Charlotte Jackson	<i>Boston College</i>	Sylvette Norré	<i>Ursinus College</i>
Andrea Javel	<i>Worcester State College</i>	Frances Novack	<i>Agnes Scott University</i>
Judith Jeon-Chapman	<i>Arkansas State University</i>	Philip Ojo	<i>University of Nevada – Las Vegas</i>
Warren Johnson	<i>Oakland University</i>	Marie-Noelle Olivier	<i>Richard Stockton College</i>
Caroline Jumel	<i>Chestnut Hill College</i>	Kory Olson	<i>Pace University</i>
Mary Helen Kashuba	<i>Harvard University</i>	Geraldine O'Neill	<i>West Virginia University</i>
Stacey Katz Bourns	<i>Kent State University</i>	Jennifer Orlikoff	<i>Westfield State University</i>
Matt Kemp	<i>Lipscomb University</i>	Brahim Oulbeid	<i>Wayne State University</i>
Kelly Kidder	<i>Bucknell University</i>	Kate Paesani	<i>Central Michigan University</i>
Angèle Kingué	<i>United States Naval Academy</i>	Keith Palka	<i>University of Nebraska – Omaha</i>
Elizabeth Knutson	<i>Mesa Community College</i>	Juliette Parnell-Smith	<i>Fairleigh Dickinson University</i>
Nedialka Koleva	<i>Carleton College</i>	Gloria Pastorino	<i>Clemson University</i>
Christine Lac	<i>American University</i>	Kelly Peebles	<i>University of New Mexico</i>
Elizabeth Lang	<i>San Francisco State University</i>	Marina Peters-Newell	<i>Grand Valley State University</i>
Bérénice Le Marchand	<i>Samford University</i>	Janel Pettes-Guikema	<i>University of South Florida</i>
Miklé Ledgerwood	<i>College of DuPage</i>	Brigitte Philippe	<i>Walsh University</i>
Kathy Leis	<i>Grays Harbor College</i>	Lewis Porter	<i>Texas Tech University</i>
Jacek Lerych	<i>Baylor University</i>	Joseph Price	<i>St. Leo University</i>
Marie Level	<i>University of Louisiana – Lafayette</i>	Bonnie Pytlinski	<i>Metropolitan State College of Denver</i>
Tamara Lindner	<i>University of Texas – Austin</i>	Alain Ranwez	<i>Brandeis University</i>
Jane Lippmann	<i>Salem College</i>	Esther Ratner	<i>Duke University</i>
Gary Ljungquist	<i>High Point University</i>	Deb Reisinger	<i>American University</i>
Jean-Francois Llorens		Gail Riley	

(Continued)

Reviewers for the First Edition (Continued)

Daniel Rivas	<i>Irvine Valley College</i>
Radonna Roark	<i>Oklahoma Baptist University</i>
Molly Robinson Kelly	<i>Lewis & Clark College</i>
Peggy Rocha	<i>San Joaquin Delta College</i>
Susan Rosenstreich	<i>Dowling College</i>
Nicole Rudolph	<i>Adelphi University</i>
Love Sanchez-Suarez	<i>York Technical College</i>
Anna Sandstrom	<i>University of New Hampshire</i>
Prosper Sanou	<i>State University of New York – Stony Brook</i>
Rosemarie Sarkis	<i>Riverside Community College</i>
Bonnie Sarnoff	<i>Limestone College</i>
Alan Savage	<i>Wheaton College</i>
Kelly Sax	<i>Indiana University – Bloomington</i>
Patricia Scarampi	<i>Lake Forest College</i>
Cheryl Schaile	<i>Texas A&M University</i>
Timothy Scheie	<i>University of Rochester – Eastman School of Music</i>
Leslie Sconduto	<i>Bradley University</i>
Sandhya Shanker	<i>Michigan State University</i>
Thomas Shealy	<i>Winthrop University</i>
Jennifer Shotwell	<i>Randolph – Macon College</i>
Patricia Siegel	<i>State University of New York – The College at Brockport</i>
Gregg Siewert	<i>Truman State University</i>
Louis Silvers	<i>Monroe Community College</i>
Lee Slater	<i>Old Dominion University</i>
Elizabeth Smith	<i>Southwest Virginia Community College</i>
Janet Solberg	<i>Kalamazoo College</i>
Emese Soos	<i>Tufts University</i>
Karen Sorenson	<i>Austin Peay State University</i>
Janet Starmer	<i>Guilford College</i>
Victoria Steinberg	<i>University of Tennessee – Chattanooga</i>
Edith Stetser	<i>Arcadia University</i>
Kathryn Stewart-Hoffmann	<i>Oakland Community College</i>
Jessica Sturm	<i>Purdue University</i>
Amye Sukapdjo	<i>Gainesville State College</i>
Kimberly Swanson	<i>University of Kansas</i>
Bernadette Takano	<i>University of Oklahoma</i>
Kendall Tarte	<i>Wake Forest University</i>
Valerie Thiers-Thiam	<i>Borough of Manhattan Community College – City University of New York</i>
Ellen Thorington	<i>Ball State University</i>
James Tomek	<i>Delta State University</i>
Fred Toner	<i>Ohio University</i>
Rick Treece	<i>University of Minnesota</i>
Madeline Turan	<i>Stony Brook University</i>
Sandra Valnes Quammen	<i>Duke University</i>
Carmen Vergés	<i>Virginia Highlands Community College</i>
Nancy Virtue	<i>Indiana University – Purdue University Fort Wayne</i>
Irene Wallaert	<i>Indiana University of Pennsylvania</i>
Andrew Wallis	<i>Whittier College</i>
Sadik Wardeh	<i>Valencia Community College</i>
Anna Weaver	<i>Mercer University</i>
Catherine Webster	<i>University of Central Oklahoma</i>
Arlene White	<i>Salisbury University</i>
William White	<i>Buffalo State College</i>
Georgeanna Wielkoszewski	<i>Chandler Gilbert Community College</i>
Leanne Wierenga	<i>Wittenberg University</i>
Donna Wilkerson-Barker	<i>State University of New York – The College at Brockport</i>

Sharon Wilkinson
Larry Wineland
Dierdre Wolownick
Valerie Wust
Bonnie Youngs

Simpson College
Messiah College
American River College
North Carolina State University
Carnegie Mellon University

Student Reviewers

Erin Adams	<i>Southern Illinois University – Carbondale</i>
Tim Anderson	<i>Old Dominion University</i>
David Brennan	<i>University of Nebraska – Omaha</i>
Esther Chen	<i>New York University</i>
Charles DeVita	<i>Virginia Commonwealth University</i>
Holly Doe	<i>Southern Illinois University – Carbondale</i>
Jennifer Haggard	<i>Camden County College</i>
Valerie Lamour	<i>New York University</i>
Kate Lewanowicz	<i>Virginia Commonwealth University</i>
Nicole Mattia	<i>Virginia Commonwealth University</i>
Ryan McDonnell	<i>University of Nebraska – Omaha</i>
Morgen Powell	<i>Virginia Commonwealth University</i>
Jessie Price	<i>Camden County College</i>
Lauren Shapiro	<i>New York University</i>
John Shick	<i>Old Dominion University</i>
Sarah Stevenson	<i>Southern Illinois University – Carbondale</i>
Carter Tuttle	<i>Virginia Commonwealth University</i>
Eliza Warwick	<i>New York University</i>

Advisory Board Members

Heather Willis Allen	<i>University of Wisconsin – Madison</i>
Martine Howard	<i>Camden County College</i>
Stacey Katz Bourns	<i>Harvard University</i>
Angèle Kingué	<i>Bucknell University</i>
Kathryn Lorenz	<i>University of Cincinnati</i>
Heather McCoy	<i>Pennsylvania State University</i>
John Moran	<i>New York University</i>
Kelly Sax	<i>Indiana University – Bloomington</i>

Focus Group Participants

Michele Cao Danh	<i>Northeastern University</i>
Eddy Cuisinier	<i>Western Kentucky University</i>
Cheryl Hansen	<i>Weber State University</i>
Martine Howard	<i>Camden County College</i>
Christine Lac	<i>Carleton College</i>
Kathryn Lorenz	<i>University of Cincinnati</i>
John Moran	<i>New York University</i>
José Ortiz-Batista	<i>County College of Morris</i>
Marina Peters-Newell	<i>University of New Mexico</i>
Deb Reisinger	<i>Duke University</i>
Susan Skoglund	<i>Kirkwood Community College</i>

Wynne's acknowledgments

It hardly seems possible that *Liaisons* is now in its third edition! As a second language acquisition researcher and a fervent admirer of the French language and Francophone culture, *Liaisons* represents a dream come true! Besides building a bridge between theory and practice, *Liaisons* is the manifestation of my love for Quebec and for the language that makes this culture so beautiful and distinct. I continue to be indebted to my dear friends and co-authors, Stacey, Anne, and Bill, for helping me make my dream a reality. *Liaisons* would not be what it is today without their creativity, insight, and dedication. A big *merci* to Cengage and to all the students and instructors out there for making this third edition possible. To my students and colleagues, thank you for your invaluable feedback that helped make this third edition even better. To my family in the U.S. and in Quebec, I thank you for your unwavering support and for sharing this exciting journey with me again! Without a doubt, *Liaisons* has led me to some of the most amazing and magical experiences of my life, which include meeting and marrying my long-time favorite Québécois artist, Patrick Rodrigue. My decision to use his painting *En marchant au hasard* (which I purchased in the year 2000 after completing my PhD) in *Liaisons* (see **Chapitre 9, Vocabulaire 1**) led to our meeting in 2014 and to our wedding in 2017. This book is called *Liaisons* because it was conceptualized to help students make connections with each other and with the Francophone world. I had no idea that *Liaisons* would one day lead **me** to connect with the artist whose work has nurtured and inspired me for so many years! Therefore, I would like to dedicate this third edition of *Liaisons* to my talented and amazing husband: *Patrick, tu es la liaison, si longtemps rêvée, de ma vie. Je t'aime.*

Stacey's acknowledgments

What an amazing and challenging series of adventures developing three editions of *Liaisons* has been! Writing content (and rejoinders!) for the

new digital world of MindTap in this new edition certainly pushed me to grow in my teaching abilities and creative writing skills, but all in a good way. I would like to thank our long-time and new adopters for your support and enthusiasm. It has been a privilege meeting many of you at ACTFL and AATF these last several years, and I look forward to more exchanges! Once more, I thank my colleague and dearest friend, Wynne Wong, for inviting me to join her on this wild adventure almost 10 years ago now. Every moment together has shaped me and helped me grow into the practitioner and writer I am today. To Anne Lair, what a treat to get to work with you not just on *Encore* but now also on *Liaisons*! Thank you for your tenacity and enduring spirit. I'd like also to thank Neysa Goodman and Jean-Pierre Taoutel for their invaluable feedback and collaboration adapting *Liaisons* to our program at ISU. Melissa Deininger, thank you for all that you do and for being such a rock of support and encouragement. And finally, I wish to thank my family in the U.S. and France for their constant love and support. My sister Laura and husband Sébastien, thank you for being such the kind and understanding people that you both are. I would not be able to do this work without the two of you.

Anne's acknowledgments

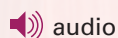
What an honor it has been to work again with such a talented team! Wynne, thank you for inviting me to contribute to *Liaisons*, Third Edition. You were *avant-garde* when you came up with the idea of developing *Liaisons*, focusing on a movie, integrating input to output processing, and highlighting unique French and Francophone cultural segments. Stacey, I appreciate all the support you have given me, always taking activities to a higher level of communication. *Tu es une travailleuse invétérée!* Thank you also to all the adopters, reviewers, and contributors (Cengage especially) to *Liaisons*, Third Edition. We appreciate your feedback and collaboration. *Magnifique réussite!* Thank you to my "little" family who is always supportive and ready to listen when necessary.

Bienvenue

En bref In this preliminary chapter, you will:

- learn greetings and introductions
- learn subject pronouns
- learn the verb **être** and some of its basic uses
- learn how to form **yes/no** questions
- learn vocabulary for common objects in the classroom
- learn the numbers 0–60
- talk about courses and majors
- learn about articles and the gender and number of nouns
- learn some adjectives and learn about their formation, agreement, and position
- learn about the French alphabet and accent marks
- read about French as a world language and read about some famous French speakers

Ressources



You will also watch the **PROLOGUE** of the film *Liaisons*.



Comment ça va?

How is it going?

- The most common way to greet people in French is to say **bonjour** (hello). However, in informal situations between friends and people who know each other well, **salut** (hi) and the **tu** form of verbs are often used.

LYDIE Salut, Annie! Comment vas-tu? *Hi, Annie. How are you?*

ANNIE Salut, Lydie! Je vais très bien. Et toi? *Hi, Lydie. I'm fine. And you?*

LYDIE Très bien, merci! *Very well, thanks!*



ALEX Salut, Marc! Quoi de neuf? *Hi, Marc. What's new?*

MARC Pas grand-chose. Et toi? *Not much. And you?*

ALEX Rien de nouveau. Au revoir. *Nothing new. Bye.*

MARC À bientôt, Alex. *See you soon, Alex.*

ALEX À plus! *See ya!*



- When greeting people in formal situations and in situations where you need to show respect to someone, **bonjour** and the **vous** form of verbs must be used.

PROFESSEUR Bonjour, Marie. Comment allez-vous? *Hello, Marie. How are you?*

MARIE Très bien, merci. Et vous, monsieur? *Very well, thank you. And you, sir?*

PROFESSEUR Très bien aussi. Merci. *Very well also. Thank you.*



MADAME GILLES Bonjour, Jean. Comment vas-tu? *Hello, Jean. How are you?*

JEAN Très bien, madame. Et vous? *Very well, ma'am. And you?*

MADAME GILLES Très bien aussi. Merci. *Very well, too. Thank you.*

JEAN Au revoir, madame. *Goodbye, madame.*

MADAME GILLES Au revoir, Jean. *Goodbye, Jean.*



- French speakers usually shake hands when introduced to each other. Note that **enchanté** is used when the speaker is male and **enchanted** when the speaker is female.

PIERRE Salut, Paul. Salut, Alex. *Hi, Paul. Hi, Alex.*

Je vous présente mon amie Marie. *I introduce to you my friend Marie.*

PAUL Bonjour, Marie. Enchanté. *Hello, Marie. Pleased to meet you.*

ALEX Enchanté, Marie. *Pleased to meet you, Marie.*

MARIE Enchantée. *Pleased to meet you.*



Vocabulaire complémentaire

un (meilleur) ami (m.) / une (meilleure) amie (f.) *a best friend*

un(e) colocataire *a roommate*

un copain (m.) / une copine (f.) *a friend*

un garçon / une fille *a boy / a girl*

un homme / une femme *a man / a woman*

un petit ami / une petite amie
a boyfriend / a girlfriend

Comment t'appelles-tu? *What's your name?*

Je m'appelle Victor. *My name is Victor.*

Mon prénom est Annick. *My first name is Annick.*

Quel est ton nom (de famille)? *What is your (last) name?*

Mon nom (de famille) est Dubois. *My (last) name is Dubois.*

Comment s'appelle-t-il? *What is his name?*

Il s'appelle Henri. *His name is Henry.*

Comment s'appelle-t-elle? *What is her name?*

Elle s'appelle Isabelle. *Her name is Isabelle.*

Son nom (de famille) est... *His/Her last name is ...*

Son prénom est... *His/Her first name is ...*

Ravi(e) de faire ta (informal) connaissance. *Pleased to meet you.*

Ravi(e) de faire votre (formal) connaissance. *Pleased to meet you.*

Comment ça va? / Ça va (bien)? *How are you?*

Ça va (bien). Et toi? *Fine. And you?*

Moi aussi. *Me too.*

Pas mal. *Not bad.*

Bonsoir. *Good evening.*

Bonne nuit. *Good night.*

Bonne journée. *(Have a) Good day.*

Au revoir. *Goodbye.*

À demain. *See you tomorrow.*

À bientôt. *See you soon.*

À plus (tard). *See you (later).*

Il n'y a pas de quoi. / De rien. *You're welcome.*

Voici... *Here is ... / Here are ...*

Voilà... *There is ... / There are ...*

Note de vocabulaire

Copain / Copine may be used in more informal situations. Depending on context, it may mean *boyfriend* or *girlfriend*.

Liaisons musicales



David Wolff - Patrick/Redfems/Getty Images

Claudio Capéo's musical influences are diverse, ranging from metal to African jazz. However, it is his incorporation of the accordion (a nod to his family's Italian heritage) that distinguishes his sound from other contemporary pop artists in France. Search online for the lyrics of his song **Ça va ça va** by Googling **paroles Ça va ça va**. Count how many times he sings **ça va** in the song.

Un mot sur la culture

Monsieur, madame et mademoiselle

Monsieur (*Mister*) is used to refer to adult males. It can also mean *sir* when used alone, not followed by someone's last name. The final **r** in **monsieur** is never pronounced.

Madame (*Mrs.*) is typically used for married women while **mademoiselle** (*Miss* or *Ms.*) is reserved for girls or unmarried women. In Quebec, however, all adult women are usually called **madame** regardless of marital status. In France, it is common to use **madame** for women who are over 30, regardless of marital status.

In writing, when used before a family name, **Monsieur**, **Madame**, and **Mademoiselle** are capitalized and often abbreviated as: **M.** (**M. Durand**), **Mme** (**Mme Martin**), and **Mlle** (**Mlle Leroux**). There is no period after the feminine forms.

- Would you use **madame** or **mademoiselle** for the following people?

1. a professor
2. your five-year-old niece
3. your boss

ACTIVITÉ A Mettez-les dans l'ordre! Put these phrases in the order in which the speakers would most likely say them.

- | | |
|--------------------------------------|--|
| A. ____ Très bien aussi. Merci. | C. ____ À plus tard. |
| ____ Ça va très bien. | ____ Bonjour, Paul. Enchanté. |
| ____ Salut, François! Comment ça va? | ____ Bonjour, Marc. Je vous présente Paul. |
| ____ Et toi, Manuel? | ____ Enchanté, Marc. |
| B. ____ Au revoir, madame. | D. ____ Rien de nouveau. À demain. |
| ____ Bonjour, madame. | ____ Pas grand-chose. Et toi? |
| ____ Comment allez-vous? | ____ Bonsoir, David. Quoi de neuf? |
| ____ Pas mal. Merci. | ____ Au revoir. |



ACTIVITÉ B Questions You will hear some questions. Select the answer to each one.

- | | | |
|-------------------------------|------------------------|-------------------------|
| 1. a. Ça va bien. | b. Je m'appelle Carla. | c. Salut! |
| 2. a. Ça va très bien, merci. | b. Mon nom est Auger. | c. Bonsoir. |
| 3. a. Au revoir. | b. Moi aussi. Merci. | c. Je m'appelle Thomas. |
| 4. a. À demain. | b. De rien. | c. Rien de nouveau. |



ACTIVITÉ C Les personnes célèbres

Étape 1. You will hear introductions to some famous people. Select the correct first or last name to complete each introduction.

- | | | | |
|-----------------|------------|--------------|--------------|
| 1. a. Catherine | b. Deneuve | 4. a. Gérard | b. Depardieu |
| 2. a. Zinedine | b. Zidane | 5. a. Harry | b. Potter |
| 3. a. Sasha | b. Obama | 6. a. Marion | b. Cotillard |

Étape 2. Indicate if each person is **un garçon, une fille, un homme, or une femme.**

Modèle: Catherine Deneuve est une femme.

ACTIVITÉ D Meilleur(e)s ami(e)s et petit(e)s ami(e)s Complete each sentence with the appropriate name.

- Mon/Ma (*My*) meilleur(e) ami(e) s'appelle _____.
- Mon/Ma colocataire s'appelle _____.
- La petite amie de (*of*) Mickey Mouse s'appelle _____.
- Le petit ami de Daisy Duck s'appelle _____.
- Le copain de Charlie Brown s'appelle _____.



ACTIVITÉ E Répondez You will hear a series of questions and statements. What would you say in response?

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

ACTIVITÉ F À vous: Faisons connaissance!



Étape 1. Move around the room, greeting and introducing yourself to at least four people. Write down their first and last names.

Étape 2. Be prepared to introduce at least two of the people you just met.

Modèle: Je vous présente Carrie Smith et Tom Baker.



ACTIVITÉ G Petits sketches Prepare a small skit with your classmates. Write out the dialogue and be prepared to act it out. Choose one or two of the following situations.

1. Good friends run into each other on campus on the way to class.
2. A student/Students run(s) into a professor on campus.
3. Your roommate introduces a friend to you at a party.
4. You run into your professor and introduce your friend to the professor.



Si vous y allez



Fondation Alliance française

The mission of the **Alliance française** is to promote the appreciation of French and Francophone cultures among French, Francophone, and American people through various educational and cultural activities. Most major cities have an **Alliance française**. To meet other francophiles, go to the website of your local **Alliance française** to see what activities are offered in your city.



Stockbyte/Getty Images

Un mot sur la culture

Les salutations (Greetings)

In the French-speaking world, when people first meet each other, it is customary for them to shake hands regardless of their age or gender. When friends or family greet each other, men generally shake hands with each other while women kiss each other on the cheek. Men will kiss female family members and female friends on the cheek. The number of kisses (**les bises**) varies depending on the region

and other factors and is difficult to anticipate. Two kisses, one on each cheek, is the most common combination throughout most of France. Three kisses are often exchanged in Paris and Provence or between close friends. Four kisses are reportedly exchanged in Nantes or as a sign of affection between the closest of friends or family members. However, no matter how many the number of kisses exchanged, the majority of French people always start with the right cheek (**la joue droite**).

- Do you think it is customary for the following cultures to greet with a kiss or kisses?

	Oui	Non		Oui	Non
1. les Américains	☐	☐	3. les Japonais	☐	☐
2. les Mexicains	☐	☐	4. les Africains	☐	☐

Pour parler de nos origines

Le verbe **être** / Les pronoms sujets / Les questions



DU FILM *LIAISONS*

Un coup d'œil sur la grammaire

In the **Prologue** of the film *Liaisons*, a woman is reading a document that she has written.



Je **suis** Madeleine Prévost de Paris...

Now answer these questions about the woman's message.

- What part of speech is the word **suis**?
a. noun b. verb c. adverb
- What do you think **je suis** means?
a. *I am* b. *I have* c. *very well*

Le verbe **être**

- In French, the verb **être** means *to be*. One very common use of **être** is to express one's place of origin. In this case, it is used with the preposition **de** + a city, which means *from* in this particular expression.

Céline Dion **est de** Charlemagne,
au Québec.

*Céline Dion is from
Charlemagne, Quebec.*

Catherine Deneuve **est de** Paris,
en France.

*Catherine Deneuve is from
Paris, France.*

- Another common use of **être** is to express one's occupation.

Voici Monsieur Leroux. Il **est professeur**. *Here is Mr. Leroux. He is a professor.*

Nathan **est étudiant**.

Nathan is a student.

Catherine **est étudiante**.

Catherine is a student.

Les pronoms sujets

- The following are the present tense forms of the verb **être** and the subject pronouns (*I, you, he, she, it, we, and they*).

Note de grammaire

Être is the infinitive form of the verb. The infinitive is the basic form of the verb that you will find in a dictionary.

Note de prononciation

The **s** of **nous, vous, ils, and elles** is not pronounced. However, if the word that follows these pronouns begins with a vowel, the **s** is pronounced as **z** in **vous êtes**.

être (to be)	
je suis <i>I am</i>	nous sommes <i>we are</i>
tu es <i>you are</i>	vous êtes <i>you are</i>
il est <i>he/it (m.) is</i>	ils sont <i>they (m. pl.) are</i>
elle est <i>she/it (f.) is</i>	elles sont <i>they (f. pl.) are</i>
on est <i>one is</i>	

❖ There are formal and informal ways to address people in French. When talking to someone whom you do not know well, who is older, or who is in a position of respect, use **vous** (*formal*). When talking to a friend, family member, or a child, use **tu** (*informal*). When talking to more than one person, use **vous** (*plural, formal, and informal*).

❖ When talking about several persons or a group of people, use **elles** if everyone is female. Use **ils** if at least one person is male.

Carole et Sarah, **elles** sont de Paris. *Carole and Sarah, they are from Paris.*

Ahmed et Nouridine, **ils** sont de Nice. *Ahmed and Nouridine, they are from Nice.*

Antoine et Marie, **ils** sont de Montréal. *Antoine and Marie, they are from Montreal.*

Les questions oui/non

❖ To ask a *yes/no* question in French, you can make a statement and raise the pitch of your voice at the end. This is called rising intonation. Such questions are considered informal.

—Pauline est étudiante? *—Is Pauline a student?*
 —Oui, elle est étudiante. *—Yes, she's a student.*

❖ You can also place **est-ce que** (**est-ce qu'** before a vowel sound) in front of a statement. Your voice also rises at the end of these questions.

—Est-ce qu'elle est de Chicago? *—Is she from Chicago?*
 —Non, elle est de Cleveland. *—No, she is from Cleveland.*

ACTIVITÉ H Quelle ville?

Étape 1. Complete each sentence with the correct information about yourself. Then share your information with the class. How many of your classmates are from the same city (**ville**) as you? How many of you are from the same city as your parents? If you have children and/or a spouse, are they from the same city as you are?

1. Je suis de (*city*)...
2. Mes (*My*) parents sont de...
3. Mes enfants (*children*) sont de...
4. Mon mari (*husband*) / Ma (*My*) femme (*wife*) est de...
5. Mes grands-parents sont de...
6. Mon/Ma colocataire est de...



Étape 2. Now ask two people next to you where they are from. Are they from the same city as you? To ask someone which city he/she is from, you can say **Tu es de quelle ville?** To ask about a classmate's parents, grandparents, or children, say **Tes parents / Tes grands-parents / Tes enfants, ils sont de quelle ville?** To ask about a spouse or roommate, say **Ton mari / Ta femme / Ton (Ta) colocataire est de quelle ville?**



ACTIVITÉ I Enchanté(e) Greet and introduce yourself to four people in your class to find out their names and the city (**ville**) they are from. You may have to spell your name or the city. Be prepared to present your findings to the rest of the class.

Nom	Ville
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

ACTIVITÉ J Francophone ou francophile? Indicate where the following people are from and whether each person is **francophone** or **francophile**.

Modèle: Catherine Deneuve / Paris

Catherine Deneuve est de Paris. Elle est francophone.

1. Julia Child / Pasadena
2. Céline Dion / Charlemagne (Québec)
3. Zinédine Zidane / Marseille
4. Jodie Foster / Los Angeles
5. Gérard Depardieu / Châteauroux (France)
6. Marion Cotillard / Paris
7. Bradley Cooper / Philadelphie
8. Le professeur de français / [ville]



Monkey Business Images/Shutterstock.com

Un mot sur la langue

Francophones et francophiles

The term **francophone** is typically used as an adjective meaning *French-speaking* (as a primary language) and may be used to refer to individuals, groups of people, or places.

Montréal est une ville **francophone**.

Amadou est **francophone**.

The term **francophone** may also be used as a noun to refer to a native speaker of French, regardless of ethnicity or geographical location. When used in English, the "F" is capitalized.

Il y a des **francophones** à mon université. *There are **Francophones** at my university.*

The word **francophiles** refers to people who identify themselves with speakers of French and admire the French language and its cultures. The opposite of **francophile** is **francophobe**.

- Est-ce que vous êtes francophone, francophile ou francophobe?

Liaisons avec les mots et les sons

L'alphabet et les accents

The letters in the French alphabet look the same as those in the English alphabet, but they do not sound the same.

a (a)	h (ache)	o (o)	v (vé)
b (bé)	i (i)	p (pé)	w (double vé)
c (cé)	j (ji)	q (ku)	x (iks)
d (dé)	k (ka)	r (erre)	y (i grec)
e (eu)	l (elle)	s (esse)	z (zède)
f (effe)	m (emme)	t (té)	
g (gé)	n (enne)	u (u)	

Some French words have written accents. These are part of their spelling and cannot be omitted. In later lessons, you will learn how these accents may change the way a word is pronounced. For now, you need to recognize these accent marks and, when you spell a word aloud, include the name of the accent after the letter.

Accent	Name	Example	Spelling
'	accent aigu	prénom	P-R-E- accent aigu -N-O-M
`	accent grave	très bien	T-R-E- accent grave -S B-I-E-N
^	accent circonflexe	hôpital	H-O- accent circonflexe -P-I-T-A-L
..	tréma	Raphaël	R-A-P-H-A-E- tréma -L
,	cédille	Ça va	C- cédille -A V-A

Pratique A. Listen to and practice spelling these French names. Don't forget the accents.

- | | | | |
|----------|-------------|-------------|-----------|
| 1. Noël | 3. Stéphane | 5. Benoît | 7. Eugène |
| 2. Anaïs | 4. Béatrice | 6. François | 8. Zoé |

Pratique B. The **h** in French is usually silent and treated as a vowel as in these names. Listen to, repeat, and practice spelling these names. Notice the silent **h** as you say the names.

Hélène Héloïse Henri Hermès Honoré Hugh

Pratique C. Listen to and practice spelling the names of these characters from the film *Liaisons*.



Claire Gagner



Abia Ndonu

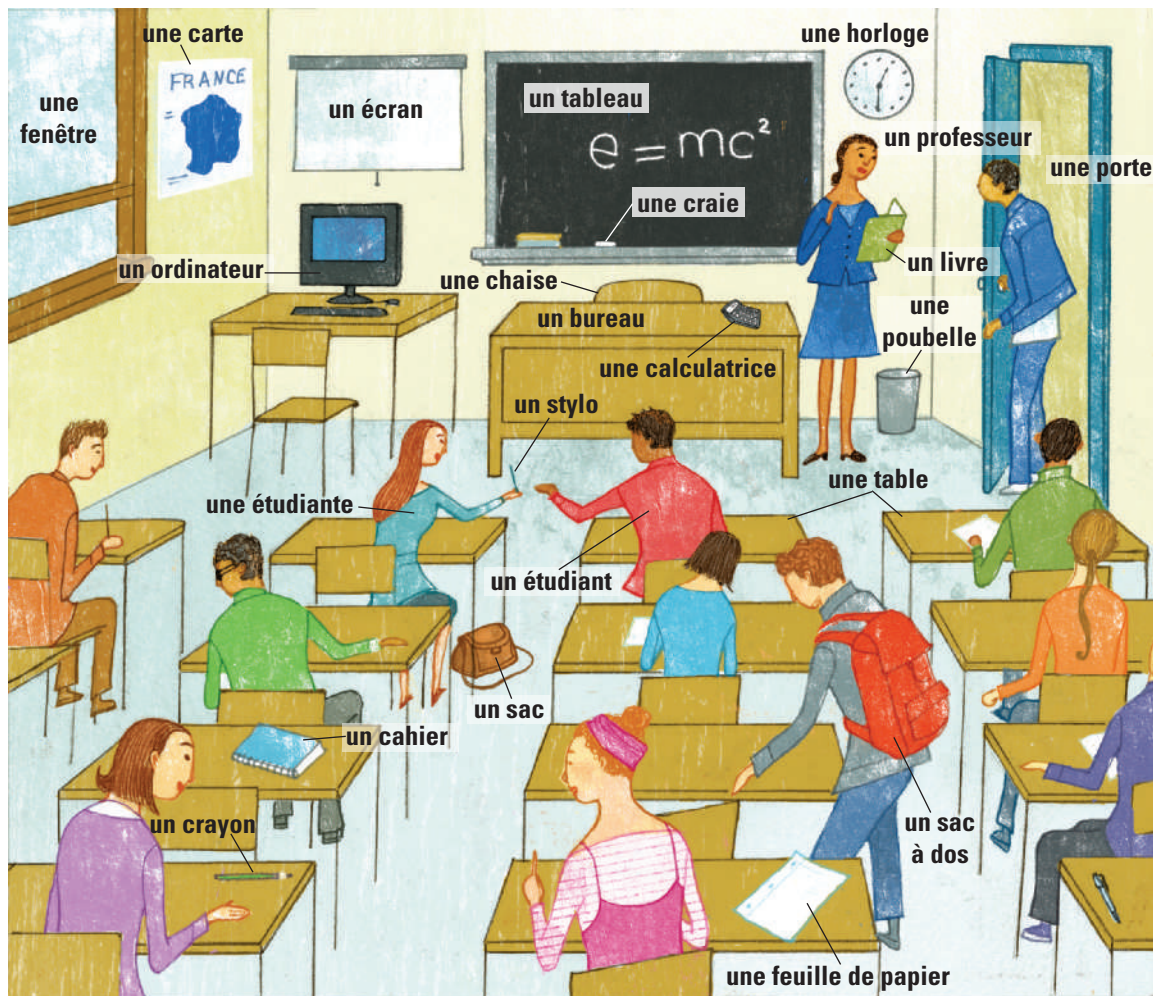


Alexis Prévost



En classe

In class



Une salle de classe

Note de vocabulaire

The **h** in **horloge** and in **huit** is not pronounced because the **h** in French is usually silent.

Vocabulaire complémentaire

Les nombres de 0 à 20

0 zéro

1 un

2 deux

3 trois

4 quatre

5 cinq

6 six

7 sept

8 huit

9 neuf

10 dix

11 onze

12 douze

13 treize

14 quatorze

15 quinze

16 seize

17 dix-sept

18 dix-huit

19 dix-neuf

20 vingt

En classe

Dans la classe, il y a... *In the classroom, there is/are . . .*

une affiche *a poster*

une agrafeuse *a stapler*

un examen *an exam*

un ordinateur (portable) *a (laptop) computer*

un (téléphone) portable *a cell phone*

un(e) camarade de classe *a classmate*

une classe *a class*

ACTIVITÉ **A** Dans notre (*In our*) salle de classe Read these sentences and indicate whether the objects are in your classroom.

	Oui	Non
1. Il y a une porte.	☐	☐
2. Il y a une fenêtre.	☐	☐
3. Il y a une calculatrice.	☐	☐
4. Il y a un écran.	☐	☐
5. Il y a un ordinateur.	☐	☐
6. Il y a des livres.	☐	☐
7. Il y a des cahiers.	☐	☐
8. Il y a une poubelle.	☐	☐
9. Il y a une horloge.	☐	☐
10. Il y a un tableau.	☐	☐

Conclusion Notre salle de classe est bien équipée (*well equipped*). Oui / Non



Ferenc Szelepcsényi/Shutterstock.com



Si vous y allez



Ludovic/REA/Redux

If you go to France, visit the store **Fnac**, one of the largest retail chains specializing in cultural and electronic products such as books, DVDs, CDs, and computers. If you can't make it to France, check out their website at: www.fnac.com

ACTIVITÉ B Dans mon (In my) sac (à dos)**Étape 1.** Indicate if these objects are in your bag.

Dans mon sac (à dos)...

	Oui	Non		Oui	Non
1. il y a une calculatrice.	☐	☐	7. il y a un (téléphone) portable.	☐	☐
2. il y a une affiche.	☐	☐	8. il y a des livres.	☐	☐
3. il y a un examen.	☐	☐	9. il y a une agrafeuse.	☐	☐
4. il y a un crayon.	☐	☐	10. il y a une feuille de papier.	☐	☐
5. il y a une craie.	☐	☐			
6. il y a un stylo.	☐	☐			

**Étape 2.** Ask a classmate if the items in **Étape 1** are in his/her bag.**Modèle:** Étudiant(e) 1: **Est-ce qu'il y a une calculatrice dans ton (in your) sac (à dos)?**Étudiant(e) 2: **Oui. / Non.**

Étape 3. Based on your findings, which statement best describes your classmate? Might he/she be a good person to borrow something from?

- Mon/Ma (*My*) camarade de classe est bien équipé(e).
- Ma/Mon camarade de classe n'est pas bien équipé(e) (*is not well equipped*).

ACTIVITÉ C Les salles de classe en 1970 et aujourd'hui

Étape 1. How have classrooms changed since 1970? Make a list of typical things one would find in a classroom in the 1970s and another list of things that one would find in a typical classroom today.

1970

un tableau

Aujourd'hui (Today)

Étape 2. Now look at your classroom and review your two lists. How would you describe your French classroom?

- Ma (*My*) salle de classe est comme (*like*) une salle de classe de 1970.
- Ma salle de classe est une salle de classe moderne.

**ACTIVITÉ D Quel numéro le suit? (Which number follows it?)**

You will hear a number. Select the number that follows it.

- | | | | | | |
|----------|-------|-------|----------|-------|-------|
| 1. a. 6 | b. 8 | c. 10 | 4. a. 4 | b. 11 | c. 3 |
| 2. a. 12 | b. 15 | c. 18 | 5. a. 6 | b. 13 | c. 18 |
| 3. a. 20 | b. 17 | c. 9 | 6. a. 19 | b. 17 | c. 18 |

ACTIVITÉ E Combien? (How many?) How many of these people or things are in your classroom?

Dans la salle de classe, il y a...

1. _____ chaise(s).
2. _____ sac(s) à dos.
3. _____ fenêtre(s).
4. _____ affiche(s).
5. _____ professeur(s).
6. _____ ordinateur(s).
7. _____ étudiant(e)(s).
8. _____ camarade(s) de classe.
9. _____ horloge(s).
10. _____ poubelle(s).

ACTIVITÉ F Les courriels (E-mails)

 **Étape 1.** Write down your instructor's e-mail address. Here is some useful vocabulary to help you.

at or @ = **arobase** dash = **tiret** dot = **point** underscore = **tiret bas**

- Le courriel de mon professeur: _____



Étape 2. Ask three students in your class to spell aloud their e-mail addresses. Write what you hear.

Modèle: Étudiant(e) 1: **Quelle est ton adresse électronique?**

Étudiant(e) 2: **Mon adresse électronique est s-m-i-t-h arobase a-b-c point e-d-u.**

Étudiant(e) 1 writes: **smith@abc.edu**



tony4urban/Shutterstock.com

Un mot sur la culture

La francophonie

The term **francophonie** was created in 1880 by the French geographer Onésime Reclus (1837–1916) to refer to a community of people and countries whose culture, regardless of ethnicity and geographical location, is primarily associated with the French language. The concept of **francophonie** was popularized by Léopold Sédar Senghor in the 1960s, and gradually became institutionalized, leading to the first **Sommet de la Francophonie** in Paris in 1986. Today, **la francophonie** with a small “f” refers to a community of people who use French as a language of communication and in their daily life; **la Francophonie**

with a capital “F” refers to a group of governments or countries which forms the **Organisation Internationale de la Francophonie (OIF)**.

- What countries make up the **Organisation Internationale de la Francophonie**?

Pour être précis(e)

Les articles indéfinis / Le genre et le nombre



DU FILM *LIAISONS*

Un coup d'œil sur la grammaire

Here is a description of an image you will see when you watch the **Prologue** of the film *Liaisons* later in this chapter.



Il y a **une** femme avec **un** stylo qui écrit sur (on) **une** feuille de papier dans (in) **une** chambre (room) à Paris.

The words **une** and **un** both mean *a* or *an* in English. Why is **une** used with **femme** and **feuille de papier**, but **un** with **stylo**?

- The article **une** is used with nouns that have _____ grammatical gender.
a. masculine b. feminine
- The article **un** is used with nouns that have _____ grammatical gender.
a. masculine b. feminine

❖ As in English, French nouns have number (**le nombre**): singular or plural. Unlike English, French nouns also have grammatical gender (**le genre**). Every noun (a person, an animal, a place, a thing, or an idea) is classified as being either masculine or feminine. Sometimes nouns that refer to females are feminine (**une femme** *a woman*, **une fille** *a girl*) and nouns that refer to males are masculine (**un homme** *a man*, **un garçon** *a boy*). However, in most cases, especially with inanimate nouns, gender is unpredictable. Therefore, you must learn the gender along with the noun. Gender is often expressed not only in the noun, but also in the article that introduces it.

Indefinite articles: gender and number			
	singular		plural
masculine	un livre	<i>a book</i>	des livres <i>(some) books</i>
	un ordinateur	<i>a computer</i>	des ordinateurs <i>(some) computers</i>
feminine	une table	<i>a table</i>	des tables <i>(some) tables</i>
	une horloge	<i>a clock</i>	des horloges <i>(some) clocks</i>

- ❖ The indefinite articles (**les articles indéfinis**) mean *a, an, or some*. **Un** is used before masculine singular nouns; **une** is used before feminine singular nouns; and **des** is used before plural nouns. While *some* is often omitted in English, **des** cannot be omitted in French.
- ❖ In most cases, an **s**, which is not pronounced, is added to a singular noun to make it plural. Nouns that end in **-eau**, like **un tableau** and **un bureau**, add an **x**: **des tableaux, des bureaux**.
- ❖ Nouns that have been borrowed from the English language are usually masculine: **un iPhone®, un DVD**.
- ❖ Some nouns that refer to people can be changed from masculine to feminine by adding an **e**.

un étudiant (m.)	a student	une étudiante (f.)	a student
un ami (m.)	a friend	une amie (f.)	a friend
un Français	a French man	une Française	a French woman

Pour aller plus loin

C'est vs. Ce sont

To identify objects or people, use **c'est** (*this is*) followed by a singular article and noun, and **ce sont** (*these are*) followed by a plural article and noun.

Qu'est-ce que c'est?	<i>What is this?</i>
C'est un stylo Montblanc.	<i>This is a Montblanc pen.</i>
Ce sont des calculatrices.	<i>These are calculators.</i>

ACTIVITÉ G La garderie Select the item that goes with each article. Then indicate if that item is typically found in the playroom of **une garderie** (*a daycare center*).

				Oui	Non
1. une...	a. table	b. écran	c. stylos	☐	☐
2. des...	a. calculatrice	b. chaises	c. livre	☐	☐
3. un...	a. porte	b. examen	c. crayons	☐	☐
4. une...	a. affiche	b. livres	c. tableau	☐	☐
5. des...	a. crayon	b. livres	c. porte	☐	☐
6. une...	a. horloge	b. écrans	c. ordinateur	☐	☐
7. des...	a. crayons	b. tableau	c. cahier	☐	☐
8. un...	a. feuille de papier	b. calculatrice	c. crayon	☐	☐
9. une...	a. poubelle	b. étudiants	c. professeur	☐	☐
10. des...	a. agrafeuse	b. amis	c. craie	☐	☐



ACTIVITÉ H Je vais acheter... You will hear parts of statements about what someone needs to buy for school. Pay attention to the article to determine what that object is.

Modèle: *You hear:* Je vais acheter (*I am going to buy*) une...

You see: a. agrafeuse b. livre c. stylos

You select: a

- | | | |
|--------------------|-----------------------|---------------|
| 1. a. calculatrice | b. cahier | c. écrans |
| 2. a. affiche | b. chaise | c. stylos |
| 3. a. ordinateur | b. calculatrice | c. tables |
| 4. a. craie | b. affiches | c. crayon |
| 5. a. livre | b. cahiers | c. chaise |
| 6. a. cahiers | b. tableau | c. ordinateur |
| 7. a. horloge | b. téléphone portable | c. agrafeuses |
| 8. a. agrafeuse | b. sac | c. cahier |

ACTIVITÉ I Qu'est-ce que c'est? Listen and watch as your instructor points to various objects in the room. Answer his/her questions with **C'est...** or **Ce sont...**

Modèle: Professeur: **C'est un tableau ou une table?** (*points to blackboard*)

Étudiant(e)s: **C'est un tableau.**



ACTIVITÉ J Fais-moi un dessin! (Draw me a picture!)

The class will be divided into two teams to play a picture-drawing game. One person from each team will take turns drawing. The drawers (**dessinateurs / dessinatrices**) for each team will go to the instructor who will show them a card with a word on it. Each drawer must then go back to his/her team and draw the picture on the card while the rest of the team tries to guess what the object is. The first person from a team that says the correct object and article (for example, **C'est un crayon!**) gets a point!

ACTIVITÉ K Trois objets

Étape 1. If you could only take three objects with you to class every day, what would they be? Complete this sentence with three objects from **Vocabulaire 2**.

- Mes trois objets sont:



Étape 2. Compare what you wrote with a classmate. How would you describe your partner based on his/her response? Complete the following sentence with your partner's name and select the appropriate adjective.

Conclusion _____ est pratique / original(e) / extravagant(e) parce que (*because*) ses trois objets sont _____, _____ et _____.

ACTIVITÉ **L** Une salle de classe idéale



Étape 1. Make a list of what should be in an ideal classroom, using vocabulary you know. Include the ideal quantity of each object. Write out the numbers in French.

- Dans une salle de classe idéale, il y a...



Étape 2. Share what you wrote with a classmate. Did you write similar things? Decide with your classmate whether the following statement is true or false for your classroom.

Conclusion Notre (*Our*) salle de classe est une salle de classe idéale. V / F

ACTIVITÉ **M** À acheter



Étape 1. According to the National Retail Federation, the average college student in the U.S. spends approximately \$956.93 on back-to-school items every year. What do you still need to buy this semester / term for **la rentrée**? Make a list in French of what you are going to buy at the bookstore.

À acheter... (<i>To buy...</i>)
<u>un stylo</u>

Étape 2. Based on your list, how much do you think you will need to spend? Check the best answer.

Lexique

< : **moins de** (*less than*)

> : **plus de** (*more than*)

☐ < \$5,00

☐ > \$5,00

☐ > \$10,00

☐ > \$15,00

☐ > \$20,00

Liaisons musicales



Didier Massens/Redferns/Getty Images

Patrick Bruel (1959–) is a French singer born in Algeria. One of his popular songs, **La place des grands hommes**, is a song about school friends wondering what their lives will be like if they meet again in 10 years. Look for the music video of this song on the Internet. Did you and your friends ever wonder about the same thing in high school?



Les études

Studies



le commerce
(international)



l'art (m.)



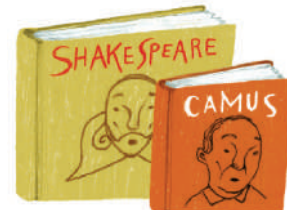
l'astronomie (f.)



la biologie



le journalisme



la littérature



les mathématiques
(f. pl.)



la musique



la psychologie

Les cours à l'université

Vocabulaire complémentaire

Quelle est ta spécialisation? *What's your major?*

Qu'est-ce que tu étudies? (sing.) *What are you studying?*

Qu'est-ce que vous étudiez? (pl.) *What are you studying?*

J'étudie... *I am studying...*

Je ne sais pas encore. *I don't know yet.*

Combien de cours (m.) as-tu ce semestre? *How many courses / classes do you have this term?*

les devoirs (m. pl.) *homework*

l'école (f.) *school*

les études (f.) *studies*

l'université (f.) *university*

Les lettres (f.), les langues (f.) et les arts (m.)

les langues

l'allemand (m.) *German*

l'anglais (m.)

le chinois *Chinese*

l'espagnol (m.)

le français

le russe *Russian*

la philosophie

Les sciences (f.) humaines / sociales

l'anthropologie (f.)

l'histoire (f.)

la psychologie

la sociologie

Les sciences naturelles

la chimie *chemistry*

la physique *physics*

L'administration (f.), l'économie

la comptabilité *accounting*

le droit *law*

l'économie (f.) *economics*

la gestion *business administration*

D'autres cours / spécialisations

le génie (civil, mécanique, électrique) *engineering*

l'informatique (f.) *computer science*

les sciences politiques (f. pl.)

Les nombres de 20 à 60

20 vingt

25 vingt-cinq

30 trente

21 vingt et un

26 vingt-six

31 trente et un

22 vingt-deux

27 vingt-sept

40 quarante

23 vingt-trois

28 vingt-huit

50 cinquante

24 vingt-quatre

29 vingt-neuf

60 soixante

Pour aller plus loin

Les articles définis

In French, definite articles (**les articles définis**) are used with majors and courses because one function of definite articles is to designate nouns that are used in a general sense. In this case in English, no article is used. The French definite articles are **le** (m., sing.), **la** (f., sing.), **l'** (sing. before a vowel sound), and **les** (m. pl. and f. pl.).

Tran étudie **la** psychologie.

Tran studies psychology.

Le français est intéressant.

French is interesting.


ACTIVITÉ A Associations

Étape 1. Indicate the item you associate with the subject matter you hear.

- | | |
|---|--|
| 1. a. un microscope | b. les guerres mondiales (<i>world wars</i>) |
| 2. a. Picasso | b. B. F. Skinner |
| 3. a. Beethoven | b. <i>Les Misérables</i> |
| 4. a. la Bourse (<i>stock market</i>) | b. le musée (<i>museum</i>) |
| 5. a. la géométrie | b. les ordinateurs |
| 6. a. Friedrich Nietzsche | b. une calculatrice |

Étape 2. Go back to the items you didn't choose. Can you give a subject matter association from **Vocabulaire 3** for each one?

ACTIVITÉ B On étudie...

Using the following columns, make logical sentences.

Modèle: Dans un cours **d'économie**, on étudie (*one studies*) **la Bourse**.

- | Dans un cours... | ... on étudie |
|-------------------------|--|
| 1. _____ d'histoire | a. la gestion |
| 2. _____ d'astronomie | b. l'actualité (<i>current events</i>) |
| 3. _____ d'économie | c. les éléments chimiques |
| 4. _____ de physique | d. la rotation des planètes |
| 5. _____ de journalisme | e. les événements historiques |
| 6. _____ de chimie | f. les réactions nucléaires |

Note de grammaire

In French, **de** (*of*) is used in front of words that begin with consonants and **d'** is used in front of words that begin with a vowel or silent *h*: **un cours de chimie, un cours d'astronomie, un cours d'histoire.**

Liaisons musicales


François Guillot/AFP/Getty Images/Newscom

French composer Bruno Coulais (1954–) composed the music for ***Les Choristes***, a well-loved French film about how a music teacher changed the lives of his students at a boys' boarding school in France. This soundtrack was nominated for an Oscar in 2005 in the Best Achievement in Music Written for Motion Pictures. Listen to excerpts of the soundtrack on the internet.


ACTIVITÉ C Quelle est sa spécialisation?

Read these statements by several people. Can you guess what each person's major is?

- Je m'appelle Sophie. Mes cours ce semestre sont la géométrie, le calcul et l'algèbre. Ma spécialisation est...
- Je m'appelle Mustapha. Mes cours ce semestre sont la comptabilité, l'économie et la gestion des affaires. Ma spécialisation est...
- Je m'appelle Anouk. Mes cours ce semestre sont la littérature française du Moyen Âge (*Middle Ages*), la grammaire avancée et le cinéma français. Ma spécialisation est...
- Je m'appelle Jean-Marc. Mes cours ce semestre sont Freud et la psychanalyse, l'interprétation des rêves (*dreams*) et les théories de Jean Piaget. Ma spécialisation est...

ACTIVITÉ D Et vous? Quelle est votre spécialisation?

Ask three people what their classes are and then try to guess their major. If someone has not yet chosen his/her major, he/she can say **Je ne sais pas encore**.

Modèle: Étudiant(e) 1: **Ce semestre quels sont tes (*your*) cours?**

Étudiant(e) 2: **Ce semestre, mes cours sont le français, la comptabilité et l'économie.**

Étudiant(e) 1: **Est-ce que ta spécialisation est le commerce international?**

Étudiant(e) 2: **Oui.**



ACTIVITÉ E Les nombres (Numbers) You will hear a number. What is the most logical thing it could be referring to?

- | | |
|--|--|
| 1. a. le prix (<i>price</i>) d'un livre | b. le prix d'un iPhone® |
| 2. a. le prix d'un crayon | b. le prix d'une calculatrice |
| 3. a. le prix d'une agrafeuse | b. le prix d'un téléphone portable |
| 4. a. le prix d'un ordinateur | b. le prix d'une chaise |
| 5. a. le prix d'un crayon | b. le prix d'une horloge |
| 6. a. le nombre d'états (<i>states</i>) aux États-Unis | b. le nombre de crédits du cours de français |

ACTIVITÉ F Combien?

Étape 1. Answer these questions with the number that answers each question correctly for you. If you do not know, you can say **Je ne sais pas**.

1. Combien de cours as-tu (*do you have*) ce semestre?
2. Combien de crédits as-tu ce semestre?
3. Combien de crédits de français sont nécessaires pour (*for*) le diplôme de français?
4. Combien de devoirs as-tu ce soir?

Étape 2. Who in the class has the greatest number of credit hours this semester?

Conclusion _____ a le plus grand nombre de crédits ce semestre.



Olga Besnard/Shutterstock.com

Un mot sur la culture

La dictée

The French **dictée** (*dictation*) is more than a spelling exercise; it is a cultural phenomenon. The French are so attached to this practice that it has been made into a popular TV show, *Les dictées de Bernard Pivot*. Host Bernard Pivot reads texts with tricky grammar and complex spelling (French does not always sound like the way it is written) to challenge participants and viewers. Besides the game show, this passion has sparked the establishment of **dictée** competitions all over the world, including the U.S., and the creation of two best-selling **dictée** books by Pivot.

- Do you think a dictation game could be popular in the U.S.?
- Would you like to participate in a **dictée** competition?

Pour décrire

Les articles définis / Les adjectifs qualificatifs



DU FILM *LIAISONS*

Un coup d'œil sur la grammaire

The film *Liaisons* that you will be watching in this course has a scene that takes place at McGill University. Here is what a student has to say about his courses there.



J'ai deux cours ce semestre: la sociologie et l'anglais. Pour moi, la sociologie est **fascinante**. Mon cours d'anglais est **intéressant** et il est **important** parce qu'il y a beaucoup d'anglophones à McGill.

1. The words **fascinante**, **intéressant**, and **important** are adjectives. Why is there an **e** at the end of **fascinante**, but not at the end of **intéressant** and **important**?
2. What two definite articles do you recognize in the student's statements?



Si vous y allez



iStock.com/Arpad Benedek

If you go to Paris, check out **la Sorbonne**. Founded by Robert de Sorbon in 1253, **la Sorbonne** is one of France's oldest universities. Go to the official website of **la Sorbonne** to find out what programs are available for international students.

Les articles définis

- As you saw in **Vocabulaire 3**, French has four definite articles: **le** (*m. sing.*), **la** (*f. sing.*), **l'** (*sing. before a vowel sound*), and **les** (*m. pl. and f. pl.*). They are often used to refer to nouns that were previously mentioned or to talk about specific nouns. In this usage, the definite article is equivalent to *the* in English.

—C'est qui?

—Who is that?

—C'est **le** professeur.

—That's the professor.

Voici l'agrafeuse.

Here's the stapler.

J'aime **le** stylo rouge.

I like the red pen (as opposed to the blue pen).

- Another use of definite articles is to designate nouns in a general sense. In this case, no article is used in English.

J'étudie **les** langues.

I study languages.

Ma spécialisation est **le** chinois.

My major is Chinese.

- Definite articles are also used to indicate possession with the preposition **de** and the name of a person. When the person's name begins with a vowel sound, **de** becomes **d'**.

C'est **le** professeur **de** Paul.

This is Paul's professor.

Ce sont **les** stylos **de** Paul et **de** Guy.

These are Paul and Guy's pens.

Voici **la** table **d'**Anne.

Here is Anne's table.

Les adjectifs qualificatifs

- Adjectives are words used to describe people, places, things, and ideas: *serious student, intelligent young woman*. In French, adjectives must agree with the noun or pronoun they modify. This means that they must agree in gender and number, just as articles (**le, la, les, un, une, des**) do. Descriptive adjectives (**les adjectifs qualificatifs**) normally follow the nouns they modify.
- For most adjectives, an **e** is added to the masculine form to create the feminine form. Add an **s** to the masculine and feminine forms to make them plural.

amusant(e) <i>funny</i>	embêtant(e) <i>annoying</i>	intelligent(e)
brillant(e)	fascinant(e)	intéressant(e)
charmant(e)	impatient(e)	méchant(e) <i>mean</i>
content(e)	important(e)	patient(e)
doué(e) <i>gifted</i>	indépendant(e)	récent(e)

Tom est intelligent.
Ils sont charmants.

Sylvie est intelligente.
Elles sont charmantes.

- When an adjective of this type describes a group of males and females or objects that are both masculine and feminine in grammatical gender, use the masculine plural form.

Tom et Sylvie sont intelligents. L'art (*m.*) et la musique sont importants.

- In the masculine singular form of adjectives of this type, the final consonant is silent. In the feminine singular form, the final consonant is pronounced. The final **s** of the plural forms is silent.

Pierre est intelligent.
Ils sont intelligents.

Claire est intelligente.
Elles sont intelligentes.

- Some adjectives have the same feminine and masculine forms. Most adjectives of this type end in **e**.

célèbre <i>famous</i>	moderne	pratique
dynamique	modeste	sociable
énergique	nécessaire	timide
facile <i>easy</i>	optimiste	utile <i>useful</i>
inutile <i>not useful</i>	pessimiste	

Le journalisme est **utile**. La biologie est **difficile**.
Mon professeur est **dynamique**.
Norah Jones est **célèbre**.

Note de grammaire

Adjectives like these that end in **e** and have the same masculine and feminine forms are often cognates, meaning they have the same or similar spellings and meanings in French and English. An exception is **chic**, which does not end in **e**: Il/Elle est **chic**. Ils/Elles sont **chics**.

Note de grammaire

Some adjectives are irregular and have different masculine and feminine forms. You will learn these adjectives in **Chapitre 2**.

ACTIVITÉ G Les possessions Your instructor will point to different objects that belong to you or your classmates. Indicate who that object belongs to.

Modèle: Professeur: **C'est le livre de qui?**

Étudiants: **C'est le livre de Mark.**



ACTIVITÉ H Les cours You will hear adjectives that describe various courses. Select the course you feel fits the adjective used. You may select more than one course.

- | | | |
|-----------------------|-----------------|-------------------------|
| 1. a. le chinois | b. le français | c. le journalisme |
| 2. a. la biologie | b. la chimie | c. la littérature |
| 3. a. l'astronomie | b. l'astrologie | c. la danse folklorique |
| 4. a. la comptabilité | b. la musique | c. la sociologie |
| 5. a. l'allemand | b. l'anglais | c. le français |
| 6. a. la comptabilité | b. l'économie | c. l'histoire |



ACTIVITÉ I Quel cours? (Which class?) A French exchange student is describing courses she is taking. Listen carefully to the form of the adjectives in order to determine to which class she is referring.

- | | |
|-------------------------------|---------------------------------|
| 1. a. la biologie | b. le français |
| 2. a. le chinois | b. la littérature |
| 3. a. l'art (<i>m.</i>) | b. la musique |
| 4. a. le génie | b. la chimie |
| 5. a. l'anglais (<i>m.</i>) | b. l'informatique (<i>f.</i>) |
| 6. a. le journalisme | b. la gestion des affaires |

ACTIVITÉ J Les Trudeau

A journalist recently wrote an article about the Prime Minister of Canada, Justin Trudeau, and his wife Sophie. Pay attention to the form of the adjectives to determine if they refer to Justin or to Sophie. Write either Justin or Sophie in each blank. Then, indicate whether you agree or disagree with what the journalist wrote. If you do not know, say **Je ne sais pas**.



Morris MacMatzen/Getty Images News/Getty Images

- _____ est importante.
- _____ est charmante.
- _____ est intelligent.
- _____ est fascinant.
- _____ est patiente.
- _____ est doué.

Je suis d'accord.

Je ne suis pas d'accord.

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

ACTIVITÉ K Le prince William et Catherine, la duchesse de Cambridge

Étape 1. Does Prince William have a lot in common with his wife Kate? Decide which traits you think each one has. Select both names if you think they both have that trait. You may also decide some traits do not apply to either one.

	William	Kate
1. dynamique	☐	☐
2. timide	☐	☐
3. pratique	☐	☐
4. moderne	☐	☐
5. sociable	☐	☐
6. pessimiste	☐	☐
7. modeste	☐	☐
8. chic	☐	☐



Shaun Jeffers/Shutterstock.com



Étape 2. Write sentences to describe Prince William and his wife Kate based on how you responded in **Étape 1**. Share your sentences with a classmate. Were your sentences similar or different?



ACTIVITÉ L Les cours et les professions Which course or courses do you think are **nécessaires** and **utiles** to prepare for these professions? Is there a course that is **inutile**? Share responses with a partner to see if you have similar views.

Modèle: un comptable (*accountant*)

La comptabilité est **nécessaire**. Les mathématiques sont **utiles**.

La chimie est **inutile**.

1. un professeur de littérature
2. un journaliste
3. un économiste (*economist*)
4. un artiste

ACTIVITÉ M Je suis comme... (I am like . . .)



Étape 1. From the adjectives you've learned so far, select three that you think describe you well. Write three sentences.

Modèle: Je suis très dynamique. Je suis intelligent(e). Je suis sociable.



Étape 2. Get together with a classmate and read him/her your sentences. Based on your description of yourself, your classmate will decide which famous person you are most like. Tell your classmate whether you agree or not.

Modèle: Étudiant(e) 1: Tu es comme (*like*) Jennifer Lopez.

Étudiant(e) 2: Oui, je suis d'accord. / Non, je ne suis pas d'accord.

PROJECTION



LIAISONS
PROLOGUE

Avant de visionner

You are about to watch the **Prologue** of the film *Liaisons*. Don't worry if you do not understand all of the language you hear. As a beginning student of French, you aren't expected to! However, you should be able to grasp the central ideas of each film segment you watch. The activities in this book are designed to help you understand as much as possible.

As you may know, cinematographic elements of a film such as sound and camera techniques play a role in helping you understand what is going on in any given scene. These cinematographic elements are part of what the French call **la mise en scène** which includes: **le décor, les costumes et les objets; les couleurs; l'éclairage (lighting); le son (sound);** and **les mouvements de la caméra**. You may rely on context and elements of **la mise en scène** to help you understand. As your proficiency in French increases, so will your comprehension of the language.



ACTIVITÉ A Un coup d'œil sur une scène

Here is a scene from the **Prologue** of *Liaisons*.

CLAIRE Bonjour, Maman.

MME GAGNER C'est toi, Claire? Ce n'est pas une de mes hallucinations...?

CLAIRE Non, Maman. C'est moi.

With a classmate, try to answer the following questions based on the scene. You will check your answers later when you watch the **Prologue**.



1. What is the relationship between these two characters?
2. What does Madame Gagner ask Claire?
3. Where do you think this scene takes place?



Regarder le Prologue

You will now watch the **Prologue** of the film *Liaisons*. Use the context and **la mise en scène** to help you understand. Also, verify your answers to **Activité A**.

Après le visionnage

ACTIVITÉ B Le contexte One skill you will want to develop as you study French is to guess the meaning of language from context. Here are lines between the man and the woman from the opening **Prologue**.

HOMME Maman, maman, ça va?

FEMME Oui, oui, mon fils. Ça va.

ALEXIS Tiens.

FEMME Attends! (*coughs*) Je suis Madeleine Prévost de Paris, (*coughs*) née Tremblay, femme de Henri Prévost et mère de... (*coughs*)

1. In the first line, the woman identifies herself as she dictates to the man what to write down. What is her name? Where is she from?
2. The woman also says she is **femme d'Henri Prévost**. What do you think **femme** means in this context: *wife* or *woman*?
3. The woman also says **née Tremblay**. What does this indicate?
4. Is the woman reading a will, a confession, or something else? What are your clues?
5. The man calls the woman **maman**. Can you deduce what the word **fils** means?

ACTIVITÉ C Vérifiez votre compréhension Answer each question based on what you remember from watching the second part of the **Prologue** in which you meet Claire Gagner.

- | | | |
|---|--------------|---------------------|
| 1. C'est _____. | a. le passé | b. le temps présent |
| 2. Claire Gagner est étudiante à _____. | a. Montréal | b. Paris |
| 3. Claire étudie _____. | a. l'anglais | b. la psychologie |

ACTIVITÉ D Premières impressions: Claire Gagner

Étape 1. What are your first impressions of the main character Claire Gagner? Use the verb **être** and three adjectives to describe her.



Étape 2. Now share your impressions with a classmate. Do you have similar or different impressions of Claire?



Dans les coulisses

Some believe that the opening shots and prologue of a film sometimes contain all the information needed to understand it. What are your initial impressions of the film after viewing the prologue? What kind of film do you think it is? Can you guess what some of its themes might be?

LIAISONS CULTURELLES

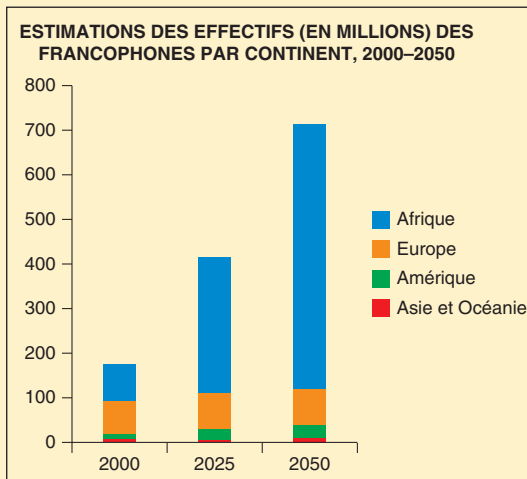
Le monde parle français... et maintenant vous aussi!

LE FRANÇAIS: LANGUE DU MONDE

By choosing to study French, you will not only learn how the French language works. You will also be exposed to cultures and information that will enrich your understanding and appreciation of different perspectives of the world and its peoples.

What do you already know about French in the world? Take this quiz to find out.

- French is spoken on how many continents in the world?
 - two
 - three
 - four
 - five
- French is an official language in how many countries in the world?
 - 6
 - 17
 - 29
 - 38
- French is a language of diplomacy in the world (and one of the official languages of the United Nations).
 - True
 - False
- French is considered a critical language by the CIA.
 - True
 - False
- Approximately how many people in the world speak French as a first language?
 - 50 million
 - 100 million
 - 150 million
 - more than 200 million
- French is an official language in the United States.
 - True
 - False
- Approximately how many people in the United States speak French?
 - less than 1 million
 - more than 1 million
 - more than 2 million
- One of the most translated books in the world is a French book. What is this book's title?
 - Candide*
 - Les Trois Mousquetaires*
 - Le Petit Prince*



The French Language Initiative is a partnership between the Embassy of France in the U.S. and the American Association of Teachers of French. © 2007 French Language Initiative. All rights reserved.

What is your current knowledge of French in the world?

15–18 points: **Bravo!** Your knowledge is quite impressive!

10–14 points: **Très bien.** You know quite a bit.

6–8 points: **Pas mal.** Not too bad. You probably learned some new facts today.

5 or less: **Courage.** You will have many more opportunities to learn.

- Answers to the quiz:
1. d (3 points); 2. c (3 points); 3. a (1 point); 4. a (1 point); 5. b (3 points); 6. a, official in Louisiana along with English since 1968 (1 point); 7. b (3 points); 8. c, written by Antoine de Saint-Exupéry (3 points)

Luc Besson: réalisateur français

Né à Paris, le réalisateur Luc Besson (1959–) est célèbre en France et aux États-Unis pour ses films *Le Grand Bleu* (1988), *Nikita* (1990), *The Fifth Element* (1998) et *The Messenger* (1999). Il a aussi écrit le scénario pour la série *Taken* (2008–2014), mettant en vedette Liam Neeson. Il aime beaucoup les personnages des femmes fortes comme on voit dans ses films *The Lady* (2011), *Lockout* (2012) et *Lucy* (2014).

Né Born pour a écrit wrote mettant en vedette starring personnages characters fortes strong comme on voit as we see



AF archive/Alamy Stock Photo



Nolwenn Le Gouic/Icon Sport/Cal Sport Media/Alamy Stock Photo

Rudy Gobert: joueur de basket de la NBA

Né (1992–) d'un père guadeloupéen et d'une mère française, Rudy Gobert est un joueur de basket professionnel français célèbre aux USA. Il joue pour l'équipe de la NBA Jazz de l'Utah depuis 2013. En 2015, il a été classé cinquième meilleur défenseur de la NBA.

père father mère mother joue plays équipe team depuis since a été classé was ranked cinquième fifth

Kim Thúy: auteure canadienne

Née au Viêt-Nam (1968–), elle immigré au Canada avec ses parents à l'âge de 10 ans. Son premier roman *Ru* (2009) est une œuvre autobiographique très célèbre. Elle a publié quatre autres romans. Le thème de l'expérience des immigrants est très important dans ses œuvres.

immigre immigrates premier roman first novel œuvre work a publié published



Ulf Andersen/Getty Images Entertainment/Getty Images



Rick Diamond/United Press International (UPI)/Washington D.C. USA/Newscom

Le Cirque du Soleil: entreprise québécoise

Entreprise québécoise de divertissement artistique, la compagnie a été fondée en 1984 par deux artistes de rue, Guy Laliberté et Daniel Gauthier. Le Cirque du Soleil est un cirque contemporain avec des acrobates, des costumes et de la musique spectaculaires.

divertissement entertainment a été fondée was founded rue street

Liaisons culturelles à discuter

Compréhension

1. Qui est joueur de basket?
2. Qui est auteure?
3. Qui est réalisateur?
4. Quelle entreprise est connue pour le cirque contemporain?



Comparaisons interpersonnelles

With a partner, take turns asking and answering these questions to help you determine any interpersonal connections you may have with these Francophone vignettes and with each other.

1. À quelle personne célèbre est-ce que vous vous identifiez (*identify with*)?
2. Si vous faites la connaissance de (*meet*) ces personnes, quelles salutations est-ce que vous utilisez (*use*) pour saluer chaque personne?
3. Voudriez-vous aller (*Would you like to go*) à une représentation du Cirque du Soleil? Si vous êtes familier/familière avec le Cirque du Soleil, quelle représentation voudriez-vous voir (*would you like to see*)?
4. Est-ce qu'il y a des auteurs francophones que vous aimez (*like*)?



Comparaisons interculturelles

With a small group, refer to the Francophone bar graph on p. 28 to help you fill in this chart. Identify the continents from the graph and provide a country (**un pays**) from that continent where French is spoken. Also try to guess the number of French-language speakers in that country.

Continents	Pays	Nombre de personnes qui parlent français



PARTIE 1

LES SALUTATIONS

À bientôt.	<i>See you soon.</i>
À demain.	<i>See you tomorrow.</i>
À plus (tard).	<i>See you (later).</i>
Au revoir.	<i>Goodbye.</i>
Bonjour.	<i>Hello.</i>
Bonne journée.	<i>Good day.</i>
Bonne nuit.	<i>Good night.</i>
Bonsoir.	<i>Good evening.</i>
Comment allez-vous? (pl./sing., formal)	<i>How are you?</i>
Comment vas-tu? (sing., informal)	<i>How are you?</i>
Comment ça va? (sing., informal)	<i>How is it going?</i>
Ça va bien.	<i>Fine.</i>
Ça va très bien. Et toi?	<i>Very well. And you?</i>
Ça va mal. / Ça ne va pas très bien.	<i>Not well.</i>
Je vais très bien.	<i>I'm doing very well.</i>
Pas mal.	<i>Not bad.</i>
Très bien aussi.	<i>Very well, too (also).</i>
Comment s'appelle-t-il?	<i>What is his name?</i>
Il s'appelle Henri.	<i>His name is Henry.</i>
Comment s'appelle-t-elle?	<i>What is her name?</i>
Elle s'appelle Isabelle.	<i>Her name is Isabelle.</i>
Son nom (de famille) est...	<i>His/Her last name is . . .</i>
Son prénom est...	<i>His/Her first name is . . .</i>
Comment t'appelles-tu?	<i>What's your name?</i>
Je m'appelle...	<i>My name is . . .</i>
Mon prénom est...	<i>My first name is . . .</i>
Quel est ton nom (de famille)?	<i>What is your (last) name?</i>
Mon nom (de famille) est...	<i>My (last) name is . . .</i>
De rien. / Il n'y a pas de quoi.	<i>You're welcome.</i>
Et toi? (sing., informal)	<i>And you?</i>
Et vous? (pl./sing., formal)	<i>And you?</i>
Je vous présente...	<i>I introduce to you . . .</i>
Enchanté(e).	<i>Pleased to meet you.</i>
Ravi(e) de faire ta connaissance. (sing., informal)	<i>Pleased to meet you.</i>
Ravi(e) de faire votre connaissance. (pl./sing., formal)	<i>Pleased to meet you.</i>
Merci.	<i>Thank you.</i>
Moi aussi.	<i>Me, too.</i>
Madame (Mme)	<i>Ma'am, Mrs.</i>
Mademoiselle (Mlle)	<i>Miss</i>
Monsieur (M.)	<i>Sir, Mr.</i>

Quoi de neuf?

Pas grand-chose.	<i>What's new?</i>
Rien de nouveau.	<i>Not much.</i>
Salut.	<i>Nothing new.</i>
Voici...	<i>Hello, hi.</i>
Voilà...	<i>Here is . . .</i>
	<i>There is . . .</i>
un(e) meilleur(e) ami(e)	<i>a best friend</i>
un(e) colocataire	<i>a roommate</i>
un copain (m.) / une copine (f.)	<i>a friend</i>
une fille	<i>a girl</i>
un garçon	<i>a boy</i>
une femme	<i>a woman</i>
un homme	<i>a man</i>
un(e) petit(e) ami(e)	<i>a boyfriend / girlfriend</i>

VERBE

être	<i>to be</i>
------	--------------

DIVERS

de	<i>from</i>
----	-------------

PARTIE 2

UNE SALLE DE CLASSE

un(e) camarade de classe	<i>a classmate</i>
une classe	<i>a class (of students)</i>
un(e) étudiant(e)	<i>a student</i>
un professeur	<i>a professor, a teacher</i>
une affiche	<i>a poster</i>
une agrafeuse	<i>a stapler</i>
un bureau	<i>a desk</i>
un cahier	<i>a notebook</i>
une calculatrice	<i>a calculator</i>
une chaise	<i>a chair</i>
une classe	<i>a class room</i>
une craie	<i>(a piece of) chalk</i>
un crayon	<i>a pencil</i>
un écran	<i>a screen</i>
une fenêtre	<i>a window</i>
une feuille de papier	<i>a sheet of paper</i>
une horloge	<i>a clock</i>
un livre	<i>a book</i>
un ordinateur (portable)	<i>a (laptop) computer</i>
une porte	<i>a door</i>
une poubelle	<i>a waste basket</i>
un sac	<i>a bag, a purse</i>
un sac à dos	<i>a backpack</i>
un stylo	<i>a pen</i>
une table	<i>a table</i>
un tableau	<i>a chalkboard</i>
un (téléphone) portable	<i>a cell phone</i>