

THIRD EDITION

En avant!

BEGINNING FRENCH

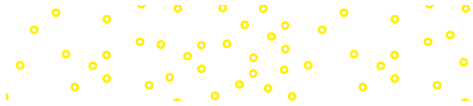
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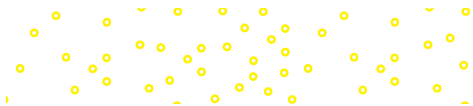


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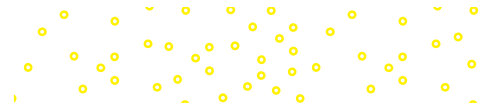


En avant!

BEGINNING FRENCH



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BEGINNING FRENCH

THIRD EDITION

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EN AVANT! BEGINNING FRENCH, THIRD EDITION

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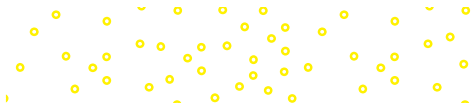
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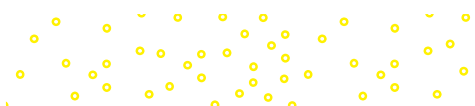
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Contents

Communication en direct

Vocabulaire interactif

CHAPITRE 1 Pour commencer

- **Bonjour! / Salut!**
Greeting people 2
- **Tu t'appelles comment? / Comment vous appelez-vous?**
Asking someone his or her name 4
- **Comment vas-tu? / Comment ça va? / Comment allez-vous?**
Asking people how they are 6
- **Ciao! / Salut! / Au revoir!**
Saying good-bye 7

- **L'alphabet**
The French alphabet 8
- **Les nombres de 0 à 69**
Numbers from 0 to 69 10
- **Sur le calendrier**
Months of the year and days of the week 12

CHAPITRE 2 Comment sont-elles?

- **Tu as quel âge? / Quel âge avez-vous?**
Asking someone's age 34
- **Tu es d'où? / D'où êtes-vous?**
Finding out where someone is from 35
- **Quelle est ta/votre nationalité?**
Finding out someone's nationality 37

- **Il est sympathique!**
Describing someone's personality and appearance 40

CHAPITRE 3 Qu'est-ce que tu aimes faire?

- **Il est quelle heure? / Quelle heure est-il?**
Asking and telling time 66
- **À quelle heure... ?**
Asking when events occur 69

- **Pour passer le temps**
Talking about daily activities 72

CHAPITRE 4 En famille

- **Qui est-ce? Qu'est-ce que tu fais / vous faites dans la vie?**
Meeting people and finding out what they do for a living 98
- **Et pendant ton/votre temps libre?**
Finding out what people like to do in their free time 102

- **En famille**
Family members and pets 104



Grammaire interactive

- 1.1 Une salle de classe** Singular indefinite articles **un** and **une** and the gender of nouns 14
- 1.2 Un crayon, deux crayons** Plural nouns and the plural indefinite article **des** 17
- 1.3 Nous sommes étudiants** Subject pronouns and the verb **être** 19
- 1.4 La précision** Use of the definite articles **le, la, l',** and **les** 22

Culture en direct

- **Le coin vidéo:** Les gestes français 26
- **Le coin lecture:** L'anglais dans les publicités en français 27
- **Le coin chanson:** «Où je vis» (Patrick Fiori) 28
- **Le coin conversation:** Une première conversation 29

Par la suite

- 1.1** More about gender 505
- 1.2** More about number 506

- 2.1 J'ai cours aujourd'hui** The verb **avoir** and common expressions using **avoir** 44
- 2.2 Je n'ai pas de devoirs!** Basic negation with **ne... pas** and **ne... jamais** 47
- 2.3 Il est beau, elle est belle** Forms of adjectives 50
- 2.4 Elle est française?** Asking yes/no questions with intonation and **est-ce que** 54

- **Le coin vidéo:** Les noms de famille québécois 57
- **Le coin lecture:** Les petites annonces 58
- **Le coin chanson:** «Roméo kiffe Juliette» (Grand Corps Malade) 59
- **Le coin beaux-arts:** *Nave nave moe* (1894), Paul Gauguin 60
- **Le coin conversation:** Vive la différence! 61

- 2.1** Additional expressions with **avoir** 506
- 2.3** Additional irregular adjective forms 507

- 3.1 Je parle français!** Regular **-er** verbs 76
- 3.2 Tu fais du ski?** The verb **faire** and expressions with **faire** 79
- 3.3 Qu'est-ce que tu fais aujourd'hui?** Information questions with **est-ce que** and inversion 83
- 3.4 Un bon film français** Position of adjectives 86

- **Le coin vidéo:** La notion du temps libre chez les Français 90
- **Le coin lecture:** Que font les Français pendant leur temps libre? 91
- **Le coin chanson:** «Je danse donc je suis» (Brigitte Bardot) 93
- **Le coin conversation:** Qu'est-ce qu'on fait de son temps libre? 94

- 3.1** Additional spelling changes 508
- 3.3** Inversion with nouns 508
Negation in questions with inversion 509
- 3.4** Adjectives appearing before and after the noun 509

- Noun gender and number 109
- 4.1 C'est ma famille** Possessive articles 109
- The verbs **être, avoir,** and **faire** 112
- 4.2 Il va au cinéma; elle revient du parc** The verbs **aller** and **(re)venir** 113
- The form and use of definite articles 117
- 4.3 Vous allez en France?** Articles and prepositions with geographical locations 117
- The use of present-tense forms of **-er** verbs 121
- 4.4 Qu'est-ce que tu vas faire?** Situating events in the recent past and near future 121

- **Le coin vidéo:** La famille française d'aujourd'hui 124
- **Le coin lecture:** Quel type de parent allez-vous être? 125
- **Le coin chanson:** «Papaoutai» (Stromae) 127
- **Le coin beaux-arts:** *La Noce* (c. 1905), Henri Rousseau 128
- **Le coin conversation:** Ma famille 129

- 4.3** Prepositions used with additional geographical locations 510
- 4.4** Additional temporal expressions 511

CHAPITRE 5

Bon appétit!

Communication en direct

- **Ça te/vous dit de (d')... ?**
Extending, accepting, and politely declining invitations 134
- **Un café, s'il vous plaît!**
Ordering in a café 136

Vocabulaire interactif

- **Faisons les courses!**
Food stores and food items 138

CHAPITRE 6

On est à la mode!

- **Qu'est-ce que tu penses / vous pensez de... ?**
Asking someone's opinion 165
- **Quel est ton/votre gadget électronique préféré?**
Asking about someone's preferences 168

- **Qu'est-ce qu'ils portent?**
Describing people's clothing and accessories 170

CHAPITRE 7

Le week-end dernier

- **Depuis combien de temps... Depuis quand...**
Asking *how long* and *since when* 195
- **On a commencé par... / On a terminé par...**
Narrating a series of past events 197

- **Un week-end à Paris**
Talking about entertainment and cultural events 199

CHAPITRE 8

L'image de soi

- **Qu'est-ce qu'il faut faire pour... ?**
Asking for advice and recommendations 224
- **Tu te lèves / Vous vous levez à quelle heure le matin?**
Asking about someone's daily routine 226

- **Tu fais du yoga?**
Parts of the body 228



Grammaire interactive

- 5.1 Il y a du sucre?**
The partitive article and expressions of quantity 144
- 5.2 Qu'est-ce que vous prenez?**
The verbs **boire** and **prendre** 147
- 5.3 Vous attendez quelqu'un?**
Regular **-re** verbs 151
- 5.4 Je ne prends rien, merci**
Other negative expressions and the restrictor **ne... que** 154

Culture en direct

- **Le coin vidéo:** Les plats préférés des Français 157
- **Le coin lecture:** Cuisine pour tous les goûts à l'université 158
- **Le coin chanson:** «Les maudits Français» (Lynda Lemay) 160
- **Le coin conversation:** Qu'est-ce qu'il y a dans votre assiette? 161

Par la suite

- 5.4** Use of **ne... personne** and **ne... rien** with prepositions **511**
Ne (N')... ni... ni... 512

- 6.1 Qu'est-ce que tu portes ce soir?**
The demonstrative articles **ce, cet, cette, ces** 174
- 6.2 Tu dors bien la nuit?** Verbs ending in **-ir** like **dormir** 177
- 6.3 Je les trouve beaux!**
Direct object pronouns 181
- 6.4 Comment finir en beauté**
Regular **-ir/-iss** verbs like **finir** 184

- **Le coin vidéo:** La mode en France et ailleurs dans le monde francophone 187
- **Le coin lecture:** Les vêtements dans la société 188
- **Le coin chanson:** «La garde-robe d'Élisabeth» (Amélie-les-crayons) 190
- **Le coin beaux-arts:** *Rue de Paris, temps de pluie* (1877), Gustave Caillebotte 191
- **Le coin conversation:** Habits et habitudes 192

- 6.1** Demonstrative pronouns **celui, celle, ceux, celles** 512

- 7.1 Je veux bien!**
The verbs **vouloir, pouvoir, devoir, and savoir** 204
- 7.2 Tu peux faire quelque chose ce week-end?** The indefinite pronouns **quelqu'un, quelque chose, and quelque part** 207
- 7.3 Qu'est-ce que vous avez fait hier?**
Talking about past activities using the **passé composé** 209
- 7.4 Vous êtes sortis ce week-end?**
The use of **être** as auxiliary in the **passé composé** 212

- **Le coin vidéo:** La chanson francophone: la musique africaine, québécoise et louisianaise 216
- **Le coin lecture:** Les week-ends français 217
- **Le coin chanson:** «La Vie en rose» (Édith Piaf) 219
- **Le coin conversation:** Divertissements pour tous les goûts 220

- 7.1** Additional meanings and uses of **devoir** 513
- 7.4** Use of both **avoir** and **être** as auxiliary 513

Regular verb groups and irregular verbs (present tense) 232

- 8.1 Je me lève à 7 h**
Talking about daily routines using pronominal verbs 232
- The interrogatives **qu'est-ce que** and **quel(le)(s)** 237
- 8.2 Tu t'intéresses à quoi?**
Additional forms for asking questions 237
- Use and forms of the **passé composé** 240

- 8.3 Tu t'es amusé(e) hier soir?**
Using pronominal verbs in the **passé composé** 240

- **Le coin vidéo:** Qu'est-ce que la beauté? 245
- **Le coin lecture:** Contrôler son image avec Facebook 246
- **Le coin chanson:** «Victime de la mode» (MC Solaar) 248
- **Le coin beaux-arts:** *Devant le miroir* (vers 1889), Edgar Degas 249
- **Le coin conversation:** Sa routine, du matin au soir 251

- 8.1** Use of pronominal verbs as passive constructions 514
- 8.2** The interrogative pronouns **lequel, laquelle, lesquels, lesquelles** 514

CHAPITRE 9

Chez nous

Communication en direct

- **Qu'est-ce que tu aimais / vous aimiez faire... ?**
Describing what you liked to do in the past 255
- **Comment était... / étaient... ?**
Describing someone or something in the past 256

Vocabulaire interactif

- **Tu cherches un logement?**
Talking about one's residence 258

CHAPITRE 10

Ça se fête!

- **Bonnes fêtes!**
Wishing people well on holidays and special occasions 286
- **Qu'est-ce que (qu')... ? / Qu'est-ce que c'est (que [qu'])... ? / C'est quoi, ... ?**
Asking for an explanation 287

- **Les jours de fête**
Talking about holidays and other celebrations 291

CHAPITRE 11

Trouver son chemin

- **Qu'est-ce que tu veux faire après tes études?**
Talking about future plans 317
- **Qu'est-ce que vous faites dans la vie? Ça vous plaît?**
Finding out if people like what they do 318

- **Les étapes de la vie**
Talking about life's major milestones 320

CHAPITRE 12

En ville

- **Pourriez-vous me dire où se trouve... ?**
Asking for and giving directions 349

- **La vie urbaine**
Talking about city living 354



Grammaire interactive

- 9.1 Un logement plus abordable**
The comparative and superlative of adjectives 263
- 9.2 Quand j'étais plus jeune...**
Using the **imparfait** to express habitual actions in the past 267
- 9.3 Qu'est-ce qui se passait?**
Using the **imparfait** to express ongoing actions and situations in the past 270
- 9.4 Une question de perspective**
Use of the **passé composé** versus the **imparfait** 273

- 10.1 Qu'est-ce que je peux t'offrir?**
Indirect object pronouns 295
- 10.2 Tu crois au père Noël?**
The verbs **croire** and **recevoir**; subordinate clauses 298
- 10.3 Une fête que j'aime bien**
Relative clauses with **qui**, **que**, and **où** 301
- 10.4 Tout se passe bien!**
Uses and forms of adverbs 304

- 11.1 Vous lisez un journal en ligne?**
The verbs **lire**, **dire**, and **écrire** 326
- 11.2 Il faut avoir un diplôme**
Impersonal use of **il** 330
- 11.3 Ses projets d'avenir (1)**
Use of the **futur simple** 332
- 11.4 Ses projets d'avenir (2)**
Irregular stems in the **futur simple** 334

- The verbs **savoir** and **croire** 359
- 12.1 Tu connais bien le quartier?**
The verbs **connaître** and **reconnaître** 359
- The comparative and superlative of adjectives 363
- 12.2 La ville que je connais le mieux**
The comparative and superlative of adverbs and nouns 363
- Impersonal expressions and the modal verbs **devoir** and **pouvoir** 366
- 12.3 Tournez à droite!**
Giving commands using the imperative 366
- Object pronouns 370
- 12.4 Vous l'avez déjà vu(e)?**
Use of object pronouns with the **passé composé** 370

Culture en direct

- **Le coin vidéo:** Le chez-soi des Français 278
 - **Le coin lecture:** Partez à la découverte de la Tiny House 279
 - **Le coin chanson:** «Être et avoir» (Zazie) 281
 - **Le coin conversation:** Ses souvenirs d'enfance et sa situation actuelle 282
-
- **Le coin vidéo:** Le carnaval: de La Nouvelle-Orléans, de Nice, de Québec, des Antilles 308
 - **Le coin lecture:** Le 14 juillet 309
 - **Le coin chanson:** «La Marseillaise» (Claude Joseph Rouget de Lisle, compositeur) 311
 - **Le coin beaux-arts:** *La Rue Mosnier pavoisée* (1878), Édouard Manet 312
 - **Le coin conversation:** On fait la fête! 313

- **Le coin vidéo:** Le système éducatif français 339
- **Le coin lecture:** Structures innovantes pour les jeunes entrepreneurs 340
- **Le coin chanson:** «Elle me dit» (Mika) 342
- **Le coin conversation:** Pour le moment et dans l'avenir 344

- **Le coin vidéo:** Faisons un tour de Paris 373
- **Le coin lecture:** L'art de la rue 374
- **Le coin chanson:** «Sous le ciel de Paris» (Zaz) 376
- **Le coin beaux-arts:** *La Tour de Babel couronnée* (1964), Prêfète Duffaut 378
- **Le coin conversation:** Où faut-il habiter? 379

Par la suite

- 9.1** Other uses of stressed pronouns 515
- 9.4** The pluperfect 516

- 10.3** Relative clauses with **dont** 516
The use of **ce qui**, **ce que**, **ce dont** 517

- 11.3** Spelling changes in future-tense stems 517
- 11.4** The future perfect 518

- 12.4** Use of multiple object pronouns 519

Communication en direct

Vocabulaire interactif

CHAPITRE 13 Bonnes vacances!

- **Si vous pouviez faire le voyage de vos rêves, où iriez-vous?**
Talking about a hypothetical situation 383
- **Si je n'étais pas obligé(e) de...**
More hypothetical situations 385

- **En vacances!**
Talking about vacations and travel 387

CHAPITRE 14 Ici, on parle français!

- **À ton/votre avis, est-ce qu'il est essentiel de parler d'autres langues?**
Asking someone's opinion about what's essential or important 411
- **Il est essentiel de connaître d'autres cultures parce que / pour...**
Expanding on an opinion by explaining why 414

- **La langue française—du passé à l'avenir**
Talking about a country's history and language(s) 416

CHAPITRE 15 Engagez- vous!

- **Est-ce que tu t'intéresses à / vous vous intéressez à... ?**
Expressing one's level of interest in a topic 444
- **J'ai peur que... / Je souhaite que... / Je suis triste que...**
Expressing one's emotional reaction to a topic 447

- **Vive la différence!**
Talking about social and environmental issues 449

CHAPITRE 16 Une célébration des arts

- **Est-ce que tu as / vous avez quelque chose à dire... ?**
Seeking someone's input 474
- **Avant de nous quitter, disons-nous au revoir**
Taking leave of people and wishing them well 476

- **Les «sept arts»**
Talking about the arts 478

Grammaire interactive

- 13.1 Qui va conduire?**
Indicating movement with verbs such as **conduire** 392
- 13.2 Où iriez-vous en vacances?**
The conditional mood 396
- 13.3 Allons-y!**
Object pronouns with the imperative 399

- 14.1 Apprendre à parler français**
Linking verbs to an infinitive with **à** or **de** 423
- 14.2 Toute la francophonie**
Specifying groups of people and things using **tout/tous/toute(s)** and other quantifiers 427
- 14.3 Au 21^e siècle** Saying what one should do using the present subjunctive 431

- 15.1 Ce n'est pas évident!** Indicating uncertainty by using the present subjunctive 455
- 15.2 Qu'on soit plus tolérant!**
Saying what one wishes using the present subjunctive 458
- 15.3 Vouloir, c'est pouvoir** Use of an infinitive versus the subjunctive 462

- Regular and irregular verbs in the present tense 484
- Question formation 487
- Subject and object pronouns 490
- Past-tense forms 492

Culture en direct

- **Le coin vidéo:** Les vacances, le tourisme et son impact sur la France 404
- **Le coin lecture:** La poésie du voyage: Du Bellay 405
- **Le coin chanson:** «Tombé sous le charme» (Christophe Maé) 406
- **Le coin conversation:** Les vacances? Allons-y! 407

- **Le coin vidéo:** L'Afrique de l'Ouest 435
- **Le coin lecture:** Un conte africain du Cameroun 436
- **Le coin chanson:** «Africain» (Sexion d'Assaut) 437
- **Le coin beaux-arts:** *Les Mareyeuses* (2011), Kiné Aw 438
- **Le coin conversation:** Le français—chez soi et dans le monde 439

- **Le coin vidéo:** La France et l'immigration: son histoire et la situation sociale actuelle 465
- **Le coin lecture:** Un regard critique sur la société française: *Les Lettres persanes* 466
- **Le coin chanson:** «Mon Pays» (Faudel) 468
- **Le coin conversation:** Son point de vue 469

- **Le coin vidéo:** L'art visuel en France au cours des siècles 496
- **Le coin lecture:** Le théâtre de l'absurde: Ionesco 497
- **Le coin chanson:** «Tout le bonheur du monde» (Kids United) 499
- **Le coin beaux-arts:** *L'Autoportrait aux sept doigts* (1912–1913), Marc Chagall 500
- **Le coin conversation:** Une passion pour les arts 502

Par la suite

- 13.1** Other verbs ending in **-uire** 520
- 13.2** The past conditional 520
- 13.3** Use of multiple object pronouns 521

- 14.2** Quantifiers used as pronouns 522
- 14.3** Spelling changes in subjunctive stems 523

- 15.1** The verbs **penser**, **croire**, and **(se) douter** 524
- 15.2** Additional subjunctive forms (**vouloir**, **pleuvoir**, **falloir**, and **valoir**) 524
- 15.3** **Avant de** and **avant que** 525
Après que and the present indicative; **après** and the past infinitive 525

- Use of **en** + present participle 526

Par la suite 505

Appendices

- Appendice 1: Verb Charts A
- Appendice 2: Answer Key to the Vocabulary and Grammar Presentation Activities A-5

Lexiques

- Lexique français-anglais L
- Lexique anglais-français L-36

Index I

Preface

En avant! Beginning French

Students learn best when they are connecting with the language as used in real-world settings, with each other as a community, and with authentic culture. **En avant!** sparks the curiosity that builds these connections as students advance toward communicative and cultural competence in the introductory classroom.

The **En avant!** program is built around the following distinctive principles:

- a focused approach with systematic review and recycling,
- active learning, and
- integration of culture.

En avant! continues to be available in **Connect**, a mobile-enabled digital teaching and learning environment that allows students to engage in their course material via the devices they use every day. The digital tools available in the **Connect** platform include **LearnSmart®**, a revolutionary adaptive technology that builds a learning experience unique to each student's individual needs. These powerful tools support the goals of the **En avant!** program and facilitate student progress by providing extensive opportunities to practice and hone their developing skills so that students come to class ready to communicate.

Now in its third edition, **En avant!** includes many targeted changes prompted by reviewer feedback to more readily engage students with the grammatical and cultural content while making that content even more user-friendly and logical. In our revision process, we placed the biggest emphasis on creating and integrating new features, based on the ACTFL World Readiness Standards, in order to better engage and inspire a new, digitally-minded generation of French learners.

What's New in the Third Edition?

Communication for the 21st Century Student

New to this edition are five innovative and appealing features that enable students to increase their proficiency in spoken French by engaging in **interpersonal**, **interpretive**, and **presentational** tasks, based on the latest **Communication** standards.

Le coin conversation

Une première conversation



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Bonjour! Je m'appelle Étienne. Je suis à Aix-en-Provence, une ravissante petite ville (city) du sud (south) de la France. Je suis là pour interviewer nos (our) amis français. Et je vous assure que vous allez avoir (going to have) des surprises!

Toute la journée, on rencontre (meet) des gens: on dit «bonjour», «au revoir»; on donne des bises et des bisous; on serre la main (shake hands)... Autour de moi, quelques personnes vont nous parler de leurs habitudes (usual ways [of greeting people]). On les écoute!

- **Le coin conversation:** Now in every chapter, this is a brand-new, video-based feature filmed in Aix-en-Provence, France, in which students watch on-the-street interviews of 3–5 minutes between an interviewer and native speakers from diverse backgrounds. Each chapter includes a video comprehension activity, a vocabulary feature (**Au quotidien**) that introduces a key word or phrase used spontaneously by the native speakers, and a communicative activity with prompts for students to use in their own pair, group, or whole-class conversations, based on the models they saw in the video.





- **En avant!** These short activities, which students come with their cell phones and share the next day in class, encourage them to talk about themselves and their daily lives. They mimic what students currently do on social media but using only French.
- **Smartphone Activity annotations:** These spontaneous research activities have been conceptualized as a means of connecting students to real-life francophone culture using their cell phones. Students can do these in the classroom in real time and share with their classmates on the spot.
- **Présentation multimédia:** Each chapter culminates with a research activity based on the chapter vocabulary and grammar that students can do using PowerPoint, Prezi, or Google Sites. These presentations may be used as an oral assessment, using rubrics provided in the *Instructor's Manual*.

Sortez vot' portable!

Un métier. With your cell phone, find vocabulary that would be useful in talking about or describing the profession you aspire to after you graduate (use the WordReference app, for example), and prepare a short list with three or four of these words and expressions. Then, select one image that best represents this profession.



Une chimiste fait une expérience
©Blend Images/Getty Images

In small groups, incorporating the vocabulary you each found into complete sentences, take turns talking about the profession you chose along with your image. Also explain why you like this profession and why you feel you would be good at it.

EXEMPLE: Vocabulaire: une chimiste: faire des expériences (*experiments*) / des manipulations, un produit, scientifique, une solution
Moi, j'ai envie d'être chimiste. J'aime faire des expériences scientifiques et préparer des solutions avec des produits. J'aime ce métier parce que je suis intelligente, curieuse et je préfère les sciences.

Présentation multimédia

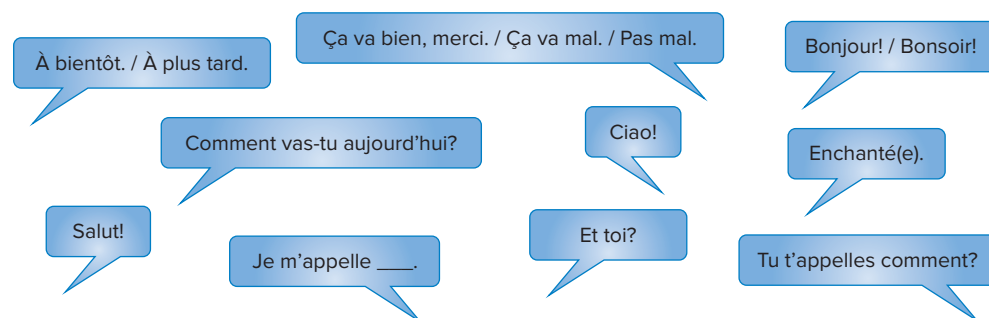
La mode à travers les âges

*à... through

Dans ce chapitre, vous avez beaucoup discuté de la mode d'aujourd'hui. Cherchez maintenant comment les Français s'habillent à travers les âges pour développer une présentation multimédia de cinq minutes. Sélectionnez quatre époques différentes de l'histoire de France et trouvez des images—photos, peintures, dessins ou gravures (*etchings*)—qui montrent comment les gens s'habillent à chaque époque. Vous pouvez organiser votre présentation ainsi pour chaque période/vêtement:

- Pourquoi aimez-vous ces périodes dans l'histoire?
- Quels vêtements ou accessoires trouvez-vous intéressants, bizarres, comiques?
- Qui porte ces vêtements à cette époque (ils sont de quelle classe sociale, de quelle profession)? Peut-être aussi: pour quelle occasion?

- **Thought bubble activities:** These conversation starters have an engaging look and are designed to scaffold an extended conversation between students, guiding them to produce target vocabulary and grammar with communicative success.



Culture for the 21st Century Student

As in the previous editions, the various cultural components of *En avant!* ask learners to reflect on the relationship between French and Francophone cultural **practices**, **products**, and **perspectives** and encourages them to make cross-cultural comparisons. In this edition, the videos, songs, texts, and films related to each chapter theme have been updated, strengthened, and streamlined so that students can work toward cultural competence in class, online, or in both learning environments. This exposure to up-to-date authentic materials transports students beyond the walls of the classroom, potentially inspiring them to become lifelong learners of French.

Le coin chanson

«Sous le ciel de Paris»

(Zaz, 2014)

A. Avant d'écouter. Lisez la biographie de la chanteuse Zaz, puis décidez si les affirmations sont vraies ou fausses.



Zaz (Isabelle) interprète française. Elle a 5 ans, Isabelle étudie le violon. En 2014, Zaz a écrit la chanson «Sous le ciel de Paris» pour le film du même nom. La chanson est célèbre car elle est interprétée par Montand, est un hommage moderne à la capitale.

Zaz, auteure-compositrice-interprète française
©Splash News/Alamy



- **Le coin chanson:** This edition features a song in every chapter that is linked to the chapter theme, introducing students to some of the most famous contemporary and classic songs and singers of the French-speaking world. The accompanying activities allow students to revisit the chapter vocabulary and grammar in an engaging context. The new songs in Chapters 1, 9, 11, 12, and 13 were chosen by students and their instructors via a market research survey.
- **Le coin lecture:** Based on reviewer feedback, the readings in Chapters 3, 4, 5, 7, 8, 9, 11, 12 have been replaced. New authentic readings, adapted for first-year learners from newspapers, magazines, and websites, present aspects of real life in France and other French-speaking countries. These include up-to-date topics like managing one's image on social media, weekend getaways, street art, tiny houses, and entrepreneurial college students.

The reading in Chapter 13 has been replaced by a Du Bellay poem. Now, the final four chapters all introduce students to literary excerpts by famous authors, such as Montesquieu and Eugène Ionesco, ensuring that students who plan to continue their study of French at the intermediate and advanced levels will be prepared to read, interpret, and discuss literary texts.

The **Rétrospective** reading, referenced in the student edition, has been moved to **Connect** and now includes a short comprehension activity.

- **Le coin ciné:** These activities from the first and second editions are now available as printouts in the *Instructor Resources* in the **Connect Library** tab.

Le coin lecture

L'art de la rue

A. Avant de lire. En petits groupes, échangez des informations sur des interventions ou des œuvres artistiques dans les rues de votre ville, sur votre campus ou dans une ville que vous connaissez bien. Est-ce qu'il y a des sculptures dans les rues ou sur une place centrale? Des trompe-l'œil sur la façade de certains bâtiments? Des graffitis sur les murs d'immeubles ou dans les jardins publics? Vous aimez?

B. Lisez. Le texte suivant est une interview de l'artiste de rue CyKlop, réalisée par Nicolas Gzeley et publiée sur le site Internet Artistik Rezo. Avant d'être artiste «street art», CyKlop, alias Olivier d'Hondt, travaillait comme graphiste sur un ordinateur. Son désir de sortir et de rencontrer des gens a conduit à créer des éléments de rue pour divertir les passants.



Le CyKlop: «J'aime susciter le désir d'être surpris.»

*to spark

Le CyKlop est né d'une idée simple: peindre un œil sur les potelets¹ métalliques nombreux sur les trottoirs² de nos villes. Pour s'amuser, pour amuser. Riverains,³ travailleurs, enfants, touristes... Tous adoptent ces gentils petits monstres urbains qui observent le monde d'un regard bienveillant.⁴

Comment sont apparus les premiers CyKlops?

Ils sont nés une nuit d'hiver 2007 autour d'un square du 11^e arrondissement. J'avais repéré⁵ ces potelets métalliques en me disant qu'il serait amusant de les transformer en personnages colorés. J'ai donc réalisé un collage autour du poteau pour faire le corps, et j'ai peint un œil sur la boule. Je n'avais pas forcément l'intention de poursuivre cette intervention; c'est parti d'une idée, presque une plaisanterie.⁶ Les premiers ont rapidement été effacés⁷ mais j'ai eu de bons retours⁸ et cela m'a encouragé à continuer.

Qu'est-ce qui t'a poussé à intervenir dans la rue?

Le contact avec les gens, rencontrer les habitants, échanger avec eux, découvrir un quartier à travers sa population, qu'il s'agisse des⁹ riverains, des commerçants, des passants ou des touristes. J'ai l'impression que cela crée du lien social, les gens s'approprient¹⁰ les CyKlops.

Au fil du temps, différentes tribus de CyKlops se sont constituées...

Je travaille souvent par séries. Il y a la série des animaux, que l'on retrouve notamment près des parcs, ceux qui sont ornés de citations près des bibliothèques, les artistes peintres dans le quartier de Montmartre, les super héros, les monstres... Parfois, le CyKlop naît du contexte, d'autres fois, il naît de la forme du potelet, selon qu'il s'agisse du potelet à boule [...] ou ceux qui ressemblent aux pions de jeux d'échecs.¹¹ Par exemple, les potelets à tête rectangulaire m'ont inspiré la série des mini-figurines Lego®.



L'artiste pose avec un de ses CyKlops.
©Kristy Sparow/Getty Images



CyKlop féminin
©Viennaslide/Alamy

Gzeley, Nicolas, "Le CyKlop: «J'aime susciter le désir d'être surpris», Artistik Rezo, November 15, 2016.
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Targeted Changes to Scope and Sequence of Grammar

- **Grammaire interactive 6.3:** This section now includes a review of *y* and *en* and the presentation of all direct object pronouns. The presentation of interrogative *quell(le)(s)*, briefly presented in the **Communication en direct** section of Chapter 6, is now recycled in the presentation/practice of demonstratives in **Grammaire interactive 6.1**.
- **Grammaire interactive 3.3** and **8.2:** The presentation of interrogative forms, has been streamlined to make each point more manageable for students.
- **Grammaire interactive 10.1:** This section now presents all indirect object pronouns in a new grammar point, replacing the imperative forms of verbs, which has been moved to **Grammaire interactive 12.3**. By moving the imperative to Chapter 12, we have created a more natural transition to the use of object pronouns with the imperative in **Grammaire interactive 13.3**.

High-Frequency Vocabulary Analysis

- **Vocabulaire interactif:** A corpus analysis of the vocabulary presentations, end-of-chapter vocabulary lists, and glossary confirmed that the active vocabulary is among the top 1,000–4,000 most frequently-used words in contemporary French.
- **Le coin lecture:** This same digital analysis was applied to the readings to ensure that we have targeted the keywords that students encounter over and over again in authentic texts such as newspaper and magazine articles and literature. As a result, we have confirmed that students are learning the essential vocabulary they need to read and communicate.

Additional Enhancements to the Third Edition Supplements

Workbook /Laboratory Manual: This supplement has been revised to match the new edition and features new activity types and readings that add variety to the homework experience.

- Each chapter now includes two engaging video-based features, **À l'écran** and **Le coin conversation**:
 - In the **À l'écran** activity, students practice a certain vocabulary set or grammatical structure based on responses provided by the native speakers interviewed in Paris and Montreal for **Communication en direct**.
 - **Le coin conversation** serves as the counterpart to the new video-based feature in the textbook/eBook. It features an extended interview with one of the native speakers filmed in Aix-en-Provence. A previewing and a video comprehension activity both recycle chapter-relevant grammar and/or vocabulary. They are followed by a communicative activity in which students simulate a conversation with a native speaker by listening to and responding to questions similar to those asked in the video by recording their answers.
- **Le coin lecture** readings in Chapters 3, 7, 13, and 16 have been replaced. Chapter 3 focuses on two French skateboarders with their eye on the upcoming summer Olympics; Chapter 7 introduces students to the origins of French theater and Chapter 13 puts a new spin on the travel theme with an excerpt from a science-fiction text, *Le Craqueur*. The workbook concludes in Chapter 16 with an excerpt from *Le Fantôme de l'opéra*.

Testing Program: The tests, which can be administered online or in the classroom, have been revised to match the changes in the textbook/eBook. In addition, Version B has been updated with all new readings to provide a more varied testing experience.

LearnSmart: In this edition, updated art and additional audio tailored specifically for *En avant!* provide an ever more stimulating environment for digitally-savvy students to review vocabulary and grammar, pinpoint their weaknesses, and work through individualized study programs based on their results.



À l'écran



Le coin conversation

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- Jordan Cunningham,
Eastern Washington University

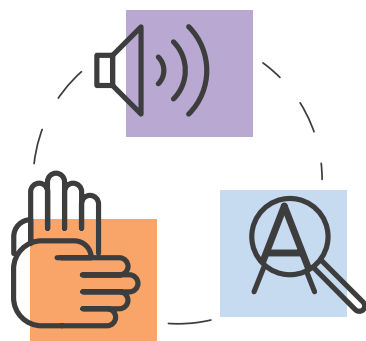
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Teaching college-level French has been my one and only career for just over 25 years—yet, at the start of every fall semester, I never fail to feel excited about introducing a new class to the beauty of the French language, to the fascinating history of France, the depth of its contribution to world culture, and to the rich diversity of the modern Francophone world. It is my sincere hope that students will discover a bit of this beauty, this two-millennia-long history, this cultural richness, this notion of French as a still vital world language, from the very first page of *En avant!* It has been a labor of love for me since the first edition, and I've been lucky to work with some great people along the way, including my co-author Annabelle Dolidon, Susan Blatty, Peter Golato, and Géraldine Blattner. Many thanks to Jennifer Rodes at Klic Productions for our stunning video program and especially for the new **Coin conversation** videos filmed for the third edition. I am indebted to the team at McGraw-Hill Education, including Katie Stevens and Katie Crouch, as well as current and former marketing managers Raúl Vázquez López, Ann Helgersen, and Jorge Arbuja, for their commitment to students and instructors, to foreign language learning in the 21st century, and to the *En avant!* program.

—Bruce Anderson

Teaching the French language has always inspired my research in literature and film and vice versa as it brings me closer to my native language and helps me understand its beautiful intricacies. Literature and cinema give French a context and a body—a life. I am convinced that *En avant!* succeeds in giving life to the French language by taking students out into the French-speaking world beyond the four walls of the classroom through its use of authentic-language videos, texts, film clips, and songs.

Bruce and I met at UC Davis a few years back when I was a graduate student there, and he has been supportive of my work ever since. I cannot thank him enough for his encouragement and his awesome sense of humor. A big thank-you to Susan Blatty for her enthusiasm about the content that Bruce and I created for this third edition and for her ever-tactful way of pointing us in the right direction. Last but not least, I would like to hug my wife, Fabiana, for cheering on any endeavor I embark upon. I hope that when instructors and students read this book they will sense not only the professional dedication of all contributors but also the positive energy that carried us throughout its development.

—Annabelle Dolidon

We would also like to express our gratitude to all of the people at McGraw-Hill who worked tirelessly to produce *En avant!* and its supplements. Our sincere thanks go to our wonderful project managers, Kelly Heinrichs, Erin Melloy, Ryan Warczynski, and their colleagues in production, Melisa Seegmiller and Sue Culbertson. A special thanks to David Hash for the beautiful cover. On the editorial side, heartfelt thanks go to Katie Stevens, our managing director, Katie Crouch, our senior portfolio manager, as well as Kathy Astrue, Ella Beauger, Myrna Rochester, and Sylvie Waskiewicz for their expertise and guidance during the revision process.

Thanks as well to the digital teams, headed up by Janet Banhidi, Allen Bernier, Pennie Nichols, and Jodi Banowetz, for their tireless work on updates to the eBook, **Connect**, and **LearnSmart**.

The *En avant!* Video Program

Communication en direct

The twenty-five people pictured here are among the eighty people featured in the **Communication en direct** video interviews that begin each chapter. From them, you will hear how French is spoken by real people in Québec and in France today.

Montréal, Québec



Camille



Denis



Éric-Alexandre



Gabriel



Ibrahim et Naoufel



Marc



Marc-Antoine



Martin et Annie



Nicolas



Solène

Paris, France



Anna et Victoria



Anne-Claire



Antoine



Anthony et Sullivan



Blood



Cécile



Élisabeth



Jean-Jacques



Lahcen



Mounira



Nicolas



Patrick et Camille



Raphaël



Sylvie



Xavier

Le coin conversation

Each chapter culminates with the brand-new, video-based feature, **Le coin conversation**, filmed in Aix-en-Provence, France, in which you will watch on-the-street interviews between a dynamic interviewer and native speakers from diverse backgrounds.

Aix-en-Provence, France



Elfie



Cyprien



Margot



Tony



Dominic



Nathalie



Sylvain



Amina

Salut du monde francophone!

In the **Salut de...** ! videos you will visit five stunning regions in different parts of the French-speaking world and watch an interview with a person with an interesting profession.

Salut de la Louisiane!

Anna Laura, musicienne du groupe cajun, Feufollet



Salut de Montréal!

Adréanne Nadeau, étudiante à l'École Nationale du Cirque



Salut de Paris!

Otis Lebert, chef-propiétaire du Taxi Jaune



Salut de Tunis!

Rim Triki, professeur de culture américaine à l'Université de Tunis El-Manar



Salut de la Polynésie française!

James Samuela, tatoueur traditionnel à Moorea



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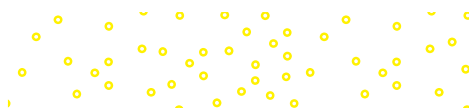
La Tour rouge (1911–12), Robert Delaunay
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Bilan

In this chapter, you will learn:

- to greet people, find out their name, find out how they are, and say good-bye
- the letters and sounds of the French alphabet
- numbers from 0 to 69
- the names of months of the year and days of the week
- to identify people, places, and things using articles
- to refer to people and things using subject pronouns and the verb **être**
- to interpret common French gestures

1 Pour commencer



Communication en direct

Bonjour! / Salut!

Greeting people



A. À l'écran (On screen). Watch and listen as the following people say hello. Indicate which greeting each person uses.

Bonjour! **Bonjour,
madame!** **Salut!**

1.



Solène

☐☐☐

2.



Sylvie Druart

☐☐☐

3.



Marc-Antoine
Tanguy

☐☐☐

4.



Blood

☐☐☐

5.



Anna et
Victoria

☐☐☐

		Bonjour!	Bonjour, madame!	Salut!	
6.		Chaïmaa	☐	☐	☐
7.		Jean-Jacques Lebon	☐	☐	☐

1-7: ©McGraw-Hill Education/Klic Video Productions

Chez les Français

Les salutations

The French always greet other people when they see them for the first time during the day. Depending on the relationship, the greeting is usually accompanied by a brief handshake or a small kiss on both cheeks. You shake hands with people you know less well; the kiss, called **la bise** or **le bisou**, is reserved for family members and friends. The number of kisses varies depending on the region, as does the direction in which one starts. The norm is one kiss on both cheeks, starting on the left. Hugging does not generally occur as a part of greeting someone; it is considered too intimate.

Et chez vous? How do you greet your friends? your teachers? new acquaintances? Can you think of a time when you weren't sure how to greet somebody? What did you do?

- You use **bonjour**, literally *good day*, to say hello the first time you see someone during the day. After 5:00 P.M., you use **bonsoir**, literally *good evening*.
- If you are talking to a stranger, someone older than you, or someone you know less well, such as a shopkeeper or an acquaintance, it is important (to avoid being considered rude) to add the title **monsieur** (*sir*), **madame** (*ma'am*), **mademoiselle** (*miss*), or **messieurs-dames** if there are both men and women in the group. It is *not* common to add a person's last name even if you know it.
- Salut!** is a less formal way to say *hello* and is generally used among family members and friends, although **bonjour** is fine too.

FORMAL

Bonjour, monsieur.

Bonjour, mademoiselle.

INFORMAL

Salut, Paul!

Bonjour!

When speaking French, it is important to know how to address people differently according to your relationship with them. This distinction is explained in more detail later in this chapter.

B. Bonjour ou Salut? Decide whether the following people would use **bonjour** or **salut** and supply the appropriate greeting and title, if necessary.

1. a student to an older female professor
2. a father to his child
3. you to your roommate
4. you to a man on the street whom you ask for directions
5. you to two shopkeepers, one male and one female
6. you to a young female shopkeeper

Tu t'appelles comment? /

Comment vous appelez-vous? Asking someone his or her name



A. À l'écran. Watch and listen as the following people tell you their names. Number the names in the order that you hear them.

Je m'appelle...

- _____ Jean-Jacques Lebon
- _____ Naoufel
- _____ Cécile
- _____ Ibrahim
- _____ Chaïmaa
- _____ Élisabeth
- _____ Solène
- _____ Nicolas Chane Pao Kan

En français

You will have noticed in the video that there are two ways to ask someone's name: One question uses **tu** and the other **vous**. Although both words mean *you* in English, their usage depends on your relationship with the person you are addressing. Generally speaking, you use **tu** to talk to family members, children, pets, friends, and people you know well. Young people tend to use **tu** with other young people as well, even when they don't know them. You use **vous** with acquaintances, strangers, older people, or anyone to whom you wish to show respect, even if you know them well. Some examples might be your boss, an older neighbor, or perhaps some of your parents' friends.

The rules aren't always clear-cut so, if in doubt, use **vous**. A native speaker will usually invite you to use **tu** if it's appropriate.



—Tu t'appelles comment?
—Je m'appelle Chaïmaa.



—Comment vous appelez-vous?
—Je m'appelle Jean-Jacques Lebon.

- To ask someone's name, you say:

tu, informal

—Tu t'appelles comment?*

—Je m'appelle Marc.

vous, formal

—Comment vous appelez-vous?

—Je m'appelle Jean-Michel.

- To introduce yourself first and ask the other person's name, say:

tu, informal

—Salut! Je m'appelle Brian. Tu t'appelles comment?

—Salut! Je m'appelle Jean-Pierre.

vous, formal

—Bonjour, je m'appelle Lisa Baud. Comment vous appelez-vous?

—Bonjour, madame. Je m'appelle Chloé Lebon.

- A simpler way to ask the same question of someone you address as **tu** is to give your name and add **Et toi?** (*And you?*). When meeting someone whom you would address as **vous** for the first time in a formal situation, you should wait for that person to introduce him/herself to you.

tu, informal

—Salut! Je m'appelle Marc.
Et toi?

—Je m'appelle Ahmed.

—Enchanté. (*Glad to meet you.*)

vous, formal

—Bonjour, monsieur. Je m'appelle Madame Smith.

—Je m'appelle Michel Tardif.

—Enchantée.

Note the following abbreviations:

monsieur

M. Tardif

madame

Mme Smith

mademoiselle

Mlle Lafleur

*A more formal way to ask this question is: **Comment t'appelles-tu?**

B. Tu t'appelles comment? / Comment vous appelez-vous? Decide which question you would use to ask the following people their name, then compare your answers with those of a classmate.

- a child in the supermarket who is with his/her mother
- your new neighbor, who is your parents' age
- another student your age whom you meet in the cafeteria
- an older person whom you are meeting for the first time
- a friend of your roommate's
- your instructor

C. Bonjour, tout le monde (everyone)! Walk around the classroom, greet at least five other students using the correct expressions, introduce yourself, and find out their names.

Comment vas-tu? / Comment ça va? / Comment allez-vous?

Asking people how they are

- To ask someone how he/she is, you say:

tu, informal

vous, formal

Comment vas-tu* aujourd'hui (today)? **Comment allez-vous?**

- You can also use this more casual question:

Comment ça va? (How's it going?)

- Depending on how the person feels, answers to these questions may include:

Je vais (très) bien, merci.

I'm fine / doing (very) well, thanks.

Très bien, merci.

Very well, thanks.

Ça va.

Fine.

Ça va (très) bien.

(Very) well.

Bien, merci.

Fine, thanks.

Pas mal. (informal)

Not bad.

Ça va mal.

Not so well.

- To find out how the other person is feeling, just say: **Et toi? / Et vous? / Et vous-même?**

tu, informal

vous, formal

—Comment ça va, Marc?

—Comment allez-vous, monsieur?

—Très bien, merci. Et toi?

—Je vais très bien, merci. Et vous-même?

*A more informal way to say this is: **Comment tu vas?**



A. À l'écran. Watch and listen as the following people tell you how they are. Match each person with his/her answer (page 7). **Attention!** One answer is not used.



1. Keysha _____



2. Blood _____



3. Gabriel _____



4. Sylvie Druart _____



5. Nicolas _____



6. Anne-Claire _____



7. Mounira _____

1-7: © McGraw-Hill Education/Klic Video Productions

- | | |
|--|---|
| a. Très bien, merci. | e. Je vais très bien. |
| b. Ça va très bien. | f. Ça va bien, merci. |
| c. Très, très bien. Je vais super bien. | g. Je vais bien ce matin (<i>this morning</i>). |
| d. Je vais très bien avec ce soleil
(<i>with this sun</i>)! | h. Pas mal. |

B. Et vous?

Première étape. Go around the classroom, greet four classmates and your instructor, and find out how they are, using the appropriate expressions.

Deuxième étape. Afterward, your instructor will take a poll. How is the class today?

Aujourd'hui, la classe de français va...

Ciao! / Salut! / Au revoir!

Saying good-bye

A. À l'écran. Watch and listen as the people in the video say good-bye. Check off the expressions that you hear. **Attention!** Some of the expressions are repeated and others aren't used at all.

- | | |
|---|--|
| 1. ____ Ciao! | 7. ____ À demain! |
| 2. ____ Au revoir! | 8. ____ À ce soir, alors. À plus tard!
Salut! |
| 3. ____ À plus! | 9. ____ Au revoir, madame. Je vous
souhaite une très bonne
soirée. (<i>Have a good
evening.</i>) |
| 4. ____ Au revoir, messieurs-dames,
merci. | |
| 5. ____ Salut! | |
| 6. ____ À bientôt! | |

- There are various ways to say *good-bye* in French. **Salut!** and **Ciao!** are more informal. As you have already seen, **Salut!** is used to say *hello* and *good-bye*. **Ciao!** is borrowed from Italian. You generally use these expressions with the same people whom you address as **tu**. **Au revoir** is more formal but can be used with everyone. When used in a formal context, a title should follow it: **Au revoir, madame!**

Other expressions used to say good-bye include:

À bientôt!	<i>See you soon!</i>
À plus tard!	<i>See you later!</i>
À ce soir!	<i>See you tonight!</i>
À demain!	<i>See you tomorrow!</i>

- People often shorten **À plus tard** to **À plus** in speech and to **A+** in emails and text messages. It is a very casual expression used among friends.

Ciao, Jean-Luc! À plus!



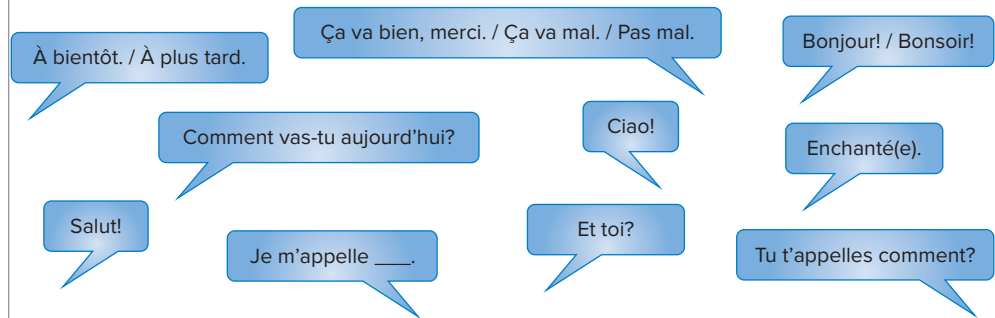
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Klic Video Productions



B. Au revoir! How would you say good-bye to the following people? Complete each sentence with the appropriate expression. Compare your answers with a classmate's. **Attention!** There is sometimes more than one correct answer.

1. your elderly neighbor _____, madame!
2. the dean of your college _____, _____!
3. your mother _____, maman!
4. your instructor _____, _____!
5. your best friend _____, _____!

C. Une conversation. Work with a classmate to put the following questions and expressions in a logical order to create a conversation that you then present to the class. **Attention!** Use *all* of the questions and expressions, choosing among the options provided, and using some more than once if needed.



Vocabulaire interactif

L'alphabet

The French alphabet

Listen as your instructor pronounces the letters of the French alphabet along with a word that begins with each letter. Be prepared to spell your name afterward!



A (a)
avion



B (bé)
bureau



C (cé)
crayon



D (dé)
dôme



E (e)
écran



F (effe)
femme



G (gé)
guitare



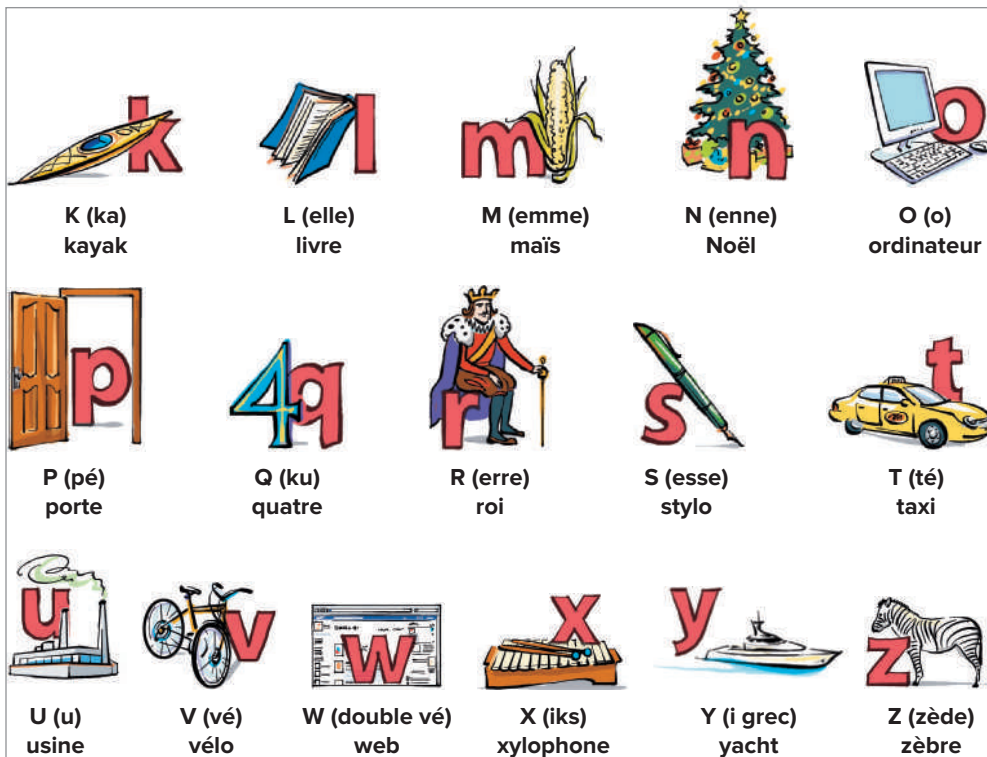
H (ache)
homme



I (i)
igloo



J (ji)
journal



- 1 The letter **h**, as in words such as **homme** and **hôtel**, is silent in French.
- 2 **Th**, as in **théâtre** and **sympathique** (*nice*), is pronounced [t].
- 3 **Ch**, as in **chaise** (*chair*) and **machine**, is pronounced [ʃ] (as in the English word *shirt*).
- 4 The letter **j**, as in **journal**, **jaune** (*yellow*), and **déjeuner** (*lunch*), is pronounced [ʒ] (as in the English word *division*); so too is **g** when followed by **e**, **i**, or **y**, as in **geste**, **girafe**, **gymnase**, and **manger** (*to eat*).

A. Culture: Des sigles (Acronyms). The following companies and institutions in France are often referred to by the first letter of each major word in their title. What is the acronym for each company or institution?

EXEMPLE: le journal télévisé (*evening news*)
—le J T

1. le Parti socialiste
2. la Banque Nationale de Paris (Paribas)
3. le train à grande vitesse (*high-speed train*)
4. la Société nationale des chemins de fer français (*national railroad company*)
5. la Régie autonome des transports parisiens (*Parisian public transportation company*)
6. le Centre national de la recherche scientifique
7. la Direction Générale de la Sécurité Extérieure



Sortez vot' portable!

L'alphabet. With your cell phone, take photos of five of your favorite possessions, each beginning with a different letter of the alphabet. Look up the French word for each object in an online dictionary and listen to its pronunciation. In class, be prepared to say the letters of the alphabet represented by your photos and to identify the objects in French.

EXEMPLE: B—bureau

En français

French spelling uses five accent marks to indicate particular sounds or sometimes to distinguish one word from another.

accent aigu	é	écran, vélo
accent grave	à, è, ù	kilomètre, zèbre
accent circonflexe	â, ê, î, ô, û	dôme, forêt, théâtre
cédille	ç	leçon (<i>lesson</i>), français
tréma	ë, ï	Noël, mais

To find out how a word you've just heard is spelled, ask: **Ça s'écrit comment?**

B. Les prénoms (*First names*).

Première étape. Introduce yourself to your classmates and tell them how your first name is spelled.

EXAMPLE: —Je m'appelle Jennifer. Ça s'écrit J - E - deux N - I - F - E - R.

Deuxième étape. Take turns with a classmate asking how the following names are spelled and then spelling them. Pay careful attention to accent marks.

EXAMPLE: É1: Ça s'écrit comment, «Chloé»?

É2: «Chloé», ça s'écrit C - H - L - O - E accent aigu.

- | | | | |
|--------------|-------------|-------------|----------|
| 1. Françoise | 3. Brigitte | 5. Philippe | 7. Léa |
| 2. Sylvie | 4. Raphaël | 6. Jules | 8. Manon |

Prénoms masculins		Prénoms féminins	
dans les années 1950	dans les années 2010	dans les années 1950	dans les années 2010
Alain Bernard Jean Michel Philippe	Hugo Jules Louis Lucas Raphaël	Brigitte Chantal Françoise Marie Sylvie	Chloé Emma Léa Louise Manon

Source: www.naissance.fr/lesjolisprenoms

Les nombres de 0 à 69

Numbers from 0 to 69

Listen as your instructor pronounces the numbers below. Afterward, be prepared to provide some of the numbers that aren't listed.

0 zéro			
1 un	11 onze		21 vingt et un
2 deux	12 douze	20 vingt	22 vingt-deux...
3 trois	13 treize	30 trente	33 trente-trois...
4 quatre	14 quatorze	40 quarante	44 quarante-quatre...
5 cinq	15 quinze	50 cinquante	55 cinquante-cinq...
6 six	16 seize	60 soixante	69 soixante-neuf
7 sept	17 dix-sept		
8 huit	18 dix-huit		
9 neuf	19 dix-neuf		
10 dix			

A. Un peu de maths (A bit of math). On a separate sheet of paper, write down your answers to the following math problems. Then, take turns with a classmate reading your answers aloud and verifying that they are correct.

EXEMPLES: —Dix **et** douze **font** vingt-deux. ($10 + 12 = 22$)
—Douze **moins** deux **font** dix. ($12 - 2 = 10$)

- | | | |
|----------------|----------------|----------------|
| 1. $9 + 9 =$ | 4. $35 + 12 =$ | 7. $60 - 15 =$ |
| 2. $21 + 10 =$ | 5. $25 + 25 =$ | 8. $69 - 19 =$ |
| 3. $11 + 15 =$ | 6. $19 - 9 =$ | 9. $28 - 14 =$ |

B. Culture: Les chiffres clés (Key facts and figures). Use the numbers in the oval below to complete each statement about French society. How many can you guess correctly?

5 16 18 24 43 62

- l'âge légal pour voter: _____ ans (years)
- l'âge minimum d'un sénateur au Sénat: _____ ans
- le mandat (*term of office*) du président français: _____ ans
- l'âge légal pour travailler (*to work*): _____ ans
- l'âge minimum pour la retraite (*retirement*): _____ ans
- l'âge médian d'une femme en France: _____ ans

C. Culture: Monsieur Jean Dupont. Working in pairs, take two turns each assuming the identity of a Jean Dupont from the following list of telephone numbers. Can your classmate figure out which Jean Dupont you are (where you live)?

EXEMPLE: É1: Quel est votre numéro de téléphone, Monsieur Dupont?
É2: C'est le 04.13.66.39.60.
É1: Vous êtes de (*You are from*) Nice?
É2: Oui, je suis de (*I am from*) Nice.

Dupont Jean, 15 r Andrioli 06000 NICE	04.13.66.39.60
Dupont Jean, 34 av Mar Joffre 66000 PERPIGNAN	04.68.64.55.60
Dupont Jean, 65 av Lodève 34000 MONTPELLIER	04.30.66.39.11
Dupont Jean, 24 av Marius Olive 13009 MARSEILLE	04.68.41.24.11
Dupont Jean, 12 r Bouvine 83000 TOULON	04.30.41.24.08
Dupont Jean, 3 r Adanson 11100 NARBONNE	04.13.64.55.08



Chez les Français

Les numéros de téléphone

Telephone numbers in France are composed of 10 numbers, divided into (and said as) five pairs of numbers. The first pair represents an area code (01 through 05) or indicates that it's a cell phone (06 or 07). Phone numbers beginning 08 00 through 08 05, called **numéros verts** (*green numbers*), are toll-free and correspond to 1-800 and 1-866 numbers in North America.

To find out someone's phone number, ask: **Quel est ton/votre numéro (de téléphone)?** To respond to this question, say: **C'est le...** followed by the five pairs of numbers.

Et chez vous? How do landline and cell phone numbers differ in your country? How is the way you give someone your phone number different from how the French give theirs?

Sur le calendrier

Months of the year and days of the week

As you examine the calendar page, be prepared to answer the following questions: What words start with lowercase letters (unlike their English counterparts)? What is the first day of the week? What term has been borrowed from English?

un jour		un mois			le week-end	
SEPTEMBRE						
lundi	mardi	mercredi	jeudi	vendredi	samedi	dimanche
			1 S ^t Gilles	2 S ^{te} Ingrid	3 S ^t Grégoire	4 S ^{te} Rosalie
5 S ^{te} Raïssa	6 S ^t Bertrand	7 S ^{te} Reine	8 S ^t Adrien	9 S ^t Alain	10 S ^{te} Inès	11 S ^t Adelphe

7 jours = une semaine

4 semaines = un mois

12 mois = un an / une année

Les douze mois de l'année sont: janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre.

- 1** To ask what day of the week it is, say: **Quel jour sommes-nous aujourd'hui?** (literally, *What day are we today?*) or **On est quel jour aujourd'hui?** In responding, use **Nous sommes...**, **On est...**, or **C'est...** and the name of the day.

—**Quel jour sommes-nous aujourd'hui?**

What day is it today?

—**Nous sommes mercredi. (On est mercredi. / C'est mercredi.)**

It's Wednesday.

People might also tell you the date in response to the same questions.

—**On est quel jour aujourd'hui?**

—**(C'est) le 2 mars.**

- 2** To ask what today's date is, say: **Quelle est la date d'aujourd'hui?** In responding to this question, **le** is used before the date. Cardinal numbers (2, 3, 4, etc.) are used in dates except for the first day of the month, **le premier (1^{er})**.

—**Quelle est la date d'aujourd'hui?**

What is today's date?

—**On est le trente et un (31) janvier.**

It's January 31st.

—**Et demain?**

And tomorrow?

—**Demain, c'est le premier (1^{er}) février.**

Tomorrow is February 1st.

- 3** When representing the date all in numbers, you write the day first, then the month: **21/9** stands for **le 21 septembre**.

A. Des anniversaires (birthdays). Go around the classroom and ask five classmates when their birthday is (**C'est quand, ton anniversaire?**). Write down each person's name and date of birth. Whose birthday is closest to your own?

EXEMPLE: —Mon (*My*) anniversaire est le 11 février. L'anniversaire de Paul est le 27 février.

B. Culture: Des fêtes (holidays) françaises.

Première étape. Place the following French holidays in order from the earliest in the year (1) to the latest (8). The date of some holidays is provided to help you.

- | | |
|---|--|
| ___ la fête nationale française, le 14 juillet | ___ l'Armistice, le 11 novembre |
| ___ le jour de l'An (<i>New Year's Day</i>) | ___ la Toussaint (<i>All Saints Day</i>) |
| ___ la fête du Travail (<i>Labor Day</i>), le 1 ^{er} mai | ___ la Saint-Sylvestre (<i>New Year's Eve</i>) |
| ___ Noël | ___ l'Assomption, le 15 août |

Deuxième étape. Starting with the first holiday, take turns with a classmate going through the list in the **Première étape**, indicating in which month and season each holiday takes place. Did you and your classmate have the correct order?

EXAMPLE: —La fête du Travail est en mai, au printemps.

Vocab supp'

Here are the names of the four seasons and how to indicate in what season an event occurs. How does spring differ from the other seasons?



le printemps → au printemps



l'automne → en automne



l'été → en été



l'hiver → en hiver

Prononcez bien!

To learn about syllables and tonic stress (**l'accent tonique**) in French, see the **Prononcez bien!** section of the *Workbook / Laboratory Manual*.

Chez les Français

Le calendrier des fêtes

As you can see in the calendar on page 12, each day of the year in France is associated with one or more first names (**prénoms**). These names are drawn largely from the names of Roman Catholic saints but also from the names of important figures from mythology and antiquity, who are honored with a celebration (**fête**) on that day. French children have traditionally been named after a person on **le calendrier des fêtes** and thus celebrate their namesake's **fête** in addition to their own birthday (**anniversaire**). It was only in 1993, in fact, that legal restrictions on how French parents could name their children were lifted. The government may still refuse a name that it believes would be "contrary to the interests of the child." In one famous court case from 2012, judges ruled that a couple could not name their son "Titeuf"—a popular comic strip character and slang expression meaning "little egghead." The couple ended up naming him "Grégory" instead.

Et chez vous? Is your first name a common one in your culture? Is it based on the heritage of your family? Were you named after a family member, a fictional character, a celebrity, or no one in particular? Do you think the government should intervene in the naming of children?

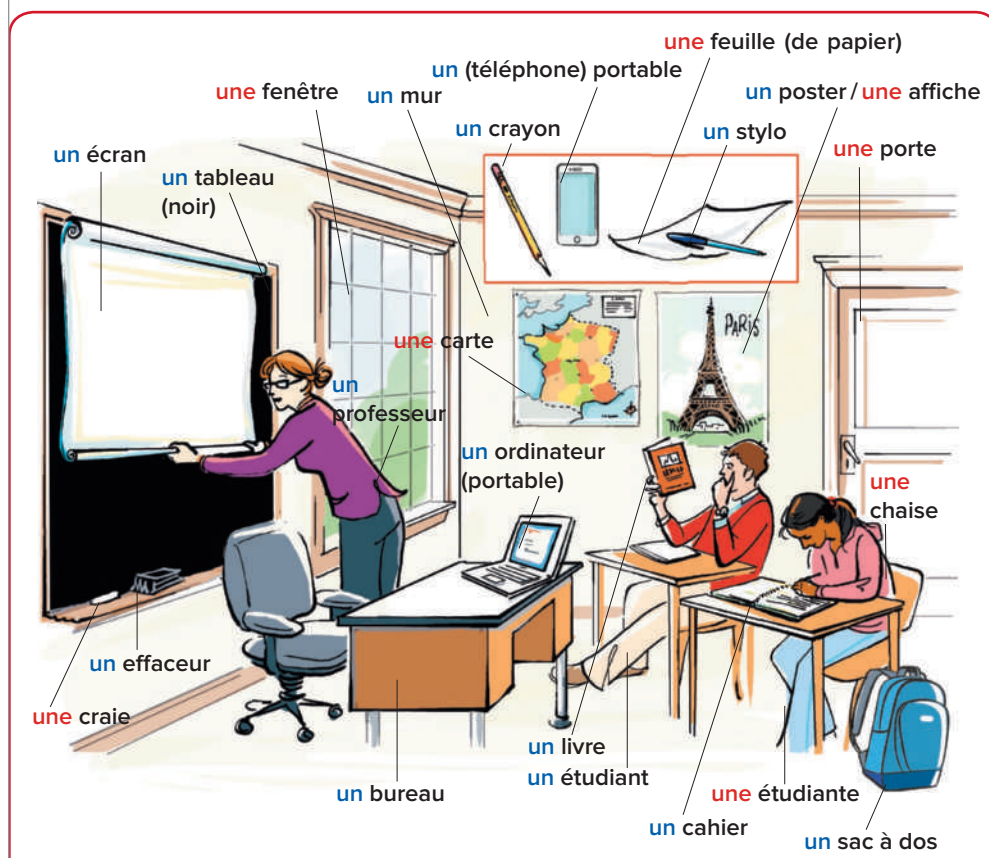
Grammaire interactive

1.1 Une salle de classe°

°A classroom

Singular indefinite articles **un** and **une** and the gender of nouns

You've already learned some words for items found in a typical classroom. Those words, along with a few more, are provided in the illustration.



Analysons! 1. Which indefinite article (**un** or **une**) is used when referring to a male student? _____. A female student? _____. 2. Does the form of the article change when it is used with things as well as people? _____

Answers to this activity are in **Appendice 2** at the back of the book.

Study Tip

When learning new words, connect their meaning to an image (like those in the illustration) or to a context (such as a classroom setting) rather than to their English equivalent. Your goal should be to think and speak in French, not to translate from English into French!

1 There are two singular indefinite articles in French that correspond to English *a*, *an*, or *one*: **un** and **une**. Both of these articles are used with nouns referring to people, places, and things. **Un** is used with masculine nouns, and **une** is used with feminine nouns.

un étudiant, **un** bureau, **un** écran *a (male) student, a desk, a screen*
une étudiante, **une** chaise, **une** porte *a (female) student, a chair, a door*

2 Nouns that refer to males are usually masculine, and those that refer to females are usually feminine. Some nouns that refer to people can be changed from masculine to feminine by adding the letter **e** to the end of the noun (**un** étudiant, **une** étudiante; **un** ami, **une** amie [*a friend*]). In other cases, a noun will have a single form but can be used to refer to both males and females (**un** bébé, **une** personne, **un** professeur,* **une** vedette [*a movie star*]).

*For many French speakers, the masculine form **un professeur** is used to refer to both male and female instructors; other speakers make a distinction between **un professeur** and **une (femme) professeur** or by shortening the noun: **un prof** / **une prof**. In Quebec, a distinction is made between **un professeur** and **une professeure**. You will learn more about variations in the use of masculine and feminine forms of occupations in **Chapitre 4**.

3 To ask *what* something is, say **Qu'est-ce que c'est?** (*What is it?*); to ask *who* someone is, say **Qui est-ce?** To answer these two questions, you use **c'est** with both people and things:

—**Qu'est-ce que c'est?**

What is it (that)?

—**C'est** un crayon.

It's (That's) a pencil.

—**Qui est-ce?**

Who is that?

—**C'est** un(e) étudiant(e).

He/She is a student.

▶ To learn more about the gender of French nouns, see **Par la suite** at the back of your book.

Mise en pratique. Write in the appropriate questions and answers, following the models provided. **Attention!** Remember to consider the gender of the noun and choose either **c'est un...** and **c'est une...** when answering.



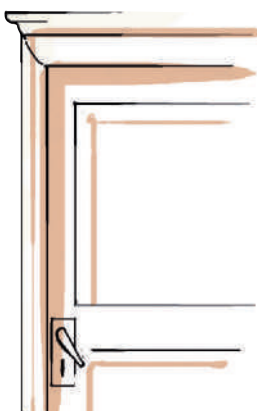
1. Qui est-ce?

C'est un étudiant.

2. Qu'est-ce que c'est?

C'est une fenêtre.

3. _____



4. _____

5. _____

6. _____

▶ Answers to this activity are in **Appendice 2** at the back of the book.



Study Tip

Though it is true that many more feminine nouns end in the letter **e** than do masculine nouns, this isn't a foolproof strategy for learning the gender of nouns: **livre** and **anniversaire** both end in an **e** but are masculine. The decisive clue indicating the gender of a noun is the form of the indefinite article that you see or hear used with it. You should store the article and the noun together in your mental dictionary as a "chunk": **un livre** and **un anniversaire** but **une chaise** and **une porte**.

En français

To indicate that something exists or is present, use **il y a** + noun, which is equivalent to English *there is / there are*. To ask about the existence or presence of something, say:

Qu'est-ce qu'il y a... ?
(What is there . . . ?)

A. Écoutez bien! Listen as your instructor identifies various people using **c'est un** and **c'est une**. Indicate whether your instructor is referring only to a male, only to a female, or could be referring to either.

	masculin	féminin	masculin ou féminin
1.	☐	☐	☐
2.	☐	☐	☐
3.	☐	☐	☐
4.	☐	☐	☐
5.	☐	☐	☐
6.	☐	☐	☐
7.	☐	☐	☐
8.	☐	☐	☐

B. Dans (In) une salle de classe. Working with a classmate, provide the appropriate form of the indefinite article, **un** or **une**, for each noun in the following list without looking back at the illustration. How many blanks can you fill in from memory? Then identify the item in each row that doesn't fit the category.

- un livre _____ cahier _____ feuille (de papier) _____ écran
- _____ chaise un crayon _____ stylo _____ craie
- _____ professeur _____ affiche un étudiant _____ étudiante
- _____ porte _____ fenêtre _____ sac à dos un mur

C. Qu'est-ce que c'est? One student will go around the classroom, pointing at 10 items or people and calling on a different classmate each time to answer the questions **Qu'est-ce que c'est?** and **Qui est-ce?** **Attention!** Be careful to give the correct form of the indefinite article **un/une**!

EXAMPLE: É1: (pointing at a book) Qu'est-ce que c'est?
É2: C'est un livre.

D. Qu'est-ce qu'il y a... ? In groups of three, one student will start by asking what's in your classroom. The second student will name one item. The third student will repeat that item and add another. Continue until someone is unable to remember all the items in the list.

EXAMPLE: É1: Qu'est-ce qu'il y a dans la salle de classe?
É2: Il y a un tableau.
É3: Il y a un tableau et...

1.2 Un crayon, deux crayons

Plural nouns and the plural indefinite article **des**

Check off the items in the list that you think most students in your class usually bring with them to class.

un poster	☐	des livres	☐	des cahiers	☐
des stylos	☐	un ordinateur (portable)	☐	des crayons	☐
une craie	☐	un (téléphone) portable	☐	un dictionnaire	☐

Analysons! Compare the singular and plural nouns in the list.

1. What form of the indefinite article is used with the plural nouns? _____
2. What ending do the plural nouns have? _____

1 **Des** is the plural form of the indefinite article **un/une**, used with both masculine and feminine plural nouns. Unlike its English equivalents *some* or *any*, **des** cannot be omitted.

Il y a **des** livres sur un bureau. *There are (some) books on a desk.*

Il y a **des** étudiants ici? *Are there (any) students here?*

Il y a **des** ordinateurs dans la salle de classe. *There are (some) computers in the classroom.*

2 When **des** precedes a noun beginning with a vowel—such as **étudiants** and **ordinateurs** in the previous examples—the normally silent **s** of **des** is pronounced as a [z] sound. The same is true of words beginning with **h**: **des hommes**. This “linking together” of a normally silent final consonant and a vowel or silent **h** at the start of the following word is known as **liaison**.

3 As in English, the plural form of a noun in French most often ends in the letter **s** (**des livres**, **des crayons**). For nouns that already end in **s**, **x**, or **z** in the singular, however, there is no distinct plural form. Note that all of these final consonant letters are silent.

un mois → des mois *a month, months*

un prix → des prix *a price, prices*

un nez → des nez *a nose, noses*

4 When identifying more than one object or person, **ce sont...** is used instead of **c'est...**

Ce sont des affiches. *These/Those are posters.*

Ce sont des profs. *They are professors.*

5 Many nouns that end in **ou** and all nouns that end in **eau** add an **x** rather than an **s** to form the plural. Most nouns ending in **al** change to **aux** in the plural.

un bijou → des bijoux *a jewel, jewels*

un bureau → des bureaux *a desk, desks*

un journal → des journaux *a newspaper, newspapers*

▶ Answers to this activity are in **Appendice 2** at the back of the book.

▶ To learn more about the plural form of nouns, see **Par la suite** at the back of your book.



Grammaire interactive

For more on plural nouns and indefinite articles, watch the corresponding **Grammar Tutorial** and take a brief practice quiz in **Connect** (www.mhhe.com/connect).

► Answers to this activity are in **Appendice 2** at the back of the book.

Mise en pratique. For each noun in column A, write its plural form in column B. Pay special attention to the ending of each singular noun when deciding on the form of the plural.

A	B
C'est... 1. une chaise un tableau 2. une semaine un mois 3. un chat (<i>cat</i>) un oiseau (<i>bird</i>) 4. une banque un hôpital	Ce sont... des <u>chaises</u> des _____ des _____ des _____ des _____ des _____ des _____



A. Écoutez bien! Listen as your instructor asks questions about what one normally finds in classrooms like the one in which you have your French class. Check off whether there is normally one (**singulier**) or more than one (**pluriel**) of each item. If there normally aren't any at all, leave both boxes blank.

	singulier	pluriel		singulier	pluriel
1.	☐	☐	5.	☐	☐
2.	☐	☐	6.	☐	☐
3.	☐	☐	7.	☐	☐
4.	☐	☐	8.	☐	☐

B. Les formes du pluriel. Here are some singular nouns related to time. Working with a classmate, provide the plural form of each word, and then arrange them in order from the shortest to the longest period of time.

- | | | | |
|------------------------------|---------------|----------------|----------------|
| 1. un an | 3. un jour | 5. un mois | 7. une semaine |
| 2. une heure (<i>hour</i>) | 4. une minute | 6. une seconde | 8. un week-end |

C. Les formes du singulier.

Première étape. Here are some plural nouns related to the classroom. Working with a classmate, provide their singular form.

- | | | |
|-----------------|----------------|--------------------|
| 1. des livres | 4. des cahiers | 7. des posters |
| 2. des journaux | 5. des stylos | 8. des cartes |
| 3. des feuilles | 6. des bureaux | 9. des ordinateurs |

Deuxième étape. Ask your classmate what he/she has in his/her backpack, then reverse roles. Which one of you is carrying around the most stuff?

EXEMPLE: É1: Qu'est-ce qu'il y a dans ton sac à dos?
 É2: Dans mon sac (à dos), il y a trois livres, deux stylos, un crayon et une calculatrice.

D. Combien? (How many?) Examine the following list of places found in a city. Can you indicate exactly how many there are of each place in the city/town where your school is located? If so, use a number; if not, use **des**.

une banque	un hôpital	un parc
un café	un hôtel	un restaurant
un cinéma	un musée	un supermarché

EXEMPLE: —Il y a un hôpital, deux musées et des restaurants à _____
(name of city/town).

E. Notre (Our) salle de classe. Work with a classmate. Look around your classroom and identify one thing (singular or plural) that logically answers each question. Compare your responses with the rest of the class. Was your answer unique or did everyone come up with the same thing?

1. Qu'est-ce qu'il y a derrière vous?
2. Qu'est-ce qu'il y a devant le tableau / l'écran?
3. Qu'est-ce qu'il y a sur le bureau du professeur?
4. Qu'est-ce qu'il y a sous les chaises?
5. Qu'est-ce qu'il y a dans le couloir (hallway)?

1.3 Nous sommes étudiants

Subject pronouns and
the verb **être**

Read over Élisabeth's description of the philosophy class she is taking.

Je m'appelle Élisabeth. Je suis étudiante. Dans mon cours de philosophie, il y a vingt étudiants. **Les étudiants** sont sympathiques. Le professeur est sympa aussi. **Le professeur** s'appelle Monsieur Leclerc. Mon amie Sylvie est en cours avec (with) moi. **Sylvie** adore étudier la philosophie. **Sylvie et moi** sommes souvent (often) dans les mêmes (same) cours.

Analysons! 1. Which words in boldface would be replaced by the pronoun il (he)? _____ by elle (she)? _____ by nous (we)? _____ by ils (they)? _____ 2. There are four forms of the verb **être** (to be) in the preceding paragraph, one of which is used twice. What are they? _____

- 1** Pronouns replace proper nouns such as **Sylvie (elle)** and common nouns such as **les étudiants (ils)**, making it possible to avoid the repetition of these nouns. When nouns or pronouns act as the grammatical subject of a sentence, they determine the particular form that the verb will take. The infinitive **être** (to be) is *conjugated* so as to agree with the subject of the sentence.

Vocab supp'

To indicate where someone or something is located, you can use the following prepositions:

dans	in(side)
derrière	behind
devant	in front of
sous	under, beneath
sur	on

► Answers to this activity are in **Appendice 2** at the back of the book.

Study Tip

In this book, the shaded boxes in verb charts indicate forms that have the same pronunciation. You will see, in fact, that the **tu** and **il/elle** forms of *all* verbs in French are pronounced the same way, even though they are spelled differently.

être (to be)

je (I)	suis	nous (we)	sommes
tu (you)	es	vous (you)	êtes
il (he) elle (she)	est	ils (they) elles (they)	sont

- 2** The subject pronoun **elles** refers to two or more women, whereas **ils** refers to two or more men or to a mixed group of men and women.

Chloé et Emma (= **elles**) → Elles sont étudiantes. } *They are students.*
Gilles et Marc (= **ils**) → Ils sont étudiants.

Chloé, Emma, Gilles et Marc (= **ils**) → Ils sont en cours. *They are in class.*

- 3** As you saw earlier in this chapter, **tu** is the singular and informal form of *you*, whereas **vous** is the formal form. **Vous** is also used to address more than one person, in both formal and informal situations.

—**Tu** es de Paris, Théo? *Are you from Paris, Théo?*
—**Vous** êtes de Paris, Mme Ibrahim? *Are you from Paris, Mrs. Ibrahim?*
—**Vous** êtes étudiants? *Are (all of) you students?*

- 4** **Ce/C'** is another subject pronoun you have already seen. It is used *only* with the verb **être** for the purpose of identifying both people and things. When followed by a word beginning with a vowel or **h**, the final consonant **t** of the verb becomes pronounced—another example of **liaison**.

C'est un livre / un prof. *It's a book / He's a professor.*
[t]
Ce sont des crayons / des profs. *Those are pencils / They are professors.*



A. Écoutez bien! Listen as your instructor describes various people as being “nice” (**sympa**) and various objects as being “pretty” (**joli**). Based on the pronoun you hear, check off the person(s) or thing(s) your instructor is describing.

- | | |
|--|---|
| 1. ☐ C'est un homme. | ☐ C'est une femme. |
| 2. ☐ Ce sont des hommes. | ☐ Ce sont des femmes. |
| 3. ☐ C'est un ami. | ☐ C'est une amie. |
| 4. ☐ Ce sont des amis. | ☐ Ce sont des amies. |
| 5. ☐ Ce sont des bureaux. | ☐ Ce sont des chaises. |
| 6. ☐ C'est un bureau. | ☐ C'est une chaise. |
| 7. ☐ Ce sont des cahiers. | ☐ Ce sont des cartes. |
| 8. ☐ C'est un cahier. | ☐ C'est une carte. |

B. Jeu de mémoire. Form small groups. In each group, all students except one will introduce themselves (**Je m'appelle...**), saying when their birthday is (**Mon anniversaire est le...**) and what city they are from (**Je suis de...**) while the one student listens. Afterward, the “listener” will recite back the information to each member of the group.

EXAMPLE: —Tu t'appelles Bill. Ton (*Your*) anniversaire est le 10 mars. Tu es de Richmond.

C. Les signes du zodiaque. Working in pairs, take turns identifying each person's sign based on his/her birthday. Refer to the illustrations below. **Attention!** You'll need to decide between the pronouns **il**, **elle**, **ils**, and **elles**.

EXEMPLE: Émilie / le 11 février
—Elle est Verseau.

- | | |
|--|---|
| 1. Stéphanie / le 25 novembre | 4. Mathéo / le 1 ^{er} avril |
| 2. Max / le 5 janvier | 5. Robert / le 27 juillet |
| 3. Alain et Didier, frères jumeaux (<i>twin brothers</i>) / le 15 juin | 6. Brigitte et Clara, sœurs jumelles (<i>twin sisters</i>) / le 17 mars |



Bélier

21 mars–19 avril



Taureau

20 avril–20 mai



Gémeaux

21 mai–20 juin



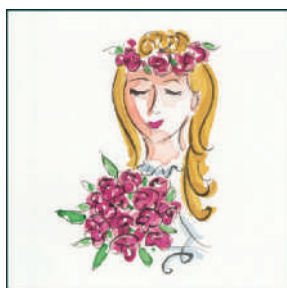
Cancer

21 juin–22 juillet



Lion

23 juillet–22 août



Vierge

23 août–22 sept.



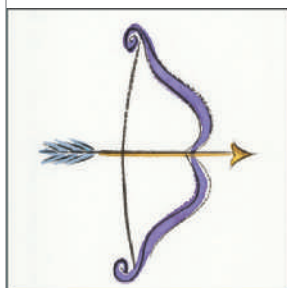
Balance

23 sept.–22 oct.



Scorpion

23 oct.–21 nov.



Sagittaire

22 nov.–21 déc.



Capricorne

22 déc.–19 jan.



Verseau

20 jan.–18 fév.



Poissons

19 fév.–20 mars

D. Présentations. Tell a classmate when your birthday is and what astrological sign that birth date falls under. Then he/she will introduce you to the class.

EXEMPLE: É1: (JILL): Mon anniversaire est le 11 février. Je suis Verseau.
É2: (à la classe): Voici Jill. Son (*Her*) anniversaire est le 11 février. Elle est Verseau.



Grammaire interactive

For more on subject pronouns, the verb **être**, and negation, watch the corresponding **Grammar Tutorial** and take a brief practice quiz in **Connect** (www.mhhe.com/connect).

E. En commun.

Première étape. Complete each statement about yourself by checking off the term that describes you best. (You may need to add information in items 3, 4, and 5 before checking off a box.)

- | | | |
|--|--|---|
| 1. Je suis... ☐ étudiant(e) | ☐ professeur | ☐ les deux |
| 2. Je suis... ☐ américain(e) | ☐ canadien(ne) | ☐ étranger/étrangère (foreigner) |
| 3. Je suis... ☐ d'ici | ☐ de _____ (name of hometown) | |
| 4. Je suis... ☐ né(e) (born) en été | ☐ né(e) en hiver | ☐ né(e) en (au) _____ |
| 5. Je suis... ☐ Lion | ☐ Capricorne | ☐ _____ |

Deuxième étape. Work with two classmates. Each person will indicate how he/she completed the first statement in the **Première étape** using **Je suis...** Note whether you all responded similarly before moving on to the next statement. Afterward, present to the class *only* what you all have in common.

EXAMPLE: —Nous sommes tous (all) étudiants.

1.4 La précision

Use of the definite articles **le, la, l',** and **les**

For each general term in column A, come up with a specific example (the first thing that comes to mind) for column B.

A		B
1. une lettre de l'alphabet	→	la lettre <u> Z </u>
2. un numéro	→	le numéro <u> </u>
3. une saison	→	le (l') <u> </u>
4. un mois	→	le mois de (d') <u> </u>
5. des villes (cities) en France	→	les villes de <u> </u> et de <u> </u>

Analysons! 1. Which form of the definite article (**le, la, l',** or **les**) is used with a plural noun? 2. Which form would be used with a singular noun that begins with a vowel or an **h**? 3. Does either of these forms indicate the gender of the noun?

1 Definite articles in French, like their equivalent *the* in English, are primarily used to indicate a specific person, place, or thing.

—Qu'est-ce que c'est?

What is this/that?

—C'est un livre. C'est **le** livre **de** David. *It's a book. It's David's book (= the book that belongs to David).*

► Answers to this activity are in **Appendix 2** at the back of the book.

The form of the definite article in French varies according to gender and number: **le** (m.), **la** (f.), and **les** (m./f. pl.). When a singular noun begins with a vowel or **h**, however, the contracted form **l'** is used with both masculine and feminine nouns.

le numéro sept

but: l'homme derrière nous

la lettre B

l'affiche sur le mur

les quatre saisons

2 **Liaison**, which you learned about in **Grammaire interactive 1.2**, occurs between the plural form **les** and nouns beginning with a vowel sound or silent **h**: **les ordinateurs**, **les hommes**. The contraction of **le** and **la** to **l'** before nouns beginning with a vowel sound is an example of **élision**.

3 Definite articles in French—unlike in English—are also used when naming things, such as countries (**la France**), languages (**le français**), species of animal (**le lion**), school subjects (**la biologie**), concepts (**la liberté**), and emotions (**la jalousie**).

4 When the definite article **le** is used with a day of the week or a part of the day, it expresses an activity that always takes place on that day of the week or during that part of the day.

Je ne suis pas en cours **le vendredi**. *I'm not in class on Fridays.*

D'habitude, je suis fatigué(e) **le soir**. *Usually, I'm tired at night.*

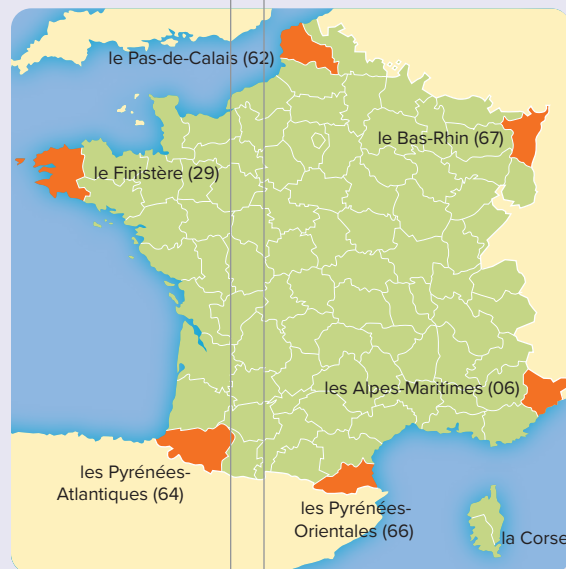
Chez les Français et les francophones

La France et la francophonie

What do we mean by **la France et la francophonie**? **La France** refers to the French nation as a whole, composed of the mainland in Western Europe and its overseas holdings. France is shaped roughly like a hexagon and so is sometimes affectionately called **l'Hexagone**. It is divided into twelve **régions administratives**, plus the island of Corsica (**la Corse**) in the Mediterranean. Each region is further divided into two or more **départements** associated with a particular departmental number between 1 and 95, which appears in zip codes and on license plates. The map on the right shows a few of those **départements**. There are five additional **départements**—**régions d'outre-mer** (or **DROM**)—located in South America (**la Guyane**), the Caribbean (**la Martinique**, **la Guadeloupe**), and two islands in the Indian Ocean (**la Réunion**, **Mayotte**).

We call **la francophonie**, or **le monde francophone**, the large group of countries or places where French is the official language (**le Mali**, **la Côte d'Ivoire**) or one of the official languages (**la Suisse**, **le Canada**), or where French is spoken by a sizeable segment of the population (**le Maroc**, **la Roumanie**). This is often the result of past colonization or of special ties that have developed over time between France and its economic and political partners.

Et chez vous? What are the governmental and administrative divisions in your country? Does the state or province you live in have a nickname (e.g., New Jersey, "The Garden State")? How many other countries do you know of where English is spoken? Is there a term to designate all the countries that use English as their official language?





A. Culture: Écoutez bien!

Première étape. Listen as your instructor tells you what each of these frequently used French acronyms stands for. Check off the form of the definite article that you hear used with each acronym.

- | | le | la | l' | les | |
|----|--------------------------|--------------------------|--------------------------|--------------------------|-----|
| 1. | ☐ | ☐ | ☐ | ☐ | JO |
| 2. | ☐ | ☐ | ☐ | ☐ | EDF |
| 3. | ☐ | ☐ | ☐ | ☐ | CGT |
| 4. | ☐ | ☐ | ☐ | ☐ | PNB |
| 5. | ☐ | ☐ | ☐ | ☐ | MSF |
| 6. | ☐ | ☐ | ☐ | ☐ | TVA |

Deuxième étape. Listen once again to the full form of each acronym, then match it with one of the definitions from the list below. **Attention!** One definition is used twice.

- | | |
|-----------------------------|--------------------------------------|
| une compagnie d'énergie | un syndicat (<i>workers union</i>) |
| une compétition sportive | un terme économique |
| une association humanitaire | |

EXEMPLE: —Les JO, c'est une compétition sportive.

B. Les articles.

Première étape. Here are some classroom items. Change the indefinite article to the appropriate form of the definite article for each item.

- | | |
|----------------|----------------------------|
| 1. un cahier | 5. des livres |
| 2. une craie | 6. un (téléphone) portable |
| 3. des crayons | 7. un sac à dos |
| 4. un effaceur | 8. des stylos |

Deuxième étape. Your instructor will call four students to the front of the class, each one bringing along or being given a different classroom object from the list in the **Première étape**. After the students introduce themselves, indicate to whom each item belongs.

EXEMPLE: —C'est le portable de Mark.
—Ce sont les livres de Sarah.

Vocab supp'

Cognates (**mots apparentés**) are words that have similar spellings and meanings in French and English. The school subjects (**matières**) listed here, for example, are all cognates. Unlike in English, a definite article is used with the name of each subject.

l'anthropologie (*f.*), **la biologie**, **la chimie**, **l'éducation** (*f.*), **la géographie**, **la géologie**, **l'histoire** (*f.*) (**de l'art**), **le journalisme**, **la linguistique**, **la littérature** (*comparée*), **les mathématiques** (**les maths**) (*f. pl.*), **la musique**, **la philosophie**, **la photographie**, **la physique**, **la psychologie**, **les relations** (*f. pl.*) **internationales**, **les sciences** (*f. pl.*) **économiques**, **les sciences politiques**, **la sociologie**

C. Les matières.

Première étape. Go to the board and quickly write the school subject from the **Vocab supp'** feature (page 24) that you believe to be the most difficult. Afterward, examine the responses that you and your classmates provided and indicate which three subjects appear the most frequently.

Deuxième étape. Select the three school subjects in the **Vocab supp'** feature that you like the most (aside from **le français**, of course!). Tell a classmate which three you selected using **J'aime...** (*I like*), then say which of these subjects you are currently studying using **J'étudie...** (*I am studying*).

D. Jeu de catégories. Can you figure out which of the two terms fits each category? Work with a classmate, then check your answers by telling your instructor which term you selected and why you *didn't* select the other. Did you get all eight correct?

EXEMPLE: un animal: le tigre ou la Tunisie?
—Le tigre est un animal; la Tunisie est un pays!

1. **une matière:** l'hiver ou l'histoire?
2. **un fruit:** la banane ou la biologie?
3. **une émotion:** le Japon ou la jalousie?
4. **un pays:** l'été ou l'Égypte?
5. **une langue:** la France ou le français?
6. **un continent:** l'Asie ou l'amour?
7. **une saison:** l'Amérique du Sud ou l'automne?
8. **un concept:** le Danemark ou la démocratie?

E. Forum: Présentation. Write an introductory post to the **Forum des étudiants** by replacing the underlined words in boldface in the model below with information about yourself. Be sure to make any necessary changes.

Forum >> Introductions

MESSAGE DE:

PMartin
(Toronto)



posté le
12-9

Sujet: Bonjour et présentation ▼

Bonjour! Je m'appelle **Paul Martin**. Je suis **de Toronto**. Mon anniversaire est le **9 avril**. Je suis **né au printemps**. Comme signe du zodiaque, je suis **Bélier**. J'étudie—et j'aime!—**les sciences politiques**. Je suis en cours **de sciences politiques le mardi et le jeudi**. Mon professeur s'appelle **M. Andrews**. Il y a environ* **quinze** étudiants dans le cours.

A+

*about



Des étudiants en cours de français

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Grammaire interactive

For more on nouns and definite articles, watch the corresponding **Grammar Tutorial** and take a brief practice quiz in **Connect** (www.mhhe.com/connect).

Culture en direct

Le coin vidéo

Avant de dire quelque chose, il faut s'assurer que le silence ne soit pas plus important.*

—MARCEL MARCEAU

**Before saying something, make sure that silence isn't more important.*

Les gestes français: *How to speak French without saying a word.*

A. Avant de regarder. Like North Americans, the French make use of gestures in conversation. Although some French gestures may be familiar to North Americans, their meaning may sometimes be different. Which gestures have you already learned from the **Communication en direct** videos that are related to greeting someone? Do you know of any other conversational gestures unique to France or to another country, including your own?

B. Regardez et interprétez. Now watch and listen as the instructor, Élodie Cammarata, demonstrates and explains 10 gestures used by the French in everyday conversation. Note not only the gesture itself but also what she says and any other elements (facial expression, intonation) that might help you understand the gesture's meaning. Match each gesture with its appropriate meaning from the list of possible meanings that follows.

Geste:

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

Sens (Meaning):

a. Sorry!	f. That's expensive!
b. I've had it!	g. I don't believe that!
c. Aren't I clever!	h. He's/She's crazy!
d. Call me!	i. Mum's the word!
e. Delicious!	j. 1, 2, 3...

C. Communiquez. Take turns with a classmate reacting to the following situations using only the appropriate French gesture.

1. Your roommate asks how many people are coming to dinner. (There will be three.)
2. Someone shows up at a black-tie affair wearing shorts and a rock band t-shirt.
3. Your classmate solves a difficult calculus problem in no time at all.
4. A friend tells you she's quitting school to join the circus. (You don't believe her.)
5. You've just spent two hours trying to write a composition and made no progress.
6. Your host mother has prepared her signature dish for dinner.

 **Note:** Our dynamic instructor, Élodie Cammarata, was born and raised in Nancy in northeastern France, in the Lorraine region, not too far from Germany. She had always dreamed of living in California and, after winning the green card lottery, she moved to Los Angeles with her family. She has been performing at the Santa Monica Playhouse in musicals and has appeared in television commercials. Élodie is delighted to use her talents to present information about French culture to American students.



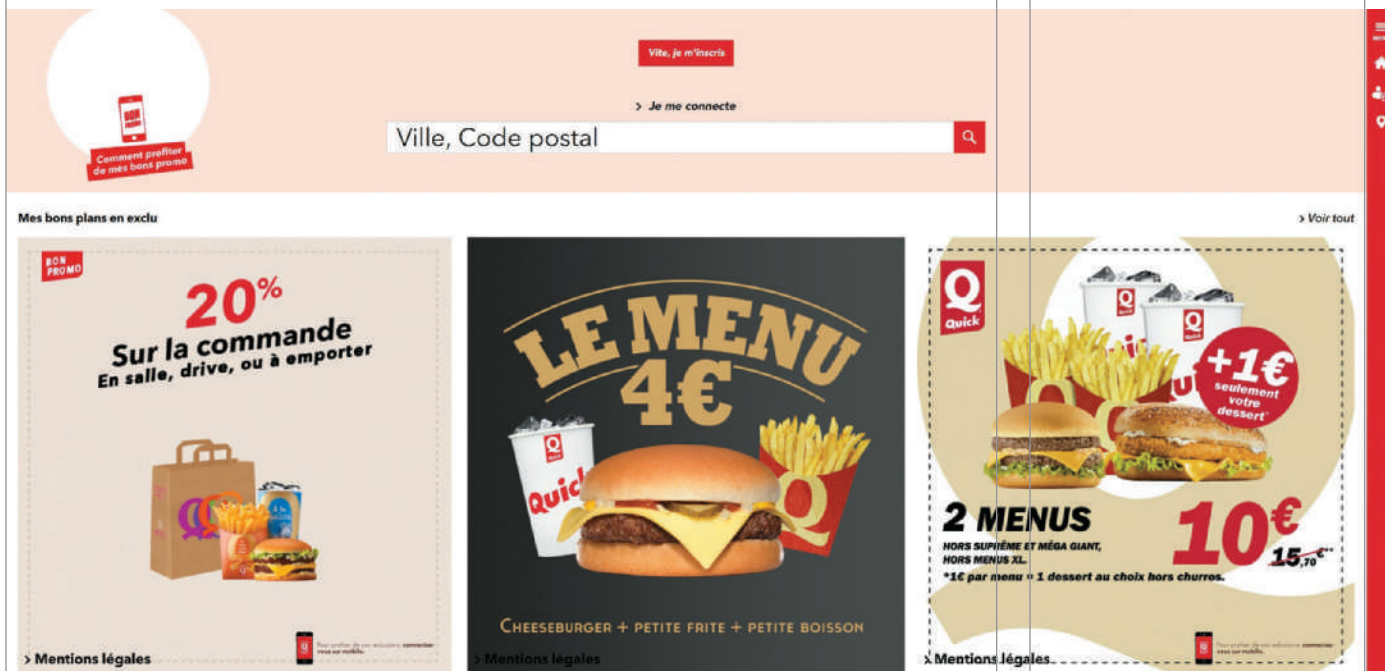
©Élodie Cammarata

Le coin lecture

L'anglais dans les publicités en français

A. Avant de lire. Can you think of any English-language advertisements that contain non-English words and phrases? If so, which products are being advertised and which foreign language is being used in them?

B. Lisez. Read the following restaurant advertisement and see how much of it you can understand.



Courtesy of Quick

C. Interprétez. Answer the following questions.

1. The words **cheeseburger**, **churros**, and **Quick** are words borrowed from English; other words are French-English cognates (**mots apparentés**) that are used in both languages, with the same or nearly the same meaning and spelling. What are some examples?
2. The French word **commande** doesn't mean *command* and the French word **menu** doesn't mean *menu* in this ad. What do you think these false cognates (**faux amis**) mean?
3. You know the meaning of the French word **salle** and the French verb **emporter** means *to carry out*, so what do you think the phrase **En salle, drive ou à emporter** means?

D. Communiquez.

1. Take turns with a classmate pronouncing the **mots apparentés** that you identified in Activity C. Have your instructor first model their pronunciation.
2. Why do you think French advertisers used English in this ad? In general, what effect do you think the use of foreign words in an advertisement has on the average consumer?

Les coins lecture et écriture

Additional reading and writing activities are available in the **Workbook / Laboratory Manual** and in **Connect** (www.mhhe.com/connect).