

Bonjour!

2



Suggestion: Tell students that these are some of the characters they'll meet in this episode. Ask them to describe what they see in the photo. Have them look for signs that this story happens in France.

Chapter grammar:

Structure 6: Les adjectifs

Structure 7: Les verbes réguliers en **-er** et la construction verbe + infinitif

Structure 8: La place des adjectifs

OBJECTIFS

In this episode, you will

- meet Camille Leclair and her coworkers on a Paris TV show
- watch a segment of the TV show “Bonjour!”
- learn about the French tradition of breadmaking

In this chapter, you will

- describe people and things
- use adverbs of frequency
- use expressions of agreement and disagreement
- talk about TV production

- talk about everyday actions
- learn how the French define their culture
- read about bilingualism in North America and learn the lyrics to a Canadian song

Vocabulaire en contexte

Pour parler des personnes°

Pour... Talking about people

Suggestion: Check www.mhhe.com/debuts3 for additional activities, including links to other websites.



Film connection: The following vocabulary from this presentation will be heard in Episode 2: *amusant, bon, capable, difficile, formidable, grand, important, inquiet, magnifique, mais, parisien, prêt, ridicule, super, vrai.*

Film connection: Bruno and Camille are two characters who are introduced in Episode 2.

Selon° Yasmine, papa est **grand**° et très intelligent. Le **travail**° de Rachid est **intéressant**. Il est **prêt**° à commencer.° **Mais**° il est **inquiet**° pour Yasmine.

According to / tall

work

prêt... ready to start / But / worried

Comment est° Bruno?

Comment... What is . . . like?

Bruno est un **bon**° journaliste parisien à Canal 7.

good

Il est...

capable.

dynamique.

important.

Selon la productrice,° Bruno est...

producer

souvent° **amusant.**

often

sympathique.*

heureux.°

happy

parfois° **difficile** et **ridicule.**

sometimes

Selon le public, il est...

super.

magnifique.

formidable.°

terrific

Il n'est pas **sans**° charme.

without

Et il n'est jamais **ennuyeux.**°

boring

Selon Camille, Bruno est un **vrai** Français° et un bon ami.

vrai... true Frenchman

*The adjective **sympa**, which you learned in Chapter 1, is a shortened form of **sympathique**.

Langage fonctionnel

Pour exprimer l'accord / le désaccord°

The following expressions can be used to express agreement or disagreement.

Pour exprimer l'accord

Bien sûr! (Bien sûr que oui!)

D'accord! (Je suis d'accord!)

C'est vrai!

Sans doute!

Of course! (Yes, of course!)

Okay! (I agree!)

That's true!

Probably! No doubt!

Pour exprimer le désaccord

Bien sûr que non!

Je ne suis pas d'accord.

Ce n'est pas vrai! (Pas vrai!)

C'est faux.

Of course not! Certainly not!

I don't agree.

That's not true! (Not true!)

That's false.

—Bruno est ridicule.

Bruno is ridiculous.

—Non, **c'est faux!** Il est amusant.

No, that's wrong! He's funny.

Pour... Expressing agreement/
disagreement

Film connection: The expression *Ce n'est pas vrai!* will be heard in Episode 2.

Optional: You may wish to point out that *Sans doute!* can be translated most accurately as *Probably!* or *No doubt!* and that *Sans aucun doute!* is more like *Without a doubt!*

Activités

A. Descriptions. How would you describe these people? Choose words from the list or other adjectives of your choice.

Vocabulaire utile: amusant, capable, difficile, dynamique, grand, heureux, important, inquiet, intelligent, intéressant, ridicule, stupide, super, sympathique

MODÈLE:



Le diplomate est...

Le diplomate est important et capable.



1. Le clown est...



2. L'acteur est...



3. Le professeur est...



4. L'enfant est...

Now tell what these people are not.

MODÈLE: Le diplomate n'est pas...

Le diplomate n'est pas ridicule.

Act. A, Extension: Have students describe two people they know to a partner.

Note: Remind students that they are responsible for learning the material in *Notez bien!* notes.

Notez bien!

To make your descriptions more accurate, use these five useful adverbs[▲]:

toujours	always
souvent	often
parfois	sometimes
rarement	rarely
ne... jamais	never

These adverbs usually precede the adjectives they modify.*

Bruno est **souvent** amusant, mais **rarement** ridicule.
Rachid est **toujours** capable et il n'est **jamais** ridicule.

B. Un portrait. Think of a famous male sports figure, entertainer, or politician, and describe him by completing the following sentences. After your description, your partner will indicate whether he/she is in agreement with your description.

MODÈLE: É1: Le professeur est toujours indulgent.
É2: Je ne suis pas d'accord. Il est souvent sévère.
(or D'accord! C'est vrai! Il est très indulgent.)

1. J'admire (Je déteste)_____.
2. Il est toujours...
3. Il est parfois...
4. Il n'est jamais...

Act. B, Note: Explain that French adjectives have different forms for men and women. The adjectives students have just learned are masculine forms; they will learn about the feminine forms in Structure 6.

C. D'accord ou pas d'accord? Use one of the expressions of agreement or disagreement to give your opinion regarding these statements about television.

MODÈLE: Les films à la télé[†] sont souvent violents. →
C'est vrai! Les films à la télé sont très souvent violents. (ou Je ne suis pas d'accord. Les films à la télé ne sont pas violents du tout. ou Ce n'est pas vrai. Les films à la télé sont rarement violents.)

1. Les Américains sont très influencés par la télé.
2. La télé est un élément important de ma vie (*my life*).
3. Le travail d'un reporter à la télé est super.
4. Les reporters à la télé sont toujours objectifs.
5. Les documentaires à la télé sont rarement éducatifs.

Notez bien!

To say someone has a certain profession, use **je suis (tu es, il est, etc.)** + profession (with no article).

Je suis productrice.
I am a producer.
Vous êtes journaliste.
You are a journalist.
Elle est professeure.
She is an instructor.
Ils sont étudiants.
They are students.

For the third person (**il, elle, ils, elles**), you can also use **c'est (ce sont)** + indefinite article + profession.

C'est un professeur.
He is an instructor.
Ce sont des étudiants.
They are students.

Les locaux et les employés de Canal 7

La régie



la productrice (Martine)

Le plateau



la journaliste (Camille)

l'écran (m.)

le journaliste[‡] (Bruno)

Film connection: This vocabulary is presented so that students can discuss Episode 2 of *Le Chemin du retour*.

Autres mots utiles

une émission	program
un reporter	reporter
la télévision (télé)	television

[▲]Terms followed by [▲]are explained in the *Glossary of Grammatical Terms* in Appendix A.

*Remember also that **ne... jamais** follows the pattern of **ne... pas** for its placement with the verb.

[†]**La télé** is a short form of **la télévision**. It is often used in conversation.

[‡]Depending on the gender of the person, a job title may vary slightly: for example, **le/la journaliste**, **le producteur / la productrice**. A few job titles have only one grammatical gender even if the person doing the job is not of that gender: **Bruno est la star de l'émission. Hélène est un reporter canadien.**

Activité

À Canal 7. Fill in the blanks with the appropriate word from the list of useful vocabulary. Look at the preceding photos if you need to verify who has which job.

Vocabulaire utile: écran, émission, journalistes, productrice, reporter, public, télévision, studio

«Bonjour!» est une _____¹ diffusée^a à la _____² sur Canal 7. Les _____³ de «Bonjour!» sont Camille Leclair et Bruno Gall. Martine est la _____⁴.

À Canal 7, l'émission est filmée dans le _____⁵ sur le plateau. Martine est en régie pendant^b l'émission, et elle peut voir^c Bruno et Camille sur l'_____⁶. «Bonjour!» est une émission populaire. Le _____⁷ adore Camille et Bruno.

^abroadcast ^bduring ^cpeut... can see

Additional vocabulary: Two cognates, *la star* and *le public*, are used in this chapter. A few other terms will be activated in later chapters so students can use them to discuss the film: *un bureau, un reportage, une vedette*. Other words you might wish to introduce are *l'arrière-plan, la cantine, une console technique, le maquillage, un moniteur, une publicité, un/une technicien(ne), une vitre*.

Act., Answers: 1. émission
2. télévision 3. journalistes
4. productrice 5. studio 6. écran
7. public

À l'affiche



Avant de visionner

Un grand jour. At the end of Episode 1, Yasmine wished her father luck because he was going to have a big day too. To find out why, read the following exchange from Episode 2 and choose the response that best sums up the dialogue.

MARTINE: Alors, le déménagement?^a

RACHID: Difficile... Tu vas bien?^b

MARTINE: Mmm. C'est Roger, le réalisateur^c... Et Nicole, la scripte.^d

ROGER ET NICOLE: Bonjour.

RACHID: Bonjour.

MARTINE: C'est Rachid, Rachid Bouhazid. ... (à Rachid) Et là, sur^e l'écran,...

^amove (to a new residence)? ^bTu... Are you well? ^cdirector ^dscript coordinator ^eEt... And there, on

- a. Rachid is saying good-bye before moving away. b. He is starting classes at the university. c. He is starting a new job.

Note: A map showing the location of Canal 7 studios can be found online in the **À revoir** section of Chapter 2 on the *Débuts* website at www.mhhe.com/debuts3.

Observez!

Now watch Episode 2. See if you are right about Rachid's important day by looking for the following clues.

- Where does Rachid go after dropping Yasmine off at school?
- What does he do there?

The terms in *Vocabulaire relatif à l'épisode* appear in the film in the following sentences: —*Et avec nous aujourd'hui, un grand boulanger parisien.* —*Donc, d'un côté... le pain industriel. De l'autre, le pain artisanal.* —*Au vingt et unième siècle, vous êtes encore inquiets pour le pain.*

Vocabulaire relatif à l'épisode

le boulanger	(male) baker
le pain	bread
artisanal	handmade
industriel	factory-made
vingt et unième siècle	twenty-first century

Remember—Don't expect to understand every word in the episode; you need to understand only the basic plot structure and characters. If you can answer the questions that follow the episode, you have understood enough. Your instructor may ask you to watch the episode again later in the chapter. By then, you'll have additional tools and will be able to understand more of the details. The activities on the *Débuts* website and in the *Workbook/Laboratory Manual* will help, too.

Act. A, Film connection: Remind students that knowing the professional relationships of these people may help them understand later events in the film. If students are still tentative about the identities of people, you can go over them now and suggest that students confirm them during a second viewing.

Après le visionnement

A. Quel travail? (Which job?) Now that you have watched Episode 2, match each job to the person you saw in the film.



1. Camille



2. Bruno



3. Martine



4. Hélène



5. Rachid

Act. A, Suggestion: Students may ask you to explain the difference between *journaliste* and *reporter* for this activity. It is enough to explain that the *journalistes* are rather like editors, and in this case, hosts of the TV show, whereas the *reporter* works for them and does the research they need to prepare their shows.

Act. A, Answers: 1. e 2. d 3. a 4. b 5. c

- a. la productrice
- b. un reporter canadien
- c. un nouveau (*new*) reporter
- d. un journaliste français
- e. une journaliste française

Act. B, Answers: 1. Canal 7
2. présente 3. Camille 4. test
5. prêt 6. pain 7. béré 8. content
9. Montréal 10. médaillon

B. Qu'est-ce qui se passe? (What's happening?) Complete the summary of Episode 2 by filling in the blanks with the appropriate word from the list of useful vocabulary.

Vocabulaire utile: béré, Camille, Canal 7, content, émission, médaillon, Montréal, pain, présente, prêt, test

Rachid arrive à ____¹. Martine, la productrice, ____² ses nouveaux^a collègues. Rachid va travailler^b avec ____³ et Bruno.

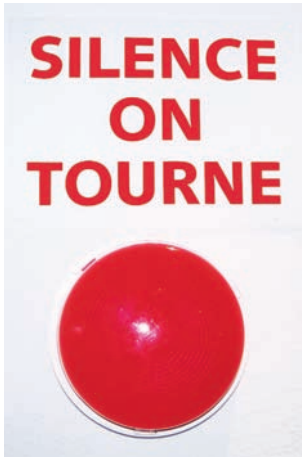
Aujourd'hui,^c pendant^d l'émission «Bonjour!», Camille et Bruno interviewent un boulanger parisien. Il y a un ____⁴ sur le pain: pain artisanal ou pain industriel? Bruno est ____⁵ pour le test. Il identifie le ____⁶ artisanal, et il gagne^e le ____⁷ de la semaine^f... mais il n'est pas ____⁸.

Hélène, une amie de Bruno, arrive de ____⁹. Bruno est très content de la revoir.^g Plus tard,^h Camille cherche sonⁱ ____¹⁰. Où^j est-il?

^ases... his new ^bva... will be working ^cToday ^dduring ^ewins ^fweek ^gde... to see her again ^hPlus... Later ⁱher ^jWhere

C. Réfléchissez. (*Think.*) Answer the following questions based on what you saw and heard in Episode 2.

1. Bruno and Camille work together as hosts of “Bonjour!”. From what you have seen, would you guess that they are friends or simply coworkers? Or is it too early to tell?
2. Camille seems to have lost something. What do you think she has lost? What could its significance be?



Structure 6

Les adjectifs

Describing people and things



—Les Français sont **formidables!**
Au XXI^e siècle, vous êtes encore
inquiets pour le pain.

Film connection: The following additional vocabulary, found in this presentation, is heard in Episodes 2 and 3: *fort, heureux, joli, mauvais.*

Pronunciation: The pronunciation of masculine and feminine forms is covered in the *Audio Program* and the *Workbook/Laboratory Manual.*

Hélène uses two adjectives▲ to describe the character and preoccupation of the French: **formidables** and **inquiets**. French adjectives agree in gender (feminine or masculine) and number (singular or plural) with the noun being described. That is, an adjective used to describe a noun will be

- masculine if the noun is masculine: **Le reporter est intelligent.**
- feminine if the noun is feminine: **La productrice est intelligente.**
- masculine plural if the noun is masculine plural: **Les reporters sont intelligents.**
- feminine plural if the noun is feminine plural: **Les productrices sont intelligentes.**

Le genre des adjectifs

Adjectives can be grouped according to the sound and spelling of their masculine and feminine singular forms.

1. Many adjectives have masculine and feminine forms that sound alike and are spelled alike.*

difficile	<i>difficult</i>	magnifique	<i>magnificent</i>
facile	<i>easy</i>	ridicule	<i>ridiculous, silly</i>
formidable	<i>terrific</i>	sympathique	<i>nice</i>
jeune	<i>young</i>	triste	<i>sad</i>

La rentrée n'est pas **facile** pour Yasmine. *The first day of school is not easy for Yasmine.*

Bruno n'est probablement jamais **triste**. *Bruno is probably never sad.*

2. Some adjectives have masculine and feminine forms that sound alike but have different spellings. The feminine form usually ends in **-e** whereas the masculine does not.

fatigué(e)	<i>tired</i>	joli(e)	<i>pretty</i>	vrai(e)	<i>true</i>	fâché(e)	<i>angry</i>
	Rachid n'est pas fatigué .		<i>Rachid is not tired.</i>				<i>Sonia is tired.</i>
	Sonia est fatiguée .						
	Le médaillon de Camille est joli .		<i>Camille's locket is pretty.</i>				
	Yasmine est jolie .		<i>Yasmine is pretty.</i>				

Note that the feminine forms of adjectives like **cher** and **intellectuel** have additional changes: **chère**, **intellectuelle**.

Chère maman,...	<i>Dear Mom, . . .</i>
Est-ce qu'Hélène est intellectuelle ?	<i>Is Hélène intellectual?</i>

3. Many adjectives have masculine and feminine forms that are pronounced and spelled differently. A large number of these have a silent final consonant in the masculine but a pronounced final consonant in the feminine. There are several types in this group.

- Those that form the feminine by adding **-e** to the masculine are common.

amusant(e)	<i>amusing</i>	laid(e)	<i>ugly</i>
français(e)	<i>French</i>	mauvais(e)	<i>bad</i>
grand(e)	<i>big; tall</i>	petit(e)	<i>little</i>
intéressant(e)	<i>interesting</i>	prêt(e)	<i>ready</i>

*Adjectives in this group are often cognates or near-cognates to English words: **dynamique**, **stupide**, and so on.

Nicolas n'est pas laid .	<i>Nicolas isn't ugly.</i>
Yasmine n'est pas laide .	<i>Yasmine isn't ugly.</i>
Nicolas est petit .	<i>Nicolas is little.</i>
Yasmine est petite .	<i>Yasmine is little.</i>
Nicolas est mauvais en arithmétique.	<i>Nicolas is bad in arithmetic.</i>
Yasmine n'est pas mauvaise en arithmétique.	<i>Yasmine isn't bad in arithmetic.</i>

Suggestion: Have students practice the difference in pronunciation in each pair of examples.

- Those with masculine forms ending in **-x** form the feminine by dropping the **-x** and adding **-se**.

heureux → heureuse	<i>happy</i>
ennuyeux → ennuyeuse	<i>boring</i>
malheureux → malheureuse	<i>unhappy</i>
Bruno est heureux .	<i>Bruno is happy.</i>
Yasmine est malheureuse ?	<i>Is Yasmine unhappy?</i>

- Those with masculine forms ending in a nasal vowel make the feminine by denasalizing the vowel and pronouncing the final consonant. The feminine of this type ends with either **-e** or a doubled final consonant plus **-e**. Learn each feminine spelling when you learn the adjective.

américain(e)	<i>American</i>
canadien(ne)	<i>Canadian</i>
bon(ne)	<i>good</i>
parisien(ne)	<i>Parisian</i>
Bruno est parisien .	<i>Bruno is Parisian.</i>
Martine est parisienne .	<i>Martine is Parisian.</i>

Point out: You may wish to point out that in English, vowels are automatically nasalized before nasal consonants. The oral/nasal contrast does not create a difference in meaning in English as it does in French.

- Other adjectives have masculine and feminine forms that are spelled various ways. Learn both forms when you learn the adjective.

inquiet/inquiète	<i>anxious, worried</i>
gentil(le)	<i>nice; kind; well behaved</i>
Bruno est gentil .	<i>Bruno is nice.</i>
Camille est gentille aussi.	<i>Camille is also nice.</i>

Pronunciation: As a class, go over the difference in pronunciation between *gentil* and *gentille*. Be sure students can hear the /j/ sound at the end of the feminine form.

4. Some adjectives end in one consonant sound in the masculine and another in the feminine.

actif/active	<i>active</i>
sportif/sportive	<i>athletic</i>
Rachid est sportif .	<i>Rachid is athletic.</i>
Est-ce que Camille est sportive ?	<i>Is Camille athletic?</i>

Note: Adjectives like *travailleur* (*travailleuse*) also fall into Group 4: *Camille est travailleuse*.

Le pluriel des adjectifs

1. To form the plural of adjectives, add **-s** to the singular, except where the singular already ends in **-s** or **-x**.

Il est sportif .	Ils sont sportifs .
<i>but</i> Il est mauvais en maths.	Ils sont mauvais en maths.
Il est ennuyeux .	Ils sont ennuyeux .

2. **Sympa** is invariable for masculine and feminine, meaning its ending doesn't change for feminine nouns. It does take a plural ending. **Super** is completely invariable; its ending never changes for feminine or plural nouns.

Les institutrices sont **sympas**! *The teachers are nice!*
Elles sont **super** aussi! *They are also super!*

3. When describing a group of which at least one member is masculine, the masculine plural form of the adjective is used.

Yasmine, Carmen et Benoît sont **sportifs**.

Activités

Note: Some cognate adjectives were not included in the presentation for Structure 6 but are included in the activities. Students should have no trouble using them. They are also not listed in the active vocabulary at the end of the chapter.

Act. A, Extension: Suggest that students create two sentences to describe themselves.

- A. Descriptions.** Create complete statements about Episodes 1 and 2.

MODÈLE: Camille / être / heureux / aujourd'hui →
Camille est heureuse aujourd'hui.

1. l'institutrice / être / patient / et / sympathique
2. Yasmine et les autres enfants / être / petit
3. la démonstration / être / intéressant
4. les baguettes* (*f.*) / être / bon
5. Bruno / ne pas être / content
6. le béret / être / ridicule
7. Camille / être / parfois / impatient
8. l'émission «Bonjour!» / ne jamais être / ennuyeux

- B. Vrai ou faux? (True or false?)** Take turns with your partner using **est-ce que** to change the following statements about Episodes 1 and 2 into questions. The person who answers the question should use one of the expressions of agreement or disagreement from page 37.

MODÈLE: L'institutrice est inquiète. →
é1: Est-ce que l'institutrice est inquiète?
é2: Bien sûr que non! Elle est contente.

1. Camille est triste aujourd'hui.
2. Yasmine est gentille.
3. Camille est laide.
4. L'émission «Bonjour!» est intéressante.
5. Les collègues de Rachid sont sympathiques.
6. Rachid est malheureux à Canal 7.
7. Hélène est heureuse.
8. Bruno est prêt pour le test.

- C. Comment sont-ils? (What are they like?)** Take turns with a partner describing the following people. Use the correct forms of the adjectives in the list, and create both affirmative and negative sentences when possible.



Input activity: *Qui est-ce?* Read the following sentences aloud to your students and have them indicate whether Bruno or Camille is speaking. If it is impossible to tell, they should indicate "Je ne sais pas." Script: **1.** *Je suis ridicule.* **2.** *Je suis nerveuse et impatiente.* **3.** *Je ne suis jamais ennuyeux.* **4.** *Je suis actif et dynamique.* **5.** *Je suis contente.* **6.** *Je suis jeune et sympathique.* **7.** *Je suis un bel homme.*



***Baguettes** are long, thin loaves of French bread.

Vocabulaire utile: amusant, calme, ennuyeux, fâché, fatigué, gentil, intellectuel, intelligent, joli, laid, malheureux, riche, ridicule, sportif, stupide, triste

MODÈLE: les hommes politiques →

É1: Les hommes politiques sont intelligents.

É2: Oui, mais parfois ils ne sont pas gentils.

1. un enfant à l'école
2. une enfant le week-end
3. les stars (f.) de cinéma
4. les journalistes
5. un clown

D. Célébrités mystérieuses. Your teacher will show you pictures of eight celebrities. Work in groups of three. One member of the group chooses a celebrity, without telling the others. The other group members ask yes/no questions to try to guess the identity of the chosen celebrity. When the first celebrity is identified, another group member chooses a different celebrity, and the activity continues until each member of the group has had an opportunity to choose a “mystery celebrity.”

Vocabulaire utile: cher, difficile, ennuyeux, fâché, facile, fatigué, grand, intéressant, laid, malheureux, mauvais, petit, ridicule, sportif, super, sympa

MODÈLE: É1: Est-ce que c'est un homme?

É2: Non.

É3: Alors, c'est une femme. Est-ce qu'elle est petite?

É2: Oui.

É1: Est-ce qu'elle est sportive?

Act. C, Extension: les étudiants dans la classe de français, votre professeur de français, vos (your) amis.



Act. D, Suggestion: Post pictures of an even number of male and female celebrities on the blackboard. Choose those that are popular due to recent films and concerts or those that have long-standing appeal. Make sure the pictures are large enough to be seen by all members of the class. Follow up by having students go to the board, where they will write a brief description of each celebrity below the portrait.

Regards sur la culture

Perceptions et réalités

Stereotypes usually tell us as much about the values and customs of the people who use them as about those whom they are supposed to describe. There are a few North American stereotypes about the French that are shared by the French themselves, but many others are not.

- French people often think of themselves as particularly interested in food and gifted at appreciating it. They are especially concerned about bread, which is truly the staple food of French cuisine. Bread is eaten along with nearly every dish at every meal, and it is the main food eaten at breakfast and for most children's snacks. Bread made in the traditional craft sense (**le pain artisanal**) has to be bought daily because it contains no preservatives and dries out quickly. Mass-produced bread (**le pain industriel**) is also available in stores. Most French people are ready at any moment to engage in animated debates about the quality of bread today.

(continued)

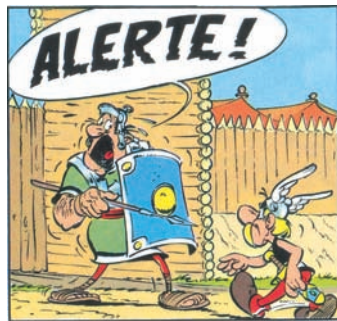


Dans une boulangerie française

Film connection: As a teacher of French, you may be struck by the number of “stereotypes” that show up in the early scenes of this film. These are not North American stereotypes about the French, however, but stereotypes that the French have about themselves. The writer of the script, a Frenchman, chose to focus on bread, the Eiffel Tower, the beret, etc., as a way of capturing French cultural attitudes.

Point out: Belgians consider that they make the best French fries in the world, and most North Americans who have tasted fries in Brussels would agree.

- The French do not think of themselves as eating rich food, however, but only *good* food. When asked what the typical French meal is, most people in France would probably answer **le steak-frites** (*steak with fries*). This may not correspond to North American ideas of what French people like to eat, but it is the kind of meal that a French traveler might think of first when he or she needs a quick dinner.
- The Eiffel Tower really is a landmark that the French think of as representing them in some sense. A hilarious 1999 film, *Le Voyage à Paris*, recounts the adventures of a rural highway toll collector with hundreds of models of the Eiffel Tower in his room at home. His dream is to visit Paris and see the real thing.
- The French like to think of themselves as the little guys who always win out because they are clever and quick. The popular comic book character Astérix is a symbol of this sense of identity. He is a Gaul* who, in ancient times, lives in the one village that has not been conquered by the Roman legions. Astérix is always able to outwit the power of Caesar and his troops.



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Astérix, un héros français

Considérez, Possible answer: One possible parallel in English is *He/She is as sweet as pie*. To what extent does pie stand at the center of North American culture? Another interesting “equivalent” is *He/She is as good as gold*. Does this reveal anything about North American values?

Additional question: Are there other stereotypes of the French that you know? Where do they come from? A useful way of approaching this question is to think of French characters in American films. For example, in the 1998 Hollywood version of *Godzilla*, the French are responsible for bringing the monster into being (as a result of their nuclear tests in the South Pacific), but the beast is conquered thanks to a team of very efficient commandos led by a suave and mysterious Frenchman.

- Foreigners often think of the beret as typically French. To the French, however, it looks old-fashioned and reminds them of elderly people, farming life, and backwardness. Berets are not a common sight in Paris.
- The French are often surprised to find out that other people think of them as obsessed with love. As far as the French are concerned, the real lovers are the Italians.
- French people are also astonished to discover that people from some other cultures consider them rude. Later in this course, you’ll learn reasons for this gap in perceptions, and you will also look at other aspects of French culture that may clash with North American stereotypes.

Considérez

To vouch for the kindness of someone, a French person might say: **Il est bon comme le pain**. Does this expression make any sense when translated literally into English? What would be the nearest English equivalent of this expression? What conclusions can you draw from this difference about the importance accorded to bread in France and in North American cultures?

*In ancient times, France was part of an area known as Gaul. In 390 BCE, its inhabitants, called Gauls, attacked Rome and eventually swept farther east. Around 50 BCE, Julius Caesar and his Roman army had succeeded in turning the tide and had conquered all of Gaul, an area that comprised what is now France, Belgium, Luxembourg, and the parts of the Netherlands and Germany that are south and west of the Rhine River.

Structure 7

Les verbes réguliers en -er et la construction verbe + infinitif

Talking about everyday actions



—Tu **arrives*** de Montréal?
—Oui. Je **lance** une série de reportages sur la vie au Québec.

Film connection: The following additional vocabulary, found in this presentation, is heard in Episode 2: *gagner, travailler, trouver*. Other verbs students can use to discuss the story are *aimer, chercher, donner, habiter, montrer, parler, penser*.

Note: In the script, Bruno's line is transcribed as *T'arrives...*, but in the textbook, any such quotes will be spelled out in full.

Pronunciation: The pronunciation of regular -er verbs is covered in the *Audio Program* and the *Workbook/Laboratory Manual*.

When Bruno and Hélène exchange remarks about her visit to Paris, they use the verbs **arriver** and **lancer** (*to launch*). These infinitives[▲] end in **-er**. Many French verb forms are created, or conjugated,[▲] like **arriver** and **lancer**.

Les verbes réguliers en -er

1. To use regular -er verbs, drop the -er and add these endings: **-e, -es, -e, -ons, -ez, -ent**.

chercher (to look for)					
je	cherch	e	nous	cherch	ons
tu	cherch	es	vous	cherch	ez
il, elle, on	cherch	e	ils, elles	cherch	ent

aimer (to like)					
j'	aim	e	nous	aim	ons
tu	aim	es	vous	aim	ez
il, elle, on	aim	e	ils, elles	aim	ent

Presentation: Be sure students understand that *chercher* includes the *for* that is part of the English expression. There is no need for *pour* when using *chercher*.

*In the film, Bruno runs the subject and verb together, saying **T'arrives...** . This is a common occurrence in everyday French conversation when the pronoun **tu** precedes a verb that begins with a vowel sound.

Point out: Explain to students that *habiter* is used with different prepositions depending on what type of noun it precedes. This topic is covered in Chapter 14, but for now, students should follow your model and those in the textbook. *Bruno habite en France. Bruno habite à Paris. Bruno habite dans un appartement.*

2. Here is a list of some common regular **-er** verbs.

aimer to like; to love

aimer mieux to prefer

chercher to look for

dîner to eat dinner, dine

donner to give

écouter to listen (to)

étudier to study

habiter to live (in a place), reside

parler to speak; to talk

penser to think

porter to wear

regarder to watch; to look at

travailler to work

trouver to find; to consider

As you continue your study of French, you'll recognize other regular **-er** verbs, many of which are cognates. Before doing the activities, be sure you know the meaning of the following cognate verbs: **commencer**, **identifier**, **inviter**, **présenter**, **respecter**, **visiter**.

3. The present tense verb forms in French can express three different meanings in English.

j' étudie	{	I study I am studying I do study	nous travaillons	{	we work we are working we do work
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4. Useful expressions are **penser que** (to think that), **penser à** (to think about), and **penser de** (to have an opinion about).

Qu'est-ce que Bruno **pense du** béret?

What does Bruno think of (What is Bruno's opinion of) the beret?

Bruno **pense que** le béret est ridicule.

Bruno thinks that the beret is ridiculous.

Il **pense aux** personnes âgées à la campagne quand il voit un béret!

He thinks about old people in the countryside when he sees a beret!

Note: Students will learn to form contractions of the definite article with *à* and *de* in Chapter 3. Until then they will not be asked to use these forms.

Note: Verbs that take a preposition before the infinitive in this kind of construction are introduced in Chapter 18.

Verbe + infinitif

When two verbs are used together to express an idea, the first verb is conjugated and the second remains in the infinitive form. Some verbs that can be followed by an infinitive are **adorer**, **aimer**, **désirer**, and **détester**.

Rachid **aime habiter** à Paris.

Rachid likes to live in Paris.

Je **désire trouver** un emploi.

I want to find a job.

Activités

A. Résumons. (*Let's summarize.*) Retell the story of *Le Chemin du retour* by filling in the blank with the appropriate form of the verb in parentheses.

Aujourd'hui, Rachid _____¹ (commencer) un travail à Canal 7. Les employés de Canal 7 _____² (être) très sympathiques. Bruno Gall et Camille Leclair _____³ (présenter) l'émission «Bonjour!». Un boulanger _____⁴ (parler) de deux sortes de pain. Bruno _____⁵ (identifier) le bon pain.

Bruno gagne^o le béret d'honneur, mais il _____⁶ (trouver) le béret ridicule. Nous, les Américains et les Canadiens, nous _____⁷ (penser) que le béret est typiquement français. Mais en France, on ne porte pas très souvent le béret.

^owins

Note: Some cognate **-er** verbs were not included in the presentation for Structure 7 but are included in the activities. Students should have no trouble using them. They are also not listed in the active vocabulary at the end of the chapter.

B. La vie d'un acteur. Create complete sentences from the following cues. Then state whether the statements accurately describe the life and reputation of an actor.

MODÈLE: nous / admirer / les acteurs →

é1: Nous admirons les acteurs.

é2: C'est vrai, nous admirons les acteurs. (Non, c'est faux, nous n'admirons pas les acteurs.)

1. je / penser / que le cinéma est une bonne carrière
2. les acteurs / adorer / leur (*their*) travail
3. ils / dîner / dans des restaurants chers
4. ils / parler / avec des personnes intéressantes
5. tout le monde / écouter et respecter / les acteurs
6. nous / trouver / la vie (*life*) d'un acteur facile
7. les acteurs / travailler / beaucoup (*a lot*)

C. Préférences. Work in groups of three or four to describe your own preferences and those of your group or other people you know. You can create sentences using words from each column or other words that you know.

MODÈLE: Je n'aime pas préparer (*to study for*) les examens. J'aime mieux regarder la télévision.

je/j'	adorer	dîner à la cafétéria
tu	(ne pas) aimer	écouter de la musique classique
vous	aimer mieux	être étudiant(e)
nous	(ne pas) désirer	étudier à la bibliothèque (<i>library</i>)
le professeur	détester	habiter à la résidence universitaire
maman		parler en classe
mon (<i>my</i>) ami(e)		préparer les examens
?		regarder la télévision
		travailler
		?

D. Sondage. (*Survey.*) Interview as many classmates as you can to find out who shares your interests, habits, and studies. Jot down what you learn.

MODÈLE: regarder les comédies à la télévision →

é1: Tu regardes les comédies à la télévision?

é2: Oui, je regarde souvent les comédies. (Non, je ne regarde jamais les comédies.)

1. aimer/détester les mêmes cours que vous (*same courses as you do*)
2. étudier les mêmes matières que vous
3. étudier très tard (*late*)
4. habiter à la résidence universitaire
5. chercher les salles de classe
6. détester les films d'horreur
7. aimer le fast-food
8. visiter souvent des musées (*museums*)
9. écouter la radio
10. penser que la politique est fascinante ou ennuyeuse

Now share your findings with the class by telling at least one thing you learned.

MODÈLE: Jon, Ashley et Greg n'habitent pas à la résidence universitaire. Ils habitent dans un appartement.



Act. C, Suggestion: Remind students that they can use *tu* to talk about one of their group partners and *vous* for the other two or three partners in the group.



Notez bien!

Here are some of the college subjects you learned in Chapter 1, as well as some additional **matières** (*f.*).

l'art	
la chimie	
le commerce	
le droit	law
le génie	engineering
l'histoire	
les maths	
les langues	(foreign)
(étrangères)	languages
la philosophie	philosophy
(la philo)	
la physique	physics
les sciences	

Structure 8

La place des adjectifs

Describing people and things

— Le pain, en France, est très **important!** Alors, voilà des baguettes, du pain de campagne...

— Et avec nous, aujourd’hui, un **grand** boulanger **parisien**.
Bonjour, Monsieur Liégeois!

— Bonjour!



You already know that adjectives may follow the verb **être**. Remember that they must always agree in gender and number with the noun or pronoun they modify.

Maman est **fatiguée**.

Mom is tired.

Le **pain**, en France, est très **important**.

Bread, in France, is very important.

Je suis Bruno et **je** suis **prêt**.

I'm Bruno and I'm ready.

Vous êtes **sûrs**, Camille et Bruno?

Are you sure, Camille and Bruno?

1. When placed next to the noun they are describing, most adjectives follow the noun.

C'est une leçon de **sciences naturelles**.

It's a natural science lesson.

D'un côté, le **pain industriel**. De l'autre, le **pain artisanal**.

On one hand, factory-made bread. On the other, handmade bread.

2. A small set of adjectives precede the noun they describe: **autre** (other), **bon**, **cher**, **grand**, **jeune**, **joli**, **mauvais**, **petit**, **vrai**.

Note: Although other adjectives may precede the noun or switch positions for stylistic reasons, only these nine are presented here.

Bonne chance, papa! Pour toi aussi, c'est un **grand jour**, non?

Good luck, Daddy! It's a big day for you, too, isn't it?

Bruno! Encore de **mauvaise humeur**!?

Bruno! In a bad mood again?!

Bruno adore l'**autre pain**—le pain artisanal.

Bruno loves the other bread—the handmade bread.

3. If two or more adjectives describe the same noun, they should be placed where they would normally go. If two are the type that follows the noun, the word **et** is usually placed between them.

Yasmine est une **jolie petite** enfant.

Yasmine is a pretty little child.

Et avec nous, aujourd’hui, un **grand** boulanger **parisien**.

And with us, today, an important Parisian baker.

C'est un pain **doux et moelleux**.

This is a soft and velvety bread.

Presentation, Point 2: If you wish, explain that when *cher* is used to mean *expensive*, it follows the noun.

Notez bien!

Three common adjectives have irregular forms: **beau** (beautiful, good-looking), **nouveau** (new), and **vieux** (old).

m. s. **beau nouveau vieux**
(bel) (nouvel) (vieil)

f. s. **belle nouvelle vieille**

m. pl. **beaux nouveaux vieux**

f. pl. **belles nouvelles vieilles**

Rachid est assez **beau**.

Rachid is rather handsome.

C'est ma **nouvelle** école?

Is this my new school?

Louise est **vieille**. *Louise is old.*

Notice that these three adjectives precede the noun. The special masculine singular forms are used when the adjective precedes a noun that begins with a vowel sound.

un **bel** homme *a good-looking man*

un **nouvel** emploi *a new job*

un **vieil** ordinateur *an old computer*

Activités

A. Un nouveau travail. (A new job.) Here is a job announcement for positions at Canal 7. Fill in each blank with the correct form of the appropriate adjective in parentheses.

Act. A, Suggestion: Point out to students before they begin that *qualifications* is a feminine noun.

Canal 7 cherche un scripte et une assistante pour la productrice. Les candidats doivent avoir^o de _____¹ (mauvais, bon) qualifications. Le travail du scripte n'est pas _____² (vrai, difficile), mais il est _____³ (intéressant, autre). Nous désirons une _____⁴ (bon, laid) assistante _____⁵ (ennuyeux, sympathique) et _____⁶ (patient, impatient).

^odoivent... must have

B. Canal 7. Rachid is describing his new workplace to Yasmine. Put the correct form of the adjective in the appropriate place.

MODÈLE: Martine, la productrice, est une professionnelle. (vrai) →
Martine, la productrice, est une vraie professionnelle.

1. Je travaille dans un bureau. (petit)
2. Camille et Bruno sont des journalistes. (formidable)
3. Camille n'est pas une femme. (triste)
4. Camille et Bruno travaillent dans un studio. (grand)
5. Il y a un reporter. (canadien) C'est Hélène.
6. C'est une amie de Bruno. (vieux)
7. «Bonjour!» est une émission. (amusant, intéressant)
8. Hélène lance une émission sur le Québec. (autre, intéressant)
9. Elle apprécie beaucoup la province de Québec. (beau)
10. Elle va parler d'un artiste. (nouveau, québécois)

C. Une petite annonce. Jean and Jeanne have each been looking for a partner without success. Make their personal ads more interesting by adding adjectives from the list or others of your choice.

Vocabulaire utile: beau, dynamique, exotique, français, généreux, jeune, joli, luxueux, nouveau, professionnel, responsable, riche, sérieux, sincère, vieux

1. Homme, 35 ans, cherche une femme. Je suis cadre (*executive*). J'habite dans une maison.
2. Femme, 28 ans, cherche un homme. Je suis journaliste. J'aime les films et les voyages.

D. En général. With a partner, talk about your likes and dislikes by using elements from the three columns. How similar are you?

MODÈLE: É1: J'aime les grandes universités.
É2: Moi (*Me*), j'aime mieux les petites universités. (*ou* Moi aussi, j'aime les grandes universités.)



J'adore	amusant	les automobiles (<i>f.</i>)
J'aime	bon	les cours
Je déteste	cher	les écoles
J'aime mieux	difficile	les émissions de télévision
	ennuyeux	les films
	facile	les histoires
	grand	les livres
	mauvais	les professeurs
	petit	les salles de classe
	vieux	les universités
	?	?



Mise en contexte

French is the second most common language spoken at home in Canada and the fourth in the United States. In fact, adding French Creole to the numbers would make French the third most common home language of the US. Although few Americans are aware of it, there are French-speaking communities in Louisiana, New England, Missouri, North Dakota, Minnesota, Florida, and elsewhere. However, for most North American French speakers outside Quebec, bilingualism is a fact of life, because English dominates in education and the workplace.

For this reason bilingual popular songs have been common in North America. Such pieces recreate the linguistic experience of North Americans and the shifting between the two languages that is typical of communication among them. One famous song from New England is “I Went to the Market,” later recorded by Quebec singer Gilles Vigneault in 1986. The text you will read below is a more recent example of the genre, written by a Canadian who is a professional musician.

Stratégie pour mieux lire

Recognizing related words

You have already learned about cognates, French words that look or sound similar to English words and that have similar meanings. Even when you can't understand every detail of a French text, you can often get a good idea of the reading's content by paying attention to cognates.

In this text, the combination of cognates and passages in English should make it easy to understand. Find four cognates in the song lyrics.

Lecture

Daniel Lanois (1951–) est un musicien canadien: chanteur, compositeur, et producteur pour Bob Dylan, Peter Gabriel, U2, Emmylou Harris et d'autres. Son premier album solo, *Acadie* (1989), représente pour lui l'enfance au Québec, les voyages, et l'entrée dans la vie d'adulte.

Jolie Louise

Music connection: You may want to listen to the song “Jolie Louise” before and/or after this reading activity. The song is available as part of the *Débuts* iMix at iTunes. You can access this playlist via the link in Course-wide Content on the *Débuts* website at www.mhhe.com/debuts3.

Ma jolie, *how do you do?*
 Mon nom est Jean-Guy Thibault-Leroux
I come from east of Gatineau
 My name est Jean-Guy, ma jolie
 J'ai une maison à Lafontaine
where we can live, if you marry me
 Une belle maison à Lafontaine
where we will live, you and me
 Oh Louise, ma jolie Louise
 Tous les matins au soleil°
I will work 'til work is done
 Tous les matins au soleil
I did work 'til work was done
 And one day, the foreman said
 “Jean-Guy, we must let you go”
 Et puis mon nom, est pas bon

Tous... *Every morning in the sun*

at the mill anymore . . .
Oh Louise, I'm losing my head,
I'm losing my head

My kids are small, 4 and 3
et la bouteille, she's mon amie
I drink the rum 'til I can't see
It hides the shame Louise does not see
Carousel turns in my head,
and I can't hide, oh no, no, no, no
And the rage turned in my head
and Louise, I struck her down,
down on the ground
I'm losing my mind, I'm losing my mind

En septembre '63
kids are gone, and so is Louise
Ontario, they did go
near la ville de Toronto
Now my tears, they roll down,
tous les jours
And I remember the days,
and the promises that we made
Oh Louise, ma jolie Louise, ma jolie Louise.

Après la lecture

A. Compréhension.

1. What do you think the meaning of **premier** is in the introduction? Although it looks like a cognate with English, its meaning is not exactly that of the corresponding English word.
2. Based on context, what would you guess is the meaning of **nom**? **maison**?
3. Based on cognates and context, what would you guess is the meaning of **bouteille**?

B. Et vous?

1. List the singers and groups mentioned in the introduction. Do you like these singers?
2. Do you prefer other singers? Which ones?
3. Describe a singer you know and give your opinion of his/her work. _____ est un(e) musicien(ne) _____. Son premier/dernier (*last*; *latest*) album est _____. C'est un album _____.

C. Interprétation.

1. The speaker in the text cannot be Lanois, who is too young to have had a wife in 1963. Why might he have written a song like this?
2. Why do you think Lanois wrote the song half in French, half in English?

Act. C, Possible answers: **1.** It may be because his parents' generation experienced family situations like the one in the song. Lanois's own family split up in 1963, when he moved with his mother from Quebec to the area around Hamilton, Ontario. **2.** The memories of his childhood may have been associated with French, while his adult life was mostly spent in English-speaking environments. The language of the song captures that dichotomy.

À écrire

Do **À écrire** for Chapter 2 (**Portrait d'une vedette de télévision américaine**) in the *Workbook/Laboratory Manual*.



Vocabulaire



Les locaux et les employés de Canal 7

un écran	screen
une émission	program
un plateau (des plateaux)	set
un(e) producteur/trice	producer

la régie	control room
le travail	work; job

MOTS APPARENTÉS: un(e) journaliste, un reporter, la télévision
(fam. la télé)

Les matières

le droit	law
le génie	engineering
les langues étrangères	foreign languages

MOTS APPARENTÉS: la philosophie (la philo), la physique

Verbes réguliers en -er

aimer	to like; to love
aimer mieux	to prefer
chercher	to look for
dîner	to eat dinner, dine
donner	to give
écouter	to listen (to)
étudier	to study
habiter	to live (<i>in a place</i>), reside
lancer	to launch

parler	to speak; to talk
penser	to think
porter	to wear
regarder	to watch; to look at
travailler	to work
trouver	to find; to consider

MOTS APPARENTÉS: adorer, arriver, désirer, détester

Adjectifs pour parler des personnes

autre	other
beau (bel, belle)	beautiful, good-looking
bon(ne)	good
cher (chère)	dear; expensive
ennuyeux/euse	boring
fâché(e)	angry
facile	easy
fatigué(e)	tired
faux (fausse)	false; wrong
formidable	terrific, wonderful
gentil(le)	nice; kind; well behaved
grand(e)	big; tall
heureux/euse	happy
inquiet/ète	anxious, worried
jeune	young
joli(e)	pretty
laid(e)	ugly

malheureux/euse	unhappy, miserable
mauvais(e)	bad
nouveau (nouvel, nouvelle)	new
petit(e)	small
prêt(e)	ready
sportif/ive	athletic
triste	sad
vieux (vieil, vieille)	old
vrai(e)	true

MOTS APPARENTÉS: actif/ive, amusant(e), difficile,
dynamique, intellectuel(le), intéressant(e),
magnifique, ridicule, super

À REVOIR: sympathique (fam. sympa)

Adverbes

parfois	sometimes
rarement	rarely

souvent	often
toujours	always

Conjonction

mais	but
------	-----

Pour exprimer l'accord / le désaccord

Bien sûr! (Bien sûr que oui!)	Of course! (Yes, of course!)	D'accord! (Je suis d'accord.)	Okay! (I agree.)
Bien sûr que non!	Of course not!	Je ne suis pas d'accord.	I don't agree.
C'est faux.	That's/It's false.	Sans doute!	Probably! No doubt!
C'est vrai.	That's/It's true.		

Autres expressions utiles

C'est un(e) (journaliste).	He/She is a (journalist)	Il/Elle est (journaliste).	He/She is a (journalist).
Comment est/sont... ?	What is/are . . . like?	sans selon	without according to

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