

Chapitre 2

Bonjour!

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. You may wish to point out that this scene was filmed at the France 3 studios in Marseille even though it is supposed to be a station in Paris.

Chapter grammar:

Structure 6: Le genre des adjectifs. Le pluriel des adjectifs.

Structure 7: Les verbes réguliers en -er. Verbe + infinitif.

Structure 8: La place des adjectifs.



Le Chemin du retour

Feuille de service du 20 janvier

5e jour de tournage

Horaires: 9h–19h

LIEU DE TOURNAGE: MARSEILLE—FRANCE 3—Grand plateau° au rez-de-chaussée°

Séquence	Effets	Décors	Résumé	Rôles
4	INT.—JOUR	CANAL 7— Plateau de l'émission° «BONJOUR!»	Camille et Bruno ont invité un boulangier.	CAMILLE, BRUNO, BOULANGER

Soundstage / au... on the
ground floor

show

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 the importance of television in France



Vocabulaire en contexte

Pour parler des personnes°

Pour... Talking about people

Suggestion: Check www.mhhe.com/debuts2 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?
Bruno est un **bon°** journaliste parisien à Canal 7.
Il est...

Comment... What is ... like?
good

capable.
dynamique.
important.

Selon la productrice,° Bruno est...

producer
often

souvent° amusant.
sympathique.*

happy
sometimes

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

Selon le public, il est...

super.
magnifique.
formidable.°

terrific
without
boring
vrai... true Frenchman

Il n'est pas **sans°** charme.

Et il n'est jamais **ennuyeux.°**

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

*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!)	<i>Of course! (Yes, of course!)</i>
D'accord! (Je suis d'accord!)	<i>Okay! (I agree!)</i>
C'est vrai!	<i>That's true!</i>
Sans doute!	<i>Probably! No doubt!</i>

Pour exprimer le désaccord

Bien sûr que non!	<i>Of course not! Certainly not!</i>
Je ne suis pas d'accord.	<i>I don't agree.</i>
Ce n'est pas vrai! (Pas vrai!)	<i>That's not true! (Not true!)</i>
C'est faux.	<i>That's false.</i>

—Bruno est ridicule.	<i>Bruno is ridiculous.</i>
—Non, c'est faux! Il est amusant.	<i>No, that's wrong! He's funny.</i>

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

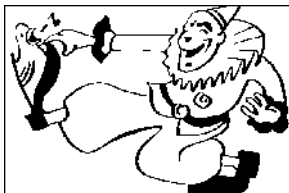
A. Descriptions. How would you describe these people? Choose words from the list or other adjectives of your choice.

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...

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.

1. J'admire (Je déteste) _____.
2. Il est...
3. Il est toujours...
4. Il est souvent...
5. Il est parfois...
6. Il est rarement...
7. Il n'est pas du tout...
8. 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 professeur.

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.

She 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)

le journaliste[‡] (Bruno)

l'écran (m.)

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

[▲]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.**

Autres mots utiles

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

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



Visionnement 1

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 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. |
|---|---|-------------------------------------|

Vocabulaire relatif à l'épisode

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

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.*

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?

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 in **Visionnement 2** in the text and in the *Workbook/Laboratory Manual* will help, too.

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

- la productrice
- un reporter canadien
- un nouveau (*new*) reporter
- un journaliste français
- une journaliste française

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.

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

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: béret, 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?



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

Structure 6

Les adjectifs

Describing people and things

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*.



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

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>
facile	<i>easy</i>
formidable	<i>terrific</i>
jeune	<i>young</i>

magnifique	<i>magnificent</i>
ridicule	<i>ridiculous, silly</i>
sympathique	<i>nice</i>
triste	<i>sad</i>

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

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) *tired* **joli(e)** *pretty* **vrai(e)** *true* **fâché(e)** *angry*

Rachid n'est pas **fatigué**. *Rachid is not tired.*
 Sonia est **fatiguée**. *Sonia is tired.*

Le médaillon de Camille est **joli**. *Camille's locket is pretty.*
 Yasmine est **jolie**. *Yasmine is pretty.*

Point out: Students may point out that *fatigué* appears to end with *-e* in the masculine. Explain that *é* is considered a different letter in French from the unaccented *e*.

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

Chère maman,... *Dear Mom, . . .*
 Est-ce qu'Hélène est **intellectuelle**? *Is Hélène intellectual?*

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) *amusing* **laid(e)** *ugly*
français(e) *French* **mauvais(e)** *bad*
grand(e) *big; tall* **petit(e)** *little*
intéressant(e) *interesting* **prêt(e)** *ready*

Benoît n'est pas **laid**. *Benoît isn't ugly.*
 Yasmine n'est pas **laide**. *Yasmine isn't ugly.*

Benoît est **petit**. *Benoît is little.*
 Yasmine est **petite**. *Yasmine is little.*

Benoît est **mauvais** en arithmétique. *Benoît is bad in arithmetic.*
 Yasmine n'est pas **mauvaise** en arithmétique. *Yasmine isn't bad in arithmetic.*

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** *happy*
ennuyeux → **ennuyeuse** *boring*
malheureux → **malheureuse** *unhappy*

Bruno est **heureux**. *Bruno is happy.*
 Yasmine est **malheureuse**? *Is Yasmine unhappy?*

Emphasis: 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.

- 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 an **-e**. Learn each feminine spelling when you learn the adjective.

américain(e) *American*

canadien(ne) *Canadian*

bon(ne) *good*

parisien(ne) *Parisian*

Bruno est **parisien**. *Bruno is Parisian.*
 Martine est **parisienne**. *Martine is Parisian.*

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

inquiet/inquiète *anxious, worried*

gentil(le) *nice; kind; well behaved*

Bruno est **gentil**. *Bruno is nice.*
 Camille est **gentille** aussi. *Camille is also nice.*

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.

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

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

actif/active *active*

sportif/sportive *athletic*

Rachid est **sportif**. *Rachid is athletic.*
 Est-ce que Camille est **sportive**? *Is Camille athletic?*

Le pluriel des adjectifs

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

Il est **sportif**. *Ils sont sportifs.*
but Il est **mauvais** en maths. *Ils sont mauvais* en maths.
 Il est **ennuyé**. *Ils sont ennuyés.*

- 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!*

- 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

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.

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.

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. Arnold Schwarzenegger | 4. les journalistes |
| 2. Julia Roberts | 5. un clown |
| 3. les stars (f) de cinéma | |

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.



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

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



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.

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?

Regards sur la culture

Perceptions et réalités

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.

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.



Dans une boulangerie française

- 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

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.

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.



Astérix®

www.asterix.com © 2005 Les éditions Albert René/Gosciny-Uderzo
Astérix, un héros français

- 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 B.C., its inhabitants, called Gauls, attacked Rome and eventually swept farther east. Around 50 B.C., 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.

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? *Possible answer:* 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.

Structure 7

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

Talking about everyday actions

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*.



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

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

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

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

*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.

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

aimer <i>to like; to love</i>	habiter <i>to live (in a place), reside</i>
aimer mieux <i>to prefer</i>	parler <i>to speak; to talk</i>
chercher <i>to look for</i>	penser <i>to think</i>
dîner <i>to eat dinner, dine</i>	porter <i>to wear</i>
donner <i>to give</i>	regarder <i>to watch; to look at</i>
écouter <i>to listen (to)</i>	travailler <i>to work</i>
étudier <i>to study</i>	trouver <i>to find; to consider</i>

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 $\left\{ \begin{array}{l} I \text{ study} \\ I \text{ am studying} \\ I \text{ do study} \end{array} \right.$	nous travaillons $\left\{ \begin{array}{l} we \text{ work} \\ we \text{ are working} \\ we \text{ do work} \end{array} \right.$
---	--

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?	<i>What does Bruno think of (What is Bruno's opinion of) the beret?</i>
Bruno pense que le béret est ridicule.	<i>Bruno thinks that the beret is ridiculous.</i>
Il pense aux personnes âgées à la campagne quand il voit un béret!	<i>He thinks about old people in the countryside when he sees a beret!</i>

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.*

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.

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.	<i>Rachid likes to live in Paris.</i>
Je désire trouver un emploi.	<i>I want to find a job.</i>

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

➔ 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.

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.

Bruno gagne^o le b ret d'honneur, mais il _____⁶ (trouver) le b ret ridicule.
 Nous, les Am ricains et les Canadiens, nous _____⁷ (penser) que le b ret est
 typiquement fran ais. Mais en France, on ne porte pas tr s souvent le b ret.

^owins



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

MOD LE: nous / respecter / l'opinion des journalistes →
  1: Nous respectons l'opinion des journalistes.
  2: C'est vrai, nous respectons l'opinion des journalistes. *ou*
 Non, c'est faux, nous ne respectons pas l'opinion des journalistes.

1. je / penser / que le journalisme est une bonne carri re
2. les journalistes / adorer / leur (*their*) travail
3. ils / d ner / dans des restaurants chers
4. ils / parler / avec des personnes int ressantes
5. tout le monde /  couter et respecter / les journalistes
6. nous / trouver / la vie (*life*) d'un journaliste facile
7. les journalistes / travailler / beaucoup (*a lot*)



C. Pr f rences. 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.

MOD LE: Je n'aime pas pr parer (*to study for*) les examens. J'aime mieux regarder la t l vision.

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.

je/j'	adorer	d�ner � la caf�t�ria
tu	(ne pas) aimer	�couter de la musique classique
vous	aimer mieux	�tre �tudiant(e)
nous	(ne pas) d�siner	�tudier � la biblioth�que (<i>library</i>)
le professeur	d�tester	habiter � la r�sidence universitaire
maman		parler en classe
mon (<i>my</i>) ami(e)		pr�parer les examens
?		regarder la t�l�vision
		travailler
		?



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

MOD LE: regarder les com dies   la t l vision →
  1: Tu regardes les com dies   la t l vision?
  2: Oui, je regarde souvent les com dies. (Non, je ne regarde jamais les com dies.)

1. étudier très tard (*late*)
2. habiter à la résidence universitaire
3. chercher les salles de classe
4. détester les films d'horreur
5. trouver [*nom d'une star de cinéma*] formidable
6. inviter le professeur à dîner
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.



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?

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*

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 few adjectives usually precede the noun they describe. You already know some of these: **bon, cher, grand, joli, mauvais, petit, vrai**. Another useful one is **autre** (*other*).

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.

→ 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.

Canal 7 cherche un scripte et une assistante pour la productrice. Les candidats doivent avoir^a de _____¹ (patient, bon) qualifications et une _____² (excellent, mauvais) formation.^b Le travail du scripte n'est pas _____³ (vrai, difficile), mais il est _____⁴ (intéressant, autre). Nous désirons une _____⁵ (bon, laid) assistante _____⁶ (ennuyeux, sympathique) et _____⁷ (patient, impatient).

^adoivent... must have ^beducation

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 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
	?	?

Visionnement 2



Warm-up: Go over Activities A and B before students view the episode. Introduce vocabulary items they will encounter in the film (*baguette, pain de campagne, pain artisanal, pain industriel*) and practice their pronunciation.

Avant de visionner

A. Points de repère. (Landmarks.) This map shows the southeastern edge of Paris and the adjacent suburbs, where the Canal 7 studios are located. This whole area, on both banks of the Seine, became rather run-down after World War II, but recently it has been attracting new development and prestige projects like the national library (*la Bibliothèque nationale de France*).

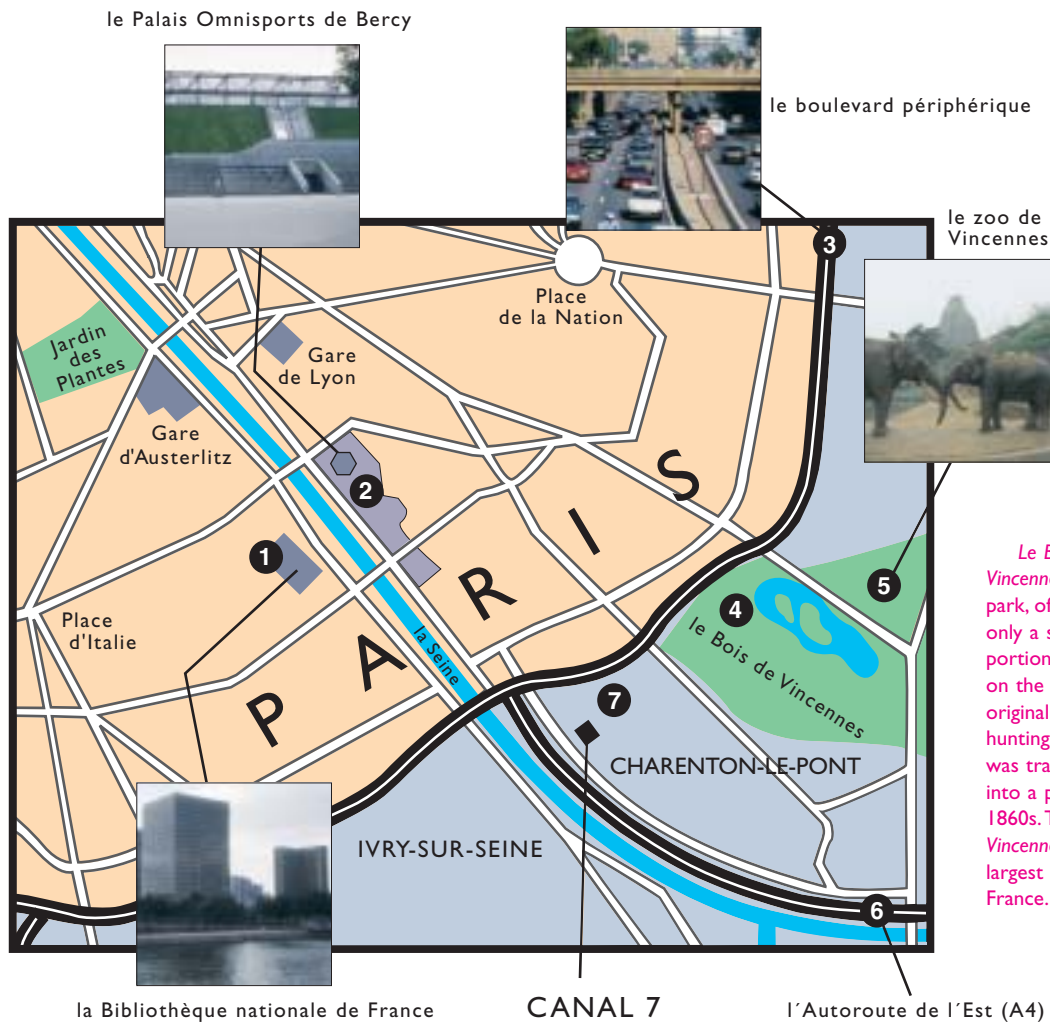
Les environs de Canal 7

Point out: This map shows an area adjacent to the one that students saw on the map in Chapter I (the *Jardin des Plantes*, for example, shows up on both).

Le Palais Omnisports de Bercy

Omnisports de Bercy: This arena, built in the 1980s, was intended for major indoor sports competitions, but it is also used for large-scale rock concerts and other cultural events.

La Bibliothèque nationale de France: Planning for the new home of the BnF, launched by former President François Mitterrand, was controversial, and the new building, opened in 1996, has been controversial as well.



Le Bois de Vincennes: This park, of which only a small portion shows up on the map, was originally a royal hunting ground. It was transformed into a park in the 1860s. The zoo de Vincennes is the largest zoo in France.

Look carefully at the map and indicate the number and name of the landmark that one would seek out in order to find the following:

- un manuscrit de la Renaissance
- un tigre
- un match de football (*soccer*)
- des arbres et des fleurs (*trees and flowers*) magnifiques
- une route autour de (*around*) Paris
- Camille Leclair et Bruno Gall

Act. A, Answers: a. 1 b. 5 c. 2
d. 4 e. 3 f. 7

B. Les pains en France. Match the description of the bread with the correct picture.

a.



b.



- _____ 1. Une baguette est longue et mince (*thin*).
- _____ 2. Un pain de campagne (*country*) est court et épais (*short and thick*).

Act. B, Suggestion: Tell students that in the film, Monsieur Liégeois explains the differences between *le pain artisanal* and *le pain industriel* to Camille and Bruno. Write the following sentences on the board: *Préparer un bon pain, c'est difficile. Le vrai pain est doux et moelleux.* Then read the sentences aloud and have the class repeat them after you as they look at the sentences.

Observez!

Consider the cultural information explained in **Regards sur la culture**. Then watch Episode 2 again, and answer the following questions.

- Why is Bruno embarrassed at the end of the show?
- What is the connection between the beret and the topic of the show?

Additional questions: Have students notice the greeting between Hélène and Bruno. When the teacher and Rachid met each other in Episode 1, they shook hands. Ask: How do Hélène and Bruno greet each other when she arrives on the set? What do you think is the reason for their using this kind of greeting instead of a handshake?

Après le visionnement

Do the activity for **Visionnement 2** in the *Workbook/Laboratory Manual*.

Additional activity: Ask students some of the following questions to stimulate cross-cultural comparisons. You may have to explain unfamiliar vocabulary before you ask each question. **1.** *Est-ce que vous aimez mieux le pain industriel ou le pain artisanal?* **2.** *Où est-ce que vous achetez (buy) du pain artisanal? Au supermarché? À la boulangerie (bakery)? (J'achète...)* **3.** *Est-ce que vous aimez le pain doux et moelleux ou croustillant et dur (crusty and hard)?* **4.** *Est-ce que le pain est important pour les Américains?* **5.** *Est-ce que les Américains sont capables de reconnaître (recognize) un bon pain?*



Synthèse: Lecture



Note: The television tax has been a controversial issue in much of Europe. Many people expect it will eventually be eliminated.

Mise en contexte

Public television in France is supported by an annual tax of about \$100 that must be paid by every household having at least one television set.* This method of funding public television is found in most European countries. About half of French television broadcast stations (not cable) are state owned.

Commercials rarely interrupt shows in France. Rather, they are grouped at the beginning and end of programs. French television commercials have long been known as very creative and entertaining, and their style has been imitated over recent years in many North American television commercials.

Both public and private channels in France show a large number of foreign programs, usually from the United States, but also from Australia, Japan, Germany, and elsewhere. The heavy presence of American programming is of concern to some French people.

Here are statistics about the viewing audience (age 15 or older) for some of the major television channels that can be viewed nationally.

		Audience
Chaînes ^a publiques	France 2	25,0 %
	France 3 (télévision régionale)	17,0 %
	France 5 (mission éducative)	1,8 %
	Arte (mission européenne)	1,6 %
Chaînes privées	TF1 (jeux, ^b sports, variétés, films)	34,0 %
	M6 (accent sur la musique)	12,0 %
Chaîne privée payante ^c	Canal + (films, sports)	4,6 %

^aNetworks ^bgames ^cChaîne... Private subscription channel

Stratégie, Suggestion: Make sure students scan the entire text. Ask several students the cognates they have identified, and write them on the board. As a group, brainstorm the best title for the article.

Stratégie pour mieux lire Recognizing related words

Remember—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.

Scan the entire text that follows, and locate at least five cognates in the opening paragraphs and five more in the list. Choose the best title for this selection. Then read the whole text through and see whether your choice of title is a good one.

*This law does not apply to people over 65 years old or to handicapped people.

Des inventions importantes du XX^e siècle*

Les Français aiment la télévision

La télévision et la violence

Pour les Français, les deux inventions les plus¹ importantes du XX^e siècle sont la télévision et l'ordinateur. Viennent ensuite² la greffe du cœur,³ les antibiotiques, le lave-linge,⁴ la pilule contraceptive, le scanner (pour l'ordinateur), la pénicilline, le réfrigérateur, la carte bancaire,⁵ le TGV⁶ et le laser.

Au cours de sa vie,⁷ un Français passe environ⁸ neuf années devant⁹ la télévision, mais six années au travail. Les enfants passent environ huit cents heures par an¹⁰ à l'école—et huit cents heures devant le petit écran.

Les émissions les plus populaires, par ordre décroissant,¹¹ sont:

- les émissions de fiction
- les magazines et documentaires
- les journaux télévisés¹²
- la publicité¹³
- les jeux
- les films
- les variétés
- les sports
- les émissions pour la jeunesse¹⁴
- le théâtre et la musique classique

Adapté de *Francoscopie: Comment vivent les Français*

¹les... most ²Viennent... Next come ³greffe... heart transplant ⁴washing machine ⁵carte... bank card ⁶high-speed train ⁷Au... In his lifetime ⁸about ⁹années... years in front of ¹⁰huit... 800 hours per year ¹¹descending ¹²journaux... TV news programs ¹³la... commercials ¹⁴youth

Optional: You may wish to point out that the singular of *journaux* is *journal*. This might also be an opportune time to remind students that the plurals of *bureau*, *plateau*, and *tableau* are *bureaux*, *plateaux*, and *tableaux*.

*XX^e means *twentieth* and is written **vingtième**. **Siècle** means *century*.

Après la lecture

Act. B, Extension: Ask the following questions and have students respond with full sentences. Have them try to explain their answers by giving reasons. Offer a model before beginning: *Est-ce que vous regardez le journal télévisé?* Response: *Non, je ne regarde pas le journal télévisé. J'aime mieux le journal de NPR à la radio.* **1.** Est-ce que vous regardez la télévision publique? **2.** Vous aimez les documentaires? **3.** Vous cherchez les émissions de sport à la télévision? **4.** Est-ce que vous aimez MTV? **5.** Vous préférez quelle (which) émission?

- A. Votre titre. (Your title.)** Now that you've read the text, do you think you chose the most appropriate title? If not, which title might be better? If you did choose correctly the first time around, which words guided you in your choice?
- B. Et vous?** Compare yourself to the French after studying the statistics in the article.
1. Pour les Français, les deux inventions les plus importantes du XX^e siècle sont _____ et _____. Pour moi, les deux inventions les plus importantes sont _____ et _____.
 2. Au cours de sa vie, un Français passe _____ années devant le petit écran. Au cours d'une journée typique (*typical day*), je passe _____ heures devant le petit écran.
 3. Au cours de sa vie, un Français passe _____ années à travailler. Au cours d'une journée typique, je passe _____ heures à travailler et à étudier.
 4. Les émissions favorites des Français sont _____ et _____. Moi, j'aime _____ et _____.



À écrire

Do **À écrire** for Chapter 2 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*)

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 (*in a place*), 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	laid(e)	ugly
beau (bel, belle)	beautiful, good-looking	malheureux/euse	unhappy, miserable
bon(ne)	good	mauvais(e)	bad
cher (chère)	dear; expensive	nouveau (nouvel, nouvelle)	new
ennuyeux/euse	boring	petit(e)	small
fâché(e)	angry	prêt(e)	ready
facile	easy	sportif/ive	athletic
fatigué(e)	tired	triste	sad
faux (fausse)	false	vieux (vieil, vieille)	old
formidable	terrific, wonderful	vrai(e)	true
gentil(le)	nice; kind; well behaved		
grand(e)	big; tall		
heureux/euse	happy		
inquiet/ète	anxious, worried		
jeune	young		
joli(e)	pretty		

MOTS APPARENTÉS: **actif/ive, amusant(e), difficile, dynamique, intellectuel(le), intéressant(e), magnifique, ridicule, super**
 À REVOIR: **sympathique** (*fam. sympa*)

Adverbes

parfois	sometimes	souvent	often
rarement	rarely	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