

GARNIER, SYLVIE, et ALAN D. SAVAGE. *Rédiger un texte académique en français*. Paris: Ophrys, 2011. ISBN 978-2-7080-1300-1. Pp. xxi + 256. 24 €.

Beginning language textbooks necessarily construct a limited pedagogical grammar, based on a traditional sequence and prescriptive rules. Such rules vary in their power to describe or predict linguistic production. Whereas subject-verb concordance is an obligatory grammatical prescription, other formulations mislead by commission and omission. Consider the weak observations regarding the place of adverbs of manner: initial approximations of a rule assert that these forms follow the verb. Now examine the following examples: "Les étudiants peuvent facilement comprendre les consignes de sécurité"; "Les étudiants vont lire immédiatement les consignes de sécurité" (6). What generalizations can be derived? This volume, conceived at the B2–C1 level, contests the paradigm of more elementary texts, as it explores the intersection of grammatical rules and tokens of usage. It emphasizes the functional use of language, pragmatic competence, and textual linguistics. Topics covered include sentence syntax; cohesion at the sentence level realized through referential relations; argument construction using functional discursive moves; and coherence at the paragraph level. The presentation of this complex material is well conceived and accompanied by an imposing pedagogical apparatus.

An overview of the section treating subject/verb inversion will highlight the interplay between instruction and practice, as well as model the structure of each chapter subsection. Inversion is considered both as an interrogative strategy as well as a feature of declarative sentences (for example, *Peut-être aura-t-il le temps*). A series of learner outcomes introduces each category of usage. This preview additionally identifies which points will be recycled (in this example, spelling and phonetic rules governing complex inversion). The initial presentation addresses register: inverted interrogative/declarative structures may be dictated by syntactic parameters, but they are nonetheless markers of a higher stylistic register. The writer must be sensitive to the pragmatics of reader reception. Broad generalizations are subsequently parsed and illustrated through authentic texts, which are excerpted from journals, literary works, and governmental documents. The pedagogical narrative is reduced to its essential in the book's wide margins, taking the form of "in a nutshell" rules: grammatical rules disallow any variation, whereas usage rules authorize a greater expressive range. Each subsection concludes with a *tableau récapitulatif* that neatly summarizes its content. The CD-ROM is an outstanding component of this package. Rather than being an "add-on," it is thoroughly integrated into the volume, with frequent "call outs" in the margins. The disk offers self-correcting exercises supplemented with copious feedback; a series of *rappels* often featuring audio files that model and explain; and PDF files to be printed, completed and discussed in class.

I am thoroughly impressed by this original contribution to the field of French compositional studies. It represents an important move from the prescriptive mode to the messier, but more naturalistic, description of language usage. Although intended for intermediate- to advanced-level students, the latter group will be better prepared to appreciate the nuanced discussion. FLE instructors could also greatly benefit from this thorough treatment of writing strategies. A personal example: I learned that the difference in adverb placement illustrated in the first paragraph has to do with the syllable count of the verb it modifies. *Le saviez-vous?*