



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit	<u>College of Liberal Arts and Sciences</u>	Department	<u>School of International Letters and Cultures</u>
Subject	<u>FRE</u>	Number	<u>210</u>
Title	<u>Intensive French II</u>		Units: <u>6</u>

Is this a cross-listed course? No
If yes, please identify course(s) _____

Is this a shared course? No If so, list all academic units offering this course _____

Course description:
Second semester of an intensive, proficiency-oriented language course designed to develop functional proficiency in French in a dynamic communicative environment. Class time is spent mainly on a variety of communicative activities based on active listening and speaking practice of everyday French as used in different social situations, with much use of various print, video and Web-based media.

Requested designation: Global Awareness-G
Note- a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:
For Fall 2015 Effective Date: October 9, 2014 For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

- Checklists for general studies designations:**
Complete and attach the appropriate checklist
- * [Literacy and Critical Inquiry core courses \(L\)](#)
 - * [Mathematics core courses \(MA\)](#)
 - * [Computer/statistics/quantitative applications core courses \(CS\)](#)
 - * [Humanities, Arts and Design core courses \(HU\)](#)
 - * [Social-Behavioral Sciences core courses \(SB\)](#)
 - * [Natural Sciences core courses \(SQ/SG\)](#)
 - * [Cultural Diversity in the United States courses \(C\)](#)
 - * [Global Awareness courses \(G\)](#)
 - * [Historical Awareness courses \(H\)](#)

- A complete proposal should include:**
- Signed General Studies Program Course Proposal Cover Form
 - Criteria Checklist for the area
 - Course Catalog description
 - Course Syllabus
 - Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Mariana Bahtchevanova Phone 480 727-9139

Mail code 0202 E-mail: MarianaB@asu.edu

Department Chair/Director approval: (Required)



ARIZONA STATE UNIVERSITY

Chair/Director name (Typed): Joe Cutter Date: 3/18/15

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: **(1)** in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, **(2)** the study of contemporary non-English language courses that have a significant cultural component, **(3)** comparative cultural studies with an emphasis on non-U.S. areas, and **(4)** in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus, Table of Content
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	syllabus, textbook's table of content
<input type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
<input type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	

Course Prefix	Number	Title	Designation
FRE	210	Intensive French II	Global Awareness (G)

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1. The course addresses or leads to an understanding of the contemporary world outside the US	This is the second semester of an intensive introductory course to the French language and culture. It is impossible to learn a language without understanding the society and culture(s) where it is spoken. That's why in addition to the French language, students also learn about various aspects of the French society and Francophone cultures around the world.	Some of the cultural topics discussed in the course are Paris, French and Francophone Cinéma, regional diversity in France, French overseas departments and territories, the status of French Creole, Francophone Africa, French and francophone music, arts, and literature. Please refer to the highlighted sections in the course syllabus and the underlined sections in the table of contents for a detailed list of cultural topics and themes (last 6 chapters).
2.b: the course is a language course of a contemporary non-English language, and has a significant cultural component	One of the objectives of the course is for students to gain a better understanding of the French and francophone cultures, to develop cultural awareness and critical thinking skills necessary to acquire intercultural communication competence.	Each chapter has a regional focus and a cultural theme (with visuals, maps, short texts as well as Internet sites, short films, authentic documents, and interactive activities that focus on the presented cultural information. It also profiles French and Francophone artists from one of the regions of focus. The cultural comparison section at the end of each chapter includes additional readings and materials about different aspects of the Francophone cultures and encourages students to make cross-cultural comparisons. In addition, students are asked to identify and discuss the basic behavioral and sociolinguistic protocols appropriate in everyday situations in the foreign culture. Please refer to the Table of Contents and the Syllabus for more details

FRE 210: Catalog Description

Intensive French II

Second semester of an intensive, proficiency-oriented language course designed to develop functional proficiency in French in a dynamic communicative environment. Class time is spent mainly on a variety of communicative activities based on active listening and speaking practice of everyday French as used in different social situations, with much use of various print, video and Web-based media.

Allow multiple enrollments: No **Primary course component:** Integrated Lecture/Lab

Repeatable for credit: No **Grading method:** Student Option

Offered by: College of Liberal Arts and Sciences -- School of International Letters and Cultures

Prerequisite(s): FRE 102 or 110 or 111 with C or better

**Intensive French II- FRE 210
Spring 2016**

Instructor: Mariana Bahtchevanova

Office Location: LL 164 F

Email: MarianaB@asu.edu

SILC main office: LL440(480-965-6281)

Office hours:

Phone number: 480 727-9139

Or by appointment

If my regular office hours are not convenient for you, we can set up an appointment outside those times. You can contact me via e-mail for an appointment or for other questions and problems. I will try to get back to you within 24 hours.

Required text:

Manley, Smith, McMinn, and Prévost. Horizons. Custom Edition for ASU. Boston: Heinle & Heinle, 2015 and Code for Heinle iLrn Center, 6th edition at <http://iLrn.heinle.com>. This is a custom edition for ASU and it is different and cheaper than the regular 6th edition.

The book key gives you access to the e-book and to the center where you will submit online workbook and lab activities. Please read the special instructions for the registration posted in Blackboard. If you bought a packet from the ASU bookstore, you already have a key. If you have a used book, you must purchase a book key. Book keys may be purchased through the ASU Bookstore or directly from the iLearn Center which is found at iLrn.heinle.com (iLrn™ Heinle Learning Center 3-Semester Instant Access Code) and the book « Le Petit Prince» (part of the ASU packet)

Online Students Activities Manual and Textbook Site:

The textbook comes with a “key” which will allow you to access the online Heinle Learning Center called Heinle iLrn Site, which includes the online Student Activities Manual (SAM), Video Library, ebook, online textbook activities, enrichment activities, and diagnostic tests. The online Student Activities Manual consists of two parts: Written Exercises and the Lab Manual. The written activities provide additional practice of the vocabulary and grammar for each textbook lesson. The Lab activities focus on building your listening comprehension and pronunciation skills in French. They provide additional practice for the vocabulary and grammar points covered in class as well as literary and cultural readings in each textbook lesson. In addition, the iLrn site supports you with a wide range of online resources- videos and short films (Video library); textbook activities with self-correcting capabilities, additional activities, cultural information and links, diagnostics tests, podcasts, grammar tutorials, and music that directly correlate to your textbook and go beyond it.

Recommended (optional) :

Rochat, Denise. *Contrastes : Grammaire du français courant*. Upper Saddle . River, NJ: Pearson Prentice Hall, 2005.



Course Description:

FRE 210 is an intensive intermediate course for students who have completed FRE 110 with a grade of C or better at ASU or who have been advised to take it as a result of a placement test by the French program at ASU. See your instructor if you are in this course for any other reason. This is a six-credit hour course that meets on Mondays, Tuesdays, Wednesdays and Thursdays for 75 minutes in the classroom. In addition to the work in class, students are expected to complete written and oral homework assignments on a daily basis. You should, on average, plan to spend at least 2 hours each day studying French outside of class. Read the document entitled "How to study for this class" posted in the Course Documents folder on Blackboard for suggestions, which will help you in your learning process.

In this course emphasis will be on both oral and written communication through development of skills in listening, speaking, reading, writing, and cultural awareness. Past grammatical and vocabulary topics will be reviewed and reinforced, and new ones will be presented in order to further develop students' communicative competence in French.

Themes and topics covered in this class: travel, professions and careers, family, housing, shopping and fashion, transportation, furniture and household appliances, technology and communication, food and cooking, sports, movies and theater, politics, racism, immigration; war, art and architecture.

Grammar topics covered in this course: all pronouns and articles, all present and future tenses, all past indicative tenses, reflexive structures, conditional sentences, present and past subjunctive, prepositions selected by verbs, relative clauses, the present participle and the gerund.

Cultural Topics covered in this course: In addition to learning basic writing, speaking, listening, and reading skills, students will gain a better understanding of the French and francophone cultures. Developing cultural awareness and critical thinking skills necessary to acquire cultural awareness is crucial to successful intercultural communication.

Cultural topics discussed in the class: Paris, France, French and Francophone Cinéma (we will watch short authentic videos and short films), regional diversity in France (Paris, la Normandie, etc): French overseas departments and territories, French Creole, Francophone Africa, family and relationships in France, food, types of restaurants in France, vacation and holidays in the French society, French and francophone music, art, movies, and literature.

Students will watch short films and clips from movies from France and other francophone countries and will listen to music from different francophone countries and regions. In this class, in addition to the short articles, brochures, poems, and short stories, students will read their first novel in French ("Le petit prince"). They will discuss basic similarities and differences among Francophone cultures represented in the course as well as fundamental similarities and differences between these Francophone cultures and their own culture and show an emerging awareness of the pitfalls of stereotyping and of the complexities of

cultural issues. They will gain understanding of cultural norms, values, beliefs, and regional variations within areas where the target language is used.

Throughout the semester, a number of cultural activities and projects will take place. Students are strongly encouraged to participate in the activities organized by the French Club at ASU (le Cercle Français) and the other cultural events. Your instructor will provide you with details at a later date.

Learning outcomes: (In alignment with the ACTFL Proficiency Guidelines 2012):

Speaking (Intermediate-Low to Mid): After completing FRE 210, students will be able to
- use standard French to accomplish a variety of uncomplicated communicative tasks in straightforward social situations such as participating in simple conversations on familiar topics (i.e. personal background and interests, family, home, daily activities, social needs related to food, travel, shopping, work, lodging) and performing a variety of communicative functions to work their way through survival situations in the target culture (i.e. asking questions, asking for directions, expressing emotions and opinions, apologizing, proposing, accepting and refusing, etc.).

Listening (Intermediate Low-to Mid): Students will be able to
- comprehend spoken French with sufficient ability to grasp the main idea and some of the supporting details in informal interactions and in more extended and formalized presentations--both prepared and spontaneous--that relate to topics of some familiarity.

Reading (Intermediate High): At the end of the course students will be able to
- read and comprehend the main idea and some of the supporting details of both edited and non-edited material about past, present and future events (including narratives, short stories and short novels, articles, fairy tales, songs, and plays, advertisements, tourist brochures, and magazine interviews).

Writing (Intermediate Low to Mid): At the end of the course, students will be able to
- meet a number of practical writing needs, such as write short simple letters, emails or messages in which content involves personal experiences, short essays, and opinion pieces on familiar topics, and respond in writing to the ideas and opinions of others.

Grade Assignment: It is imperative that the students attend class regularly as language learning is a cumulative skill. Grades will be calculated as follows:

Chapter exams:	30% (6 exams @ 5%)
Final Written Exam:	10%
Oral exams:	15% (5% midterm; 10% final)
Compositions:	12% (4@ 3% each)
Homework	20%
Oral in-class presentation	3%
In-class work	10%

Grading Scale:

The scale is:

98 – 100 A+

93 – 97 A

90 – 92 A-

87 – 89 B+

83 – 86 B

80 – 82 B-

77 – 79 C+

70 – 76 C

60 – 69 D

0 – 59 E

All students must take the exams, write the compositions, and do all work assigned.



Description of major assignments and examinations:

Chapter exams: There are 6 exams scheduled during the semester, which are indicated on the course calendar. Each exam is comprehensive and will assess speaking, reading, listening, writing and culture. There will be a review session the day before the exam. If you miss an exam due to illness or another properly authorized excused absence, you will have to contact the instructor to arrange for a make-up exam. Students who do not have a valid reason for their absence will NOT be allowed to make up any examination (including all written/oral exams, quizzes, etc.). Students are responsible for contacting the instructor and providing the proper documentation for their absences.

Final written exam: The final written exam is a comprehensive cumulative exam, which will assess your language proficiency skills in reading and writing. We will review all the material covered in class the last week of classes. A study guide to help you prepare for the exam will be posted on Blackboard. The room, date and time for the final exam will be posted on Blackboard several weeks before the day of the exam.

Oral exams: The midterm oral exam and the final oral exam represent oral interviews with your instructor, which will assess your speaking and listening comprehension skills. You will be given a study guide and the rubric for both oral exams at least one week in advance. The oral exams reflect all the work you do inside and outside the classroom and will cover the basic communicative functions studied in this course.

Compositions /Writing Projects: There will be four major writing assignments during the course of the semester based on topics covered in class. You will write two drafts for each composition. This assignment allows you to combine all that you have studied to communicate your own thoughts. The topics and the rubrics are posted on Blackboard in the folder **Devoirs/Compositions**. There is a robust online spellchecker and grammar checker for Anglophone learners of French that you should use before turning in your journals: **bonpatron.com**. We will have a short training session in the lab to show you how to use the program. You are also encouraged to use dictionaries and grammar reference materials **but do NOT use online translators**. This is considered cheating and will not help you learn the language.

The assignments and the deadlines for each draft are posted on Blackboard, so make sure to check the BB site regularly.

Homework: Most of the homework and lab work will be assigned on the Heinle iLrn website. Make sure to check the iLrn site every week and to complete all the assigned work on time. There will be online lab activities (listening, speaking, pronunciation, collaborative activities with classmates, online videos) and online written activities.

In addition to your online work on the publisher's site, you will be assigned chapters and activities from the novel "Le Petit Prince" on a regular basis as well as other small assignments from the textbook. You will also post a response to a question on the discussion board on Blackboard on a regular basis. Include your own opinion in a post, and respond to at least two other students' post (3 posts minimum per discussion). These discussion board posts will be due on the same day and time that your iLrn assignments are due after we complete a chapter. Do not wait until the last minute to complete the online lab work or other assignments. It is more beneficial to work every day on your assignments.

All homework activities will be posted on Blackboard for each week and students are expected to check Blackboard every day.

In-class work: It is imperative that students attend class regularly as language learning is a cumulative skill. Quizzes both announced and unannounced will be given on a regular at the beginning of class. Their format will vary depending on the learning objectives for the day. If you are late for class, you will miss the quiz and will lose points. In addition to the quizzes, you will be graded on class participation. If you miss a quiz because you are absent or late, it is your responsibility to contact me and make arrangements to make it up. You will be allowed to make up the quiz only if you have extenuating circumstances for your absence.

Oral in-class presentation: Each student is required to sign up for a short 5-minute oral Power Point presentation on a cultural topic related to the French and Francophone cultures of their choice (the topic can be in any field that is related to France or the francophone world: music, art, history, geography, politics, etiquette, transportation, sports, military, etc.).



Policy on absences:

Excessive unexcused absences can and will adversely affect your final grade in the course, since oral work done in class cannot be made up. Exceptions may be made on a case by case basis. Extenuating circumstances should be discussed with your instructor. However, that does not guarantee that an exception will be made and documentation will be required. You must email or call your instructor to arrange for makeup work if necessary.

Students who need to be absent from class due to religious observances or due to participation in university- sanctioned activities, should notify the instructor at the beginning of the semester about the need to be absent from class and make arrangements to make up missed assignments and in-class work.

Students who have more than four unexcused absences will lose 4% of their final in-class work grade (these are the points for participation). Moreover, they will miss additional points because they didn't take the in-class quizzes on the days they were absent and didn't submit or present the homework assignment in class. If you are absent without extenuating circumstances, make sure to submit an electronic copy of your written assignment due in class before class starts. A hard copy, however, is required the next day.

Excessive tardiness will adversely affect your grade. The quiz will be given at the beginning of class, so make sure to be always present on time. Extenuating circumstances may be explained to the instructor but documentation will be required.

Email:

Make sure you check your ASU email account on a daily basis. Go to the Computing Commons east of the MU before or on the second day of class to get it set up. If you don't use your ASU account, please make sure you **link your personal email to the ASU** otherwise you won't receive emails from your instructor.

Blackboard and Online Work:

You need to log in on a daily basis for assignments, course documents and announcements. You will also need to complete online assignments on the publisher's site every day. If you do not have access to a personal computer, you can go to the SILC Learning Support Facilities in LL 65 and LL 61.

Student Code of Conduct:

Students are expected to know and adhere to the Arizona Board of Regents Student Code of Conduct. For detailed information about the Student Code of Conduct and Student Disciplinary Procedures, please refer to the following site:

<http://www.asu.edu/aavd/manuals/ssm/ssm104-01.html>

Students are allowed to use their laptops to access the online ebook, to take notes or to complete online activities. Students who use their laptops for any other purpose during class time will no longer be allowed to use their computer during class. Students are not allowed to use their cell phones in class. Dictionaries and reference materials are allowed except during an examination.

Academic Integrity:

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>

Each student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments. A student may be found to have engaged in academic dishonesty if, in connection with any Academic Evaluation or academic or research assignment (including a paid research position), he or she engages in any form of academic deceit, refers to materials or sources or uses devices (e.g., computer disks, audio recorders, camera phones, text messages) not authorized by the instructor for use during the evaluation or assignment; possesses, reviews, buys, sells, obtains, or uses, without appropriate authorization, any materials intended to be used for an evaluation or assignment in advance of its administration; acts as a substitute for another person in any academic evaluation or assignment; uses a substitute in any academic evaluation or assignment; depends on the aid of others, including other students or tutors, in connection with any evaluation or assignment to the extent that the work is not representative of the student's abilities; engages in plagiarism; uses materials from the Internet or any other source without full and appropriate attribution; permits his or her work to be submitted by another person in connection with any academic evaluation or assignment, without authorization; claims credit for or submits work done by another; signs an attendance sheet for another student, allows another student to sign on the student's behalf, or otherwise participates in gaining credit for attendance for oneself or another without actually attending.

Students are not allowed to use online translators for their compositions, discussion forums, exams, or other written assignments. They are encouraged to use bonpatron.com, good dictionaries, their textbooks, and other reference materials.



Disability Accommodations:

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment.

Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential. Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY).

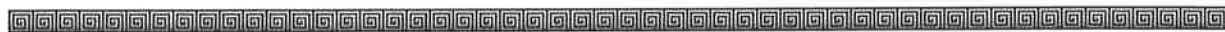
For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.



Important Information on Course Content:

The language and culture(s) you will be studying are different from your own in many ways. The goal is to help you not only learn a new language but also a new way of thinking about the world and a different way of organizing your knowledge about the world. Although some aspects of the French and francophone cultures may seem familiar, other aspects might be

very different from your own and might even be considered offensive to some of you. If you find some of the course content (videos, movies, readings, etc.) offensive, please feel free to discuss it with your instructor. If you find it difficult to approach your instructor, you should know that it is also possible to contact the coordinator of the lower division French courses, Dr. Bahtchevanova, MarianaB@asu.edu, who can address your concerns.



EMPLOI DU TEMPS (Course Itinerary)

Week 1 (Jan.11)

- M : Introduction au cours ; Révision Ch.preliminaire ;
Enregistrez-vous pour ce cours sur [Heinle iLrn](#).
T : Review of Chapters 1&2 : Review of greetings, introductions, and present tense forms
Popular hobbies and pass-times in France
- W Review of Ch.3 Politeness strategies
- Th : Review of Ch. 4: Asking and answering questions/ Vidéo "Les stagiaires/
Culture and reading: La vie privée et la vie publique en France

Week 2 (Jan.18)

- M : *Congé /Marthin Luther King Jr*
T: Ch. 5 : Telling a story:
Composition 1.1
W: Narration strategies/ les expressions typiques pour raconter une histoire

Discussion Board # 1 on Blackboard

- Th: Ch. 6: Welcome to Francophone Europe
Composition #1 .2

Week 3 (Jan.25)

- M : EXAM 1= Chapters 1-5 (review)
Tu: Chapter 6. Compétence 2
Discussion Board 2 on Blackboard
W: Chapter 6: Compétence 3/ A walk in Paris
Th: Chapter 6: Compétence 4

Week 4 (Feb.1)

- M: Reading and Culture "L'immigration en France"
T: Chapitre 6 - Review
Discussion Board # 3
W : EXAM 2

Composition 2.1
Th Chapter 7/Compétence 1 : Regional focus : La France et sa diversité

Week 5 (Feb.8)
M : Ch. 7/Compétence 2

T : Ch. 7/Compétence 3

Composition 2.2
W : Ch. 7/Compétence 4

Th: Comparaisons culturelles: Love and the modern French couple

Week 6 (Feb. 15)

M : **Oral Exam 1**

T : Reading/Literature : Le petit prince ch. 1-4

W : Chapitre 7- review
Le petit prince Ch.5-6

Th : **Exam 3**
Discussion #3 sur Blackboard

Week 7 (Feb. 22)

M : **Composition # 3.2**

T : Ch. 8: Regional focus: La Normandie
Le petit prince ch. 7-9

W : Ch. 8/ Compétence 2 Shopping

Le petit prince Ch.8-10

Th Ch.8/Compétence 3
Le petit prince ch.11-13

Week 8 (Feb.29)

M Ch. 8/Compétence 4 Comparaisons Culturelles : A Table

Le petit prince ch.14-16

T Ch.8/Review

W Chapter EXAM
Le petit prince Ch. 17-19

Th Ch. 9: Regional Focus: Overseas departments and territories of France

Le petit prince Ch.20-22

Week 9 (March 7)

Vacances de printemps (Spring Break)

Week 10 (March 14)

M Ch.9 : Compétence 1
Le petit prince Ch 23-25
T Ch.9 : Compétence 2
Discussion #4 sur Blackboard
Short film : On s'embrasse
W Ch. 9 : Compétence 3
Le petit prince ch. 25-27 et conclusion
Th Ch.9 : Compétence 4
Le créole
Composition 4.1

Week 11 (March 21)

M Ch. 10: Regional focus: The Antilles
Tu Ch. 10/Compétence 1
Short film: Emilie Muller
W Ch. 10/ Compétence 2
Short film : « La vie n'est jamais facile »
Th Ch. 10/Compétence 3

Week 12 (March 28)

M Ch.10/Compétence 4
T Ch. 10/ La musique francophone : les influences africaines et antillaises
W Festival of the francophone music
Discussion #5 sur Blackboard
Th Ch.10/ Review
Short film: J'attendrai le suivant

Week 13 (April 4)

M Ch. 9 : Lecture « Se renseigner »
Culture « L'amitié »
Short film « Rien de grave »
T Ch. 10- Exam
W : TV5 Monde- un voyage dans le monde francophone
Th : Les actualités

Week 14 (April 11)

M
T Ch.10- EXAM
W Cultural project : présentations en classe
Th **Présentations en classe**

Week 15 (April 18)

M Chapitre de révision
T Chapitre de révision – Regional focus : La Belgique (Belgium)

W Review : Chapitre 6-7
Th Review : Chapitres 8-9

Week 16 (April 25)

M Review chapitre 10/11
T Oral activities /Mock oral exam
W Practice activities for final assessment
Short film:
Th **Oral Exam**

The date, time and room of your final exam will be posted on Blackboard as a permanent announcement.

This syllabus is subject to change

given self-check questions so they can verify their own comprehension of new rules and forms. Functional dialogues illustrate new structures in context and also supply students with models of how to fulfill certain functions in specific contexts.

Interesting and realistic exercises that progress from recognition to production and from more structured to increasingly open-ended. In *Horizons*, material is presented so that it helps increase students' confidence as their skills develop. New material is first presented in context, followed by recognition activities to familiarize students with it. After the recognition activities, new structures are explained and students work with them in numerous, varied activities. Production activities build from simple exercises where students answer with a word or a phrase, to realistic role plays. Personalized exercises encourage students to express their own thoughts in French. All activities create meaningful communication; even the simplest have been designed so that students must understand what they are saying. Students use grammar, vocabulary, and pronunciation as the tools of communication, not as ends in themselves. A unique feature of *Horizons* is its presentation of pronunciation, which is integrated into explanations of structures. For example, the vowel sounds of *le* and *les* are taught with the definite article in the context of distinguishing singular and plural nouns.

Learning strategies with activities. Students develop skills more quickly when taught strategies. In the last section of the first *Compétence* of each chapter of *Horizons*, students are explicitly taught reading and listening strategies and are given activities to practice them. These strategies are then recycled and practiced again in the *Student Activities Manual*. In the *Lecture* part of the *Lecture et Composition* section at the end of chapters, students are asked to reapply and expand the reading strategies they have learned to read a variety of authentic texts (text, song lyrics, poems, articles, literary texts). In the *Composition* section, students learn and practice writing strategies.

Process-writing activities. In the *Composition* sections, pre-writing activities guide students as they organize their thoughts before writing compositions. Teacher's annotations suggest peer-review activities to guide students as they revise what they have written and finally produce short pieces that can become part of a portfolio.

A focus on the francophone world and activity-based culture sections. Each regional unit (two chapters) of *Horizons* revolves around a story of visitors to a different part of the francophone world (Côte d'Azur, Québec, Louisiane, Paris, Normandie, les Antilles). Each chapter opens with a photo expose of the region with geographical information and accompanying activities to set the scene and give students a visual representation of the area. As students follow the characters through the region, they learn about its culture: the customs, perspectives, and daily life of the people. Additionally, the *Bienvenue en Europe francophone* photo spread that follows *Chapitre 5* and the *Bienvenue en Afrique francophone* photo spread that follows *Chapitre 10* introduce students to additional fascinating francophone cultures. Chapters end with a *Comparaisons culturelles* section, which gives students information about various aspects of francophone culture and encourages them to make cross-cultural comparisons. Shorter *Notes culturelles* are interspersed in the margin of the text to catch the student's eye and to provide interesting bits of information.

Integrated review sections. At the end of each chapter, the *Résumé de grammaire* is a useful study tool that summarizes all of the grammar topics presented in the chapter on a concise two page spread. Both the *Résumé de grammaire* and the review activities that close the fourth *Compétence* of each chapter are designed to help students become responsible for their own learning and review for exams.

Plentiful teacher notes. On-page teacher notes make *Horizons* user-friendly for instructors with varying levels of experience. These notes help teachers create lesson plans, suggest additional activities, and provide further cultural and linguistic information to share with students.

Video program. The new video, *Les Stagiaires*, created specifically for *Horizons*, integrates the vocabulary and grammar from each chapter into a series of vignettes about two new interns working in an office. Their daily interactions and adventures with their co-workers depict real-life uses of French in a variety of situations, allowing students to practice listening skills with the vocabulary and structures they have studied up to that point. A short scene is integrated with each chapter's review activities in the *Reprise* section of the fourth *Compétence*.

A robust book-specific website. The text's new Premium Website is your one-stop portal to an online suite of digital resources. Students have complimentary access to the complete in-text audio program, auto-graded vocabulary and grammar quizzes, cultural Web search activities, and chapter-specific Web links. Premium password-protected resources include the complete SAM audio program, the complete video program, audio-enhanced flashcards, vocabulary and grammar podcasts, and over thirty grammar tutorial videos.

Language learning through technology. The iLrn Heinle Learning Center allows you to assign, assess, and track students' progress with a click of the mouse. With the iLrn Heinle Learning Center, everything students need to master the skills and concepts of the course is built right into the dynamic learning environment. The iLrn Heinle Learning Center includes an audio and video-enhanced eBook, assignable textbook activities, partnered voice-recorded activities, an online Student Activities Manual with audio, interactive enrichment activities, and a diagnostic study tool to better prepare students for exams.

Components of the Horizons Program

Student Textbook

Annotated Instructors Edition with Text Audio CD Program
Text Audio Program accessible via the Premium Website
Student Activities Manual (SAM) (Cahier d'activités écrites et orales)
Heinle eSAM powered by Quia (electronic version of the Student Activities Manual)

SAM Audio Program accessible via the Premium Website

SAM Answer Key and Audioscript

PowerLecture Instructor's Resource CD-ROM with Testing Program

Video *Les Stagiaires* available on DVD, the Premium Website and the iLrn Heinle Learning Center.

Premium Website Students have complimentary access to the complete in-text audio program. Premium password-protected resources include the complete SAM audio program, the complete video program, grammar tutorials and more!
iLrn Heinle Learning Center A comprehensive course management system complete with an audio and video-enhanced eBook, eSAM, diagnostic tools for students, . . . and more!

Horizons, Fifth Edition
Manley | Smith | McKinn | Prevost
Publisher: Beth Kramer
Acquisitions Editor: Nicole Morinon
Development Editor: Florence Kilgo
Senior Content Project Manager: Esther Marshall
Assistant Editor: Kimberly Meurillon
Editorial Assistant: Timothy K. Deer
Senior Media Editor: Morgan Murphy
Marketing Coordinator: Janine Etnos
Marketing Communications Manager: Glenn McGibbon
Senior Art Director: Linda Jurras
Senior Print Buyer: Betsy Donaghey
Permissions Editor: Sylvie Pittet
Production Service: PreMediaGlobal
Photo Manager: PreMediaGlobal
Cover Designer: Harold Burch
Cover Image: © John Miller/Robert Harding
World Imagery/Corbis and © K. Taylor/Corbis
Compositor: PreMediaGlobal

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Library of Congress Control Number: 2010931628

Student Edition:
ISBN-13: 978-0-495-91249-1
ISBN-10: 0-495-91249-2

Loose Leaf Edition:
ISBN-13: 978-1-111-34538-9
ISBN-10: 1-111-34538-4

INTERNATIONAL INSTITUTIONS: PreMedia
ISBN-13: 978-0-495-91250-7
ISBN-10: 0-495-91250-5

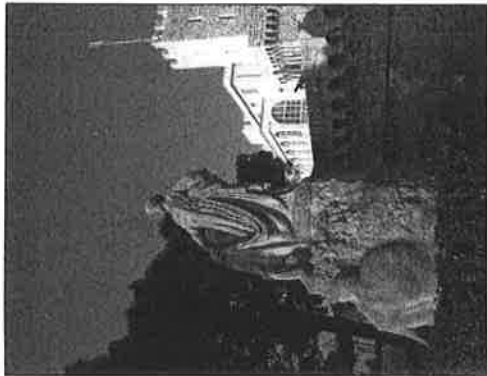
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TABLE DES MATIÈRES



Le monde francophone CHAPITRE PRÉLIMINAIRE On commence! 2 <i>Regional Focus: Bienvenue au monde francophone</i> CONSCIENCE 1	Themes and Functions	Vocabulary Les formules de politesse 6 Les salutations familières 8 Les chiffres de zéro à treize 10 Les jours de la semaine 12	Culture
COMPÉTENCE 2	Greeting people Counting and describing your week	Un autoportrait 14 L'heure 16	
COMPÉTENCE 3	Talking about yourself and your schedule	En cours 20 Des expressions utiles et l'alphabet 22	
COMPÉTENCE 4 Comparateurs culturels 24 Vocabulaire 26	Communicating in class		Cultural comprehension

Learning Strategies, Readings, Listening Passages, Writing Strategies	Structures	Vocabulary	Themes and Functions	Learning Strategies, Readings, Listening Passages, Writing Strategies
Stratégies et Lecture 36 Pour mieux lire: Using cognates and familiar words to read for the gist Lecture: «Qui est-ce?»	Les adjectifs et il/elle est + adjectif ou c'est + nom 34 Les pronoms sujets, le verbe être, la négation et d'autres adjectifs 40 Les questions 42 Le genre, l'article indéfini et l'expression il y a 46 C'est ou il est / elle est et la place de l'adjectif 48 L'article défini 52 Reprise: <i>Le Saguaro</i> 54	Les gens à l'université 32 Les personnalités 38 Le campus et le quartier 44 L'université et les cours 50	Identifying people and describing appearance Describing personality Describing the university area Talking about your studies	Culture
Pour mieux lire: Scanning to preview a text 56 Lecture: «L'accident grave» (pièce) Pour mieux écrire: Using and combining what you know Composition: «Un autoportrait»	Le genre, l'article indéfini et l'expression il y a 46 C'est ou il est / elle est et la place de l'adjectif 48 L'article défini 52 Reprise: <i>Le Saguaro</i> 54	L'université et les cours 50		short film
Stratégies et Compréhension auditive 72 Pour mieux comprendre: Listening for specific information Conversations: «On sort ensemble?»	L'infinitif 70 Les verbes en -er et les adjectifs 76 Quelques verbes à changements orthographiques 80 Les mots interrogatifs 84 Les questions par inversion 86 Les chiffres de un à cent et l'argent 90 Reprise: <i>Le Saguaro</i> 92	Les passe-temps 68 Le week-end 74 La journée 82 Au café 88	Saying what you like to do Saying how you spend your free time Asking about someone's day Going to the café	Le café et le fast-food 96
Pour mieux lire: Making intelligent guesses 94 Lecture: «Aux Trois Obus» (menu) Pour mieux écrire: Using logical order and standard phrases Composition: «Au café»	Le café et le fast-food 96			
short film				

Learning Strategies, Readings, Listening Passages, Writing Strategies	Structures	Vocabulary	Themes and Functions	Learning Strategies, Readings, Listening Passages, Writing Strategies
Stratégies et Lecture 36 Pour mieux lire: Using cognates and familiar words to read for the gist Lecture: «Qui est-ce?»	Les adjectifs et il/elle est + adjectif ou c'est + nom 34 Les pronoms sujets, le verbe être, la négation et d'autres adjectifs 40 Les questions 42 Le genre, l'article indéfini et l'expression il y a 46 C'est ou il est / elle est et la place de l'adjectif 48 L'article défini 52 Reprise: <i>Le Saguaro</i> 54	Les gens à l'université 32 Les personnalités 38 Le campus et le quartier 44 L'université et les cours 50	Identifying people and describing appearance Describing personality Describing the university area Talking about your studies	Culture
Pour mieux lire: Scanning to preview a text 56 Lecture: «L'accident grave» (pièce) Pour mieux écrire: Using and combining what you know Composition: «Un autoportrait»	Le genre, l'article indéfini et l'expression il y a 46 C'est ou il est / elle est et la place de l'adjectif 48 L'article défini 52 Reprise: <i>Le Saguaro</i> 54	L'université et les cours 50		short film
Stratégies et Compréhension auditive 72 Pour mieux comprendre: Listening for specific information Conversations: «On sort ensemble?»	L'infinitif 70 Les verbes en -er et les adjectifs 76 Quelques verbes à changements orthographiques 80 Les mots interrogatifs 84 Les questions par inversion 86 Les chiffres de un à cent et l'argent 90 Reprise: <i>Le Saguaro</i> 92	Les passe-temps 68 Le week-end 74 La journée 82 Au café 88	Saying what you like to do Saying how you spend your free time Asking about someone's day Going to the café	Le café et le fast-food 96
Pour mieux lire: Making intelligent guesses 94 Lecture: «Aux Trois Obus» (menu) Pour mieux écrire: Using logical order and standard phrases Composition: «Au café»	Le café et le fast-food 96			
short film				

	Themes and Functions	Vocabulary	Structures	Culture	Learning Strategies, Readings, Listening Passages, Writing Strategies
En Amérique CHAPITRE 3  Un nouvel appartement 104 <i>Regional Focus: En Amérique: Le Canada et le Québec 106</i>	Talking about where you live	Le logement 108	Les chiffres au-dessus de 100 et les nombres ordinaux 110 Le verbe avoir 116 Quelques prépositions 118 La possession et les adjectifs possessifs mon, ton et son 122 Les adjectifs possessifs notre, votre et leur 124 Les adjectifs qual et ce 128 Reprise <i>Les Ségaires</i> 130		Stratégies et Lecture 112 Pour mieux lire: <i>Gaining meaning from context</i> Lecture: «Un nouvel appartement»
COMPÉTENCE 1	Talking about your possessions	Les effets personnels 114			
COMPÉTENCE 2	Describing your room	Les meubles et les couleurs 120			
COMPÉTENCE 3	Giving your address and phone number	Des renseignements 126			
COMPÉTENCE 4					
Lecture et Composition 132 Compréhensions culturelles 134 Résumé de grammaire 136 Vocabulaire 138				Le Québec d'aujourd'hui 134	Pour mieux lire: <i>Peinturing content</i> 132 Lectures: «Les couleurs et leurs effets sur la nature humaine» (article) Pour mieux écrire: <i>Brainstorming</i> Composition: «Un mail»
CHAPITRE 4 En famille 140 <i>Regional Focus: En Amérique: En Louisiane 142</i>	Describing your family	Ma famille 144	Les expressions avec avoir 146		Stratégies et Compréhension auditive 148 Pour mieux comprendre: <i>Aiding for clarification</i> Conversation: «La famille de Roberts»
COMPÉTENCE 1	Saying where you go in your free time	Le temps libre 150	Le verbe aller, la préposition à et le pronom y 152 Le pronom sujet on et l'impératif 154		
COMPÉTENCE 2	Saying what you are going to do	Le week-end prochain 156	Le futur immédiat 158 Les dates 160		
COMPÉTENCE 3	Planning how to get there	Les moyens de transport 162	Les verbes prendre et venir et les moyens de transport 164 Reprise <i>Les Ségaires</i> 166		
COMPÉTENCE 4					
Lecture et Composition 168 Compréhensions culturelles 170 Résumé de grammaire 172 Vocabulaire 174				L'Histoire des Cadiens 170	Pour mieux lire: <i>Using word families</i> 168 Lecture: «Cœur des Cajuns» (chanson) Pour mieux écrire: <i>Visualizing your topic</i> Composition: «Ma famille»
Invited musical: 176 Houc Wille (Bravo Daigneant) J'ai besoin d'ye chum (Diane Dufresne)					

À Paris

CHAPITRE 5

Les projets 178

Regional Focus: La France 180

COMPÉTENCE 1

Saying what you did

Le week-end dernier 182

Themes and Functions

Vocabulary

Culture

Learning Strategies, Readings, Listening Passages, Writing Strategies

Stratégies et Lecture 186

Pour mieux lire: Using the sequence of events to make logical guesses
Lecture: «Qu'est-ce qu'elle a fait?»

COMPÉTENCE 2

Telling where you went

Je suis parti(e) en voyage 188

Discussing the weather and your activities

Le passé composé avec avoir 184

Le passé composé avec être 190

Les expressions qui désignent le passé et reprise du passé composé 192

Le verbe faire, l'expression ne... rien et les expressions pour décrire le temps 196

Les expressions avec faire 198

Les pronoms le, la, l' et les 202

Reprise: La Saggiata 206

Culture

Stratégies et Compréhension auditive 228

Pour mieux comprendre: Noting the important information
Conversation: «On va au cinéma?»

COMPÉTENCE 3

Deciding what to wear and buying clothes

Le temps et les projets 196

Les vêtements 200

Les loisirs des Français 210

Pour mieux lire: Using visuals to make guesses 208
Lecture: «Je bloque dans je suis» (blog)
Pour mieux écrire: Using standard organizing techniques
Composition: «Un voyage en France»

Lecture et Composition 208

Comparaisons culturelles 210

Résumé de grammaire 212

Vocabulaire 214

Bienvenue en Europe francophone 216

CHAPITRE 6

Les sorties 220

Regional Focus: Paris 222

COMPÉTENCE 1

Inviting someone to go out

Les invitations 224

Talking about how you spend and used to spend your time

Aujourd'hui et dans le passé 230

COMPÉTENCE 2

Talking about the past

Une sortie 236

COMPÉTENCE 4

Narrating in the past

Les contes 242

Les verbes vouloir, pouvoir et devoir 226

L'imparfait 232

Les verbes sortir, partir et dormir 234

L'imparfait et le passé composé 238

Le passé composé et l'imparfait 240

Le passé composé et l'imparfait (reprise) 244

Reprise: Les Staguans 246

Pour mieux lire: Using real-world knowledge 248

Lecture: «Le cinéma français et le cinéma américain» (Journal d'Internet)
Pour mieux écrire: Using the Internet
Composition: «Forum: Le meilleur et le pire du cinéma cette année»

Lecture et Composition 248

Comparaisons culturelles 250

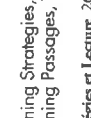
Résumé de grammaire 252

Vocabulaire 254

Enfance musicale 256

La garde-robe d'Elizabeth (Amélie-Isis-Croviens)
Michelle (Guépard Lourençon)

Le cinéma: les préférences des Français 250

 <p>La Normandie CHAPITRE 7 La vie quotidienne 258 <i>Regional Focus La France et sa diversité 260</i></p>	<p>Themes and Functions</p>	<p>Vocabulary</p>	<p>Structures</p>	<p>Culture</p>	<p>Learning Strategies, Readings, Listening Passages, Writing Strategies</p>
<p>COMPÉTENCE 1</p>	<p>Describing your daily routine</p>	<p>La vie de tous les jours 262</p>	<p>Les verbes réfléchis au présent 264 Les verbes réfléchis au présent et les verbes réfléchis et réciproques au futur immédiat 272 Les verbes en -re 276</p>	<p>Stratégies et Lecture 268 Pour mieux lire: <i>Using word families and watching out for faux amis</i> Lecture: «Il n'est jamais trop tard»</p>	
<p>COMPÉTENCE 2</p>	<p>Talking about relationships</p>	<p>La vie sentimentale 270</p>	<p>Les verbes réfléchis et réciproques au passé composé 280</p>	<p>Amour et couple 294</p>	<p>Reprise: <i>Les Singuliers</i> 288</p>
<p>COMPÉTENCE 3</p>	<p>Talking about what you did and used to do</p>	<p>Les activités d'hier 278</p>	<p>Les verbes réfléchis et réciproques à l'imparfait et reprise de l'usage du passé composé et de l'imparfait 282</p>	<p>Le caractère 284</p>	<p>Reprise: <i>Les Singuliers</i> 288</p>
<p>COMPÉTENCE 4</p>	<p>Describing traits and characteristics</p>	<p>Le caractère 284</p>	<p>Les pronoms relatifs qui, que et dont 286</p>	<p>Le caractère 284</p>	<p>Reprise: <i>Les Singuliers</i> 288</p>
<p>Lecture et Composition 290</p>	<p>Comparaisons culturelles 294</p>	<p>Retour de grammaire 294</p>	<p>Vocabulaire 298</p>	<p>Retour de grammaire 294</p>	<p>Retour de grammaire 294</p>
<p>CHAPITRE 8</p>	<p>La bonne cuisine 300</p>	<p>Ordering at a restaurant</p>	<p>Le partitif 310</p>	<p>Le caractère 284</p>	<p>Reprise: <i>Les Singuliers</i> 288</p>
<p>COMPÉTENCE 1</p>	<p>Buying food</p>	<p>Au restaurant 304</p>	<p>Les expressions de quantité 318</p>	<p>Le caractère 284</p>	<p>Reprise: <i>Les Singuliers</i> 288</p>
<p>COMPÉTENCE 2</p>	<p>Talking about meals</p>	<p>Les courses 314</p>	<p>L'usage des articles 320</p>	<p>Le caractère 284</p>	<p>Reprise: <i>Les Singuliers</i> 288</p>
<p>COMPÉTENCE 3</p>	<p>Choosing a healthy lifestyle</p>	<p>Les repas 322</p>	<p>Le pronom en et le verbe boire 324</p>	<p>Le caractère 284</p>	<p>Reprise: <i>Les Singuliers</i> 288</p>
<p>COMPÉTENCE 4</p>	<p>Lecture et Composition 336</p>	<p>La bonne santé 328</p>	<p>Le conditionnel 330</p>	<p>Le caractère 284</p>	<p>Reprise: <i>Les Singuliers</i> 288</p>
<p>Comparaisons culturelles 338</p>	<p>Resumé de grammaire 340</p>	<p>Vocabulaire 342</p>	<p>Reprise: <i>Les Singuliers</i> 334</p>	<p>Le caractère 284</p>	<p>Reprise: <i>Les Singuliers</i> 288</p>
<p>CHAPITRE 9</p>	<p>Le festival musical 344</p>	<p>Retour de grammaire 344</p>	<p>Reprise: <i>Les Singuliers</i> 334</p>	<p>Le caractère 284</p>	<p>Reprise: <i>Les Singuliers</i> 288</p>
<p>COMPÉTENCE 1</p>	<p>Retour amoureux (Chimène Badji) Comme d'habitude (Karim Kereel)</p>	<p>Table des matières</p>	<p>Table des matières</p>	<p>Table des matières</p>	<p>Table des matières</p>

	Themes and Functions	Vocabulary	Structures	Culture	Learning Strategies, Readings, Listening Passages, Writing Strategies
Aux Antilles CHAPITRE 1 En vacances 346 <i>Regional Focus: La France d'outre-mer 348</i> COMPÉTENCE 1	Talking about vacation	Les vacances 350	Le futur 352 Les verbes dire, lire et écrire 358 Les pronoms complémentaires d'objet indirect (lui, leur) et reprise des pronoms complémentaires d'objet direct (le, la, l', les) 360		Stratégies et Lecture 354 Pour mieux lire: Recognizing compound tenses Lecture: «Quelle aventure!»
COMPÉTENCE 2	Preparing for a trip	Les préparatifs 356	Les verbes savoir et connaître 364 Les pronoms me, te, nous et vous 366		
COMPÉTENCE 3	Buying your ticket	À l'agence de voyages 362	Reprise <i>Les Sagesse</i> 372		
COMPÉTENCE 4	Deciding where to go on a trip	Un voyage 368		Le erable 376	Pour mieux lire: Understanding words with multiple meaning 374 Lecture: «Ma grande-mère m'a appris à ne pas compter sur les yeux des autres pour dormir» (écoute) Pour mieux écrire: Revising what you write Composition: «Un itinéraire»
Lecture et Composition 374 Comparaisons culturelles 376 Résumé de grammaire 378 Vocabulaire 380					
CHAPITRE 10 À l'hôtel 382 <i>Regional Focus: Les Antilles 384</i> COMPÉTENCE 1	Deciding where to stay	Le logement 386	Les expressions impersonnelles et l'infinitif 388 Les expressions impersonnelles et les verbes réguliers au subjonctif 384 Les verbes irréguliers au subjonctif 396 Les expressions d'émotion et de volonté et le subjonctif 400 Le subjonctif ou l'infinitif? 404 Reprise de l'imperatif et les pronoms avec l'imperatif 408 Reprise <i>Les Sagesse</i> 410		Stratégies et Compréhension auditive 390 Pour mieux comprendre: Anticipating a response Conversation: «À la réception»
COMPÉTENCE 2	Going to the doctor	Chez le médecin 392			
COMPÉTENCE 3	Running errands on a trip	Des courses en voyage 398			
COMPÉTENCE 4	Giving directions	Les indications 406			Pour mieux lire: Using your knowledge of the world 412 Lecture: «Donne-moi une vice (chanson)» Pour mieux écrire: Softening or hardening your tone Composition: «Il faut changer le monde!»
Lecture et Composition 412					
Comparaisons culturelles 414 Résumé de grammaire 418 Vocabulaire 418				La musique francophone: les influences africaines et antillaises 414	
Intégrale musicale 420 Les vacances avec moi (Sania Dorston) Plus rien ne m'étonne (Tiken Joh Fokoli) Bienvenue en Afrique francophone 422 311 <i>Table des matières</i>					

PREFACE

En Europe: En Belgique

CHAPITRE DE
RÉVISION

Un drôle de mystère 426

Regional Focus: La Belgique 428



Les personnages 436

Un mystère dans les Ardennes 432

Épilogue 445

Appendice A: L'alphabet phonétique 446

Appendice B: Tableaux des verbes 447

Vocabulaire français-anglais 453

Vocabulaire anglais-français 473

Index 487

Do you have a gift for languages?

Have you ever heard people say that they know someone who has a gift for languages? What does that mean? Are some people born with a special ability to learn languages? How do you know if you have a gift for languages? If you understood the sentence you just read, then you have a gift for languages. After all, you have already learned to speak and understand at least one language well—English. Everybody is born with a natural ability to learn languages, but some individuals seem to learn languages more quickly than others do. This is because, over time, we develop different learning styles.

The process individuals use to learn languages depends a great deal on their personality. As with any other process, such as learning a new computer program or writing a composition for English class, individuals can attain similar results, although they approach the task differently. Some language learners like to plan each step before beginning. Others prefer to jump in as soon as they know enough to get started, and continue from there using a hit-or-miss method. Some language learners like to understand in detail why a language works the way it does before they try to use it, whereas others are ready to try speaking as soon as they know only the most basic rules, making educated guesses about how to express themselves.

Both methods have advantages and disadvantages. Some people become so bogged down in details that they lose sight of their main purpose—communication. Others pay so little attention to details that what they say is unintelligible. No matter what sort of learner you are, the most important part of the language-learning process is to constantly try to use the language to express yourself. Always alternate study of vocabulary and structures with attempts to communicate.

Since you now know that you have a gift for languages, you might think of the following pages as a user's manual that suggests how to use your language-learning capacity to learn French efficiently. Some of the learning techniques will work for you, others may not fit your learning style. Read through the following three sections before beginning your French studies, and refer to them later to develop the language-learning process that works best for you.

- **Goals and expectations:** How much French should you expect to learn in your first year of study and how much time and effort will be required of you?
- **Motivation:** How do you motivate yourself to study and practice the language?
- **Learning techniques:** What are some study tips that will facilitate learning French?

Goals and Expectations

Who can learn a language?

Many people believe that, as an adult, you cannot learn a language as well as you might have when you were a child. It is true that children are good language learners, but there is no reason why adults cannot learn to speak a language with near-native fluency. Children learn languages well because they can adapt very easily and they do it willingly. Being able to adapt is very important in language learning. Children are not afraid to try something new, and they are not easily embarrassed; if things do not turn out as they expect. Adults, on the other hand, are often afraid of doing something wrong or looking ridiculous. Don't be afraid to experiment, using what you already know to guess at how to express yourself in French. It does no harm if you try to say something and you do not get the expected response. Just try again.

By the time people become adults, they generally learn by analyzing, rather than by doing. They have also grown so accustomed to their own way of doing things that they are reluctant to change. Similarly, adult language learners often feel that the way English works is the natural way. They try to force the language they are learning into the same mold. In fact, languages work in a variety of ways, all equally natural. Learn to accept that the French way of doing things is just as natural and valid as the English way.

Another difference in the way that children and adults learn languages is that children spend a lot more time focused on what they are doing. When children learn languages, they spend almost every hour they are awake for several years doing nothing but learning the language. Learning to communicate is their principal objective in life. Most adults, on the other hand, spend just a few hours a week studying a new language, and during this time they are often distracted by many other aspects of their lives. In a classroom setting where small children have contact with a foreign language for just a few hours per week, children do not learn better than adults. In fact, adults have several advantages over children, such as their ability to organize and their longer attention spans. Your ability to develop fluency in French depends mainly on three things: the amount of time you spend with the language, how focused you are, and how willing you are to try to communicate using it.

How well will you speak after a year?

Those of you who are new to foreign language study probably have a variety of ideas about what you will be doing in this course. People who become frustrated in foreign language study generally do so because they start off with the wrong expectations. Some people begin a foreign language course with a negative attitude, thinking that it is impossible to really learn a language without