

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

College/School College of Liberal Arts and Sciences Department/School SILC

Prefix: FRE Number: 194 Title: Gateway to French Units: 3

Course description: **This course is designed for beginner students who have no previous knowledge of French but wish to attend a study abroad program in France or in the Francophone countries of Europe and Africa as well as Québec. Students will acquire basic French skills necessary not only to survive in French speaking countries, but most importantly to enjoy their study abroad in a special way, showing their appreciation for the people, country and culture where they will be studying.**

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: _____

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials

(Required)

Requested designation: Global Awareness—G

Mandatory Review: No

Note- a separate proposal is required for each designation.

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.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

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 course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Mariana Bahtchevanova E-mail MarianaB@asu.edu Phone (480) 727-9139

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman Date: 9.14.17

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 and 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 and 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	194	Gateway to French	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.

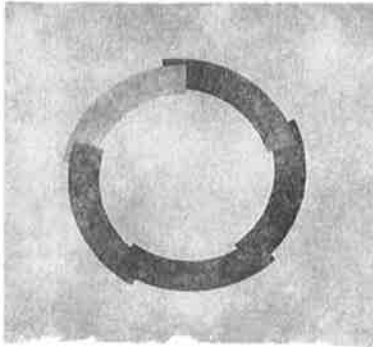
Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural 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 an introductory course to the French language and French and Francophone cultures designed for students who will study abroad. Understanding the society and culture(s) where French is spoken is one of the goals of the class. That's why in addition to the basic spoken French, students also learn about various aspects of the culture where they are going.	Some of the cultural topics covered in the course are the Francophone world (cities in regions in France, Francophone Canada and Quebec, Africa, Belgium, and Switzerland); shopping, food, coffee shops, restaurants and bistros, politeness strategies, traveling, etc. 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
.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 module has 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). Students will learn about different aspects of the culture where they are going. The cultural comparison section at the end of each module includes readings, sites, visual and video materials 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. Students have discussion forums in English for each cultural topic and a final research project on France or another French-speaking country, region and city. Please refer to the Table of Contents and

		the Syllabus for more details

Course catalog description

FRE 194 Gateway to French Units 3

This course is designed for beginner students who have no previous knowledge of French but wish to attend a study abroad program in France or in the Francophone countries of Europe and Africa as well as Québec. Students will acquire basic French skills necessary not only to survive in French speaking countries, but most importantly to enjoy their study abroad in a special way, showing their appreciation for the people, country and culture where they will be studying.



French 194: Gateway to French

Spring 2018

Course Number: FRE 194

Course Title: Gateway to French

Credits: 3

Prerequisites: None

Instructor: Marie Winter

School of International Letters and Cultures

G. Homer Durham Languages and Literatures Building,

Email address: Marie.Winter@asu.edu

Offices Location: Tempe: Languages & Literatures Building LL41 B (Basement)

Office Hours: Tuesday & Thursday from 10 to 11:30am or by appointment

Required text and online program:

The customized bundle for ASU includes the following:

- Manley, Smith, McMinn, and Prévost. *Horizons*. Custom Edition for ASU. Boston: Heinle & Heinle, 2015

. All additional course materials are available in the Weekyl Folders on Blackboard.

Course Description

This course is designed for beginner students who have no previous knowledge of French but wish to travel to a French speaking country or who plan on attending a study abroad program in France, or in another French-speaking country in Europe, Africa or North America.

Students will acquire basic French skills necessary not only to survive in French speaking countries, but most importantly to enjoy their study abroad in a special way, showing their appreciation for the people, country and culture where they will be travelling or studying.

In addition to learning basic speaking, listening, and reading skills, students will gain a better understanding of the French culture and the francophone world through readings, video, audio materials and francophone guest speakers. Developing cultural awareness and critical thinking skills is crucial to successful intercultural communication. In addition, they will learn some pragmatic strategies, which will help them communicate more successfully in the target language.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Effectively listen to simple native speech and respond appropriately
- Communicate orally in simple but complete sentences with good pronunciation.
- Read simple texts in target language on topics studied in the course related to the cultural themes of the module.
- Analyze and compare social and cultural topics related to different Francophone countries

Course Overview

This course will take place online. There are no face-to-face meetings, except for the videoconferences. You can log into your course via MyASU or <https://my.asu.edu>

The coursework for FRE 194 Gateway to French will take place on Blackboard and will cover 6 units. Each unit will be spread over a 7 days period. Individual portions of the unit will have deadlines on Mondays and Thursdays, **always at 11:59 pm Arizona time.**

Module 1

Welcome to the francophone world!

Salutations: formal and informal greetings

Introduction to the French-speaking world

Politeness strategies in different Francophone countries=

Module 2

***Commuting:** Learning about transportation in the country where you are traveling: where to buy tickets or discount card. How to read bus or train schedule

Cultural Comparisons Public transportation

Cultural Comparisons Public transportation

Module 3

In town: getting to know the city and country where you are going: geography, landmarks, food, traditions, festivals, museums, majors industries, universities, etc.

Learning the name of the important places: bank, post office, pharmacy and where they are. How to ask information and directions.
Politeness Strategies when asking for information

Module 4

Shopping: going around town and shopping for different needs such as food and clothing.

Shopping and Food: Cultural Comparisons between US and the country you will be researching

Module 5

Going out : At the restaurant: how to read a menu, order and pay. Going to a museum, theater or movie theater : finding and reading schedules (hours) and information, buying tickets

Module 6

Travel and Excursions: Meeting new friends: language encounters and exploring the region

Module 7

Review: Reviewing the essential phrases and information needed to travel around

Discussion Forums

There will be one discussion forum per unit. The Discussion Forums are written forums. In order to foster exchange with your classmates and a sense of community, which can be difficult to achieve in an online course, you will communicate with your classmates through Discussion Boards posted on Blackboard. You are required to participate in two steps per Discussion Board: in the first step -- initial post-- to answer the questions, and in the second step --response posts-- to comment on your classmates' posts. Please use common sense: just saying that you agree or disagree does not constitute an acceptable post. The grade you will receive is based on the quality and the amount of your participation as judged by the professor and as described in the discussion board rubric. For each module, you will have a discussion forum question. The posts must address the topic and add something new and substantive to the discussion. All responses must be your own. Entries will be *in*

English. You will discuss the readings, videos and other materials posted on Blackboard and will analyze and compare the target culture to your culture.

Voice Threads

Voice Threads are video/audio / speaking forums. In order to practice your conversation skills in an oral-aural format there will be **oral assignments on Blackboard**. These assignments will be done in Voice Threads and specific instructions will be given prior to each assignment..

Lessons quizzes

There will be short lesson quizzes at the end of each half-unit. It will be completed in Blackboard, in the unit tab. The quizzes are timed at 15 / 20 minutes, and will shut down automatically when the time has expired. They are meant to be a quick check of your vocabulary acquisition and comprehension. Prepare ahead of time, you will not have time to search for information once you have started the quiz. You are allowed two attempts per quiz.

Language practice & assessment: Videoconferences

Each week, there will be hours when your instructor will be available to meet you online to answer any questions you might have and to **practice your French**. There will be a topic for each meeting as a springboard to language practice. To schedule appointments, the instructor will post a google.doc with the different slots available for your meeting. The approximate length of each appointment will be about 15 minutes. **You are required to participate to a minimum of 6 meetings.**

Project

Each student will have to prepare a project that will help them be ready for their study abroad: students will research the location of their study abroad, find which means of transportation there are, what can be found around their housing location, what places they could visit. Students will have to prepare maps, lists of resources and other material necessary for an enjoyable study abroad. In the last portion of the project, they will write a synthesis of the readings and video materials related to the target culture and will compare them to the US culture.

Activities & Grading

Activities used for instruction and assessment of learning include: discussions; voice thread activities; individual assignments and activities; quizzes. **All work is due at 11:59pm Arizona Time.**

Grading Scale

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

Homework	15%
Discussion Board	15%
Voice Threads	15%
Lesson Quizzes	15%
Video Conferences	20%
Project	20

Plus and minus grades are assigned

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

Grading Procedure and Feedback

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments for the week will be available every Friday at 12 pm via the Weekly Units.

You will have true grading/ feedback from the instructor on your Discussion Boards, Voice Threads and written assignments in your grade book. There is a 50% penalty for late assignments.

Your instructor is available and eager to help you. Do not procrastinate, seek help as soon as you hit a rough spot, or don't understand some portion of the material, or need help with the assignments. You can email your instructor or even schedule a video conference.

Netiquette

Clear and respectful communication with your instructor is key to your success in this course. Feel free to email your instructor if you have questions or doubts. In the French culture, communication with professors is formal and courteous. Let's learn it now! When emailing your professors, always greet and address them, and sign your email. Lack of courtesy is lack of respect, and emails lacking proper decorum will not be answered.

Also, **always use your asu.edu account!**

Communicating With the Instructor

This course uses a discussion board called "General questions" for questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor. You can expect a response within 48 hours.

Online Course

This is an online course. There are no face-to-face meetings. You can log into your course via MyASU or <https://my.asu.edu>.

Email and Internet

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

Course Time Commitment

This three-credit course requires approximately 135 hours of work. Please expect to spend around 18 hours each week preparing for and actively participating in this course.

Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities.

Submitting Assignments

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Blackboard. Do not submit an assignment via email.

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course. Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal, and a Grade of Incomplete.

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades.

Student Conduct and 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>. Additionally, required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, and outlined by the Office of Student Rights & Responsibilities. Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior.

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Prohibition of Commercial Note Taking Services

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Policy Against Threatening Behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing DRC@asu.edu. To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix Campus
University Center Building, Suite 160
602-496-4321 (Voice)

Polytechnic Campus
480-727-1165 (Voice)

West Campus
University Center Building (UCB), Room 130
602-543-8145 (Voice)

Tempe Campus
480-965-1234 (Voice)

Computer Requirements

This course requires a computer with Internet access and the following:

- Web browsers (Chrome, Internet Explorer, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microphone, computer camera and speaker

Technical Support

This course uses Blackboard to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Blackboard home page at <https://myasucourses.asu.edu>

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk call toll-free at 1-855-278-5080.

Student Success

This is an online course. To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track

SCHEDULE		
	lundi/Monday	jeudi/Thursday
Week 1	Le 12 mars/ March 12th	le 15 mars/ March 15th
	Introduction to the course: Watch the introductory video, Assignment #1 is due: Present yourself in the Voice Thread	Assignment #2 Greetings is due
SALUTATIONS (GREETINGS)	Welcome to the francophone world !- reading	Start Assignment #3 French calendar and Telling time
	Start working on assignment #2 Greetings	
Week 2	Le 19 mars/ March 19 st	Le 23 mars/ March 23th
	Assignment #3 Calendar & telling time is due	Assignment #4 Commuting is due
PRENDRE LES TRANSPORTS EN COMMUN (COMMUTING)	Start working on assignment #4: Commuting	Start working on Assignment #5 In Town
Week 3	Le 26 mars/ March 26th	Le 30 mars/ March 30th
	Assignment #5 In Town is due	Assignment #6 Finding services is due
EN VILLE (IN TOWN)	Start working on assignment #6 Finding services	Start working on assignment #7 At the supermarket
Week 4	Le 2 avril / April 2rd	Le 6 avril/ April 6th
	Assignment #7 At the supermarket is due	Assignment #8 Shopping/clothing is due
FAIRE DES ACHATS (SHOPPING)	Start working on assignment #8 Shopping/ clothing	Start working on assignment #9 At the restaurant
Week 5	Le 9 avril/ April 9th	Le 13 avril/ April 13th
	Assignment #9 At the restaurant is due	Assignment #10 Going out is due
LES SORTIES (GOING OUT)	Start working on assignment #10 Going out.	Start working on assignment #11 Invitations.
Week 6	Le 16 avril/ April 16 th	le 20 avril/ April 20th
	Assignment #11 Invitations is due	Assignment #12 Excursions is due
EXCURSIONS	Start working on assignment #12 Excursions.	Start working on the review.
Week 7	Le 23 avril/ April 23 th	Le 27 avril/ April 27th
	Review: Essential phrases and information	Review and final project due
RÉVISION (REVIEW)		

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 support 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 (readings, 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 exposé 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.

Helpful 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 | McMillin | Prévost
Publisher: Beth Kramer
Acquisitions Editor: Nicole Morrison
Development Editor: Florence Kilgo
Senior Content Project Manager: Esther Marsball
Assistant Editor: Kimberly Meurillon
Editorial Assistant: Timothy K. Deer
Senior Media Editor: Morgan Murphy
Marketing Coordinator: Janine Enos
Marketing Communications Manager: Glenn McGibbon
Senior Art Director: Linda Juras
Senior Print Buyer: Betsy Donaghey
Permissions Editor: Sylvie Pittet
Production Service: PreMediaGlobal
Text Designer: Janet Theurer
Photo Manager: PreMediaGlobal
Cover Designer: Harold Burch
Cover Image: © John Miller/Robert Harding
World Imagery/Corbis and © K Taylor/Corbis
Compositor: PreMediaGlobal

© 2012, 2009 Heinle, Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored, or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, Web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

For product information and technology assistance, contact us at Cengage Learning Customer & Sales Support, 1-800-354-9706. For permission to use material from this text or product, submit all requests online at www.cengage.com/permissions. Further permissions requests can be emailed to permissionsrequest@cengage.com.

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

Annotated Instructor's Edition
ISBN-13: 978-0-495-91250-7
ISBN-10: 0-495-91250-6

Heinle
20 Channel Center Street
Boston, MA 02210
USA

Cengage Learning is a leading provider of customized learning solutions with office locations around the globe, including Singapore, the United Kingdom, Australia, Mexico, Brazil and Japan. Locate your local office at International.Cengage.com/region

Cengage Learning products are represented in Canada by Nelson Education, Ltd.

For your course and learning solutions, visit www.cengage.com. Purchase any of our products at your local college store or at our preferred online store www.cengagebrain.com.

TABLE DES MATIÈRES



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

	Themes and Functions	Vocabulary	Structures	Learning Strategies, Readings, Listening Passages, Writing Strategies
SUR LA CÔTE D'AZUR CHAPITRE 1 À l'université 28 <i>Régional Focus: La France et ses régions</i> 30	Identifying people and describing appearance	Les gens à l'université 32	Les adjectifs et il est / elle est + adjectif ou c'est + nom 34 Les pronoms sujets, le verbe être, la négation et d'autres adjectifs 40 Les questions 42	Stratégies et Lectures 36 Pour mieux lire: <i>Using cognate and familiar words to read for the gist</i> Lectures: «Quel est-ce?»
COMPÉTENCE 2	Describing personality	Les personnalités 38	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	
COMPÉTENCE 3	Describing the university area	Le campus et le quartier 44	L'article défini 52 Reprise <i>Les Ségaires</i> 54	
COMPÉTENCE 4	Talking about your studies	L'université et les cours 50		Pour mieux lire: <i>Scanning to preview a text</i> 56 Lectures: «L'accent grave» (pièce) Pour mieux écrire: <i>Using and combining what you know</i> Composition: «Un autoportrait»
Lecture et Composition 56 Comparaisons culturelles 58 Résumé de grammaire 60 Vocabulaire 62			Les études 58	
CHAPITRE 2 Après les cours 64 <i>Régional Focus: Nice</i> 66	Saying what you like to do	Les passe-temps 68	L'infinitif 70 Les verbes en -er et les adverbes 76 Quelques verbes à changements orthographiques 80 Les mots interrogatifs 84 Les questions par inversion 86	Stratégies et Compréhension auditive 72 Pour mieux comprendre: <i>Listening for specific information</i> Conversations: «On sort ensemble»
COMPÉTENCE 1	Saying how you spend your free time	Le week-end 74		
COMPÉTENCE 2	Asking about someone's day	La journée 82	Les chiffres de trente à cent et l'argent 90 Reprise <i>Les Ségaires</i> 92	
COMPÉTENCE 3	Going to the café	Au café 88		Pour mieux lire: <i>Making intelligent guesses</i> 94 Lectures: «Aux Trois Obus» (menu) Pour mieux écrire: <i>Using logical order and standard phrases</i> Composition: «Au café»
COMPÉTENCE 4				
Lecture et Composition 94 Comparaisons culturelles 96 Résumé de grammaire 98 Vocabulaire 100			Le café et le fast-food 96	
Interlude musical 102 Quand l'innocence danse (Maerens) Chœur chœur (Amelion Begoveto and Marlon Daumbio)				

En Amérique

CHAPITRE 3

Un nouvel appartement 104

Regional Focus: En Amérique: Le Canada et la Québec: 106

COMPÉTENCE 1

COMPÉTENCE 2

COMPÉTENCE 3

COMPÉTENCE 4

Lecture et Composition 132

Comparaisons culturelles 134

Résumé de grammaire 136

Vocabulaire 138

CHAPITRE 4

En famille 140

Regional Focus: En Amérique: En Louisiane 142

COMPÉTENCE 1

COMPÉTENCE 2

COMPÉTENCE 3

COMPÉTENCE 4

Lecture et Composition 168

Comparaisons culturelles 170

Résumé de grammaire 172

Vocabulaire 174

Intégration musicale 176

Maec Willie (Berceau du prépot)

J'ai bossé d'un chum (Diane Dufresne)

vi Table des matières

Themes and Functions	Vocabulary	Structures	Culture	Learning Strategies, Readings, Listening Passages, Writing Strategies
Talking about where you live	Le logement 108	Les chiffres au-dessus de 100 et les nombres ordinaux 110	Le verbe avoir 116	Stratégies et Lecture 112 Pour mieux lire: <i>Guessing meaning from context</i> Lecture: «Un nouvel appartement»
Talking about your possessions	Les effets personnels 114	Quelques prépositions 118	La possession et les adjectifs possessifs mon, ton et son 122	
Describing your room	Les meubles et les couleurs 120	Les adjectifs possessifs notre, votre et leur 124	Les adjectifs quel et ce 128	
Giving your address and phone number	Des renseignements 126	Reprise: <i>Les Singuliers</i> 130		Pour mieux lire: <i>Previewing content</i> 132 Lecture: «Les couleurs et leurs effets sur la nature humaine» (article) Pour mieux écrire: <i>Brainstorming</i> Compositions: «Un mail»
			Le Québec d'aujourd'hui 134	
Describing your family	Ma famille 144	Les expressions avec avoir 146		Stratégies et Compréhension auditive 148 Pour mieux comprendre: <i>Asking for clarification</i> Conversations: «La famille de Robert»
Saying where you go in your free time	Le temps libre 150	Le verbe aller, la préposition à et le pronom y 152		
Saying what you are going to do	Le week-end prochain 156	Le pronom sujet on et l'impératif 154		
Planning how to get there	Les moyens de transport 162	Le futur immédiat 158		
		Les dates 160		
		Les verbes <i>prendre</i> et <i>venir</i> et les moyens de transport 164		
		Reprise: <i>Les Singuliers</i> 166		Pour mieux lire: <i>Using word families</i> 168 Lecture: «Cœur des Cajuns» (chanson) Pour mieux écrire: <i>Visualizing your topic</i> Compositions: «Ma famille»
			L'histoire des Canadiens 170	

À Paris

CHAPITRE 5

Les projets 178

Regional Focus: La France 180

COMPÉTENCE 1

Saying what you did

Le week-end dernier 182

COMPÉTENCE 2

Telling where you went

Je suis parti(e) en voyage 188

COMPÉTENCE 3

Discussing the weather and your activities

Le temps et les projets 194

COMPÉTENCE 4

Deciding what to wear and buying clothes

Les vêtements 200

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

COMPÉTENCE 3

Talking about the past

Une sortie 236

COMPÉTENCE 4

Narrating in the past

Les contes 242

Lecture et Composition 248

Comparaisons culturelles 250

Résumé de grammaire 252

Vocabulaire 254

Interlude musical 256

Le garde-règne d'Elizabeth (Amélie-Isabelle)

Michèle (Guillaume Lenoir)

viii Table des matières

Structures	Vocabulary	Themes and Functions	Culture	Learning Strategies, Readings, Listening Passages, Writing Strategies
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 <i>Les Ségaires</i> 206	Le week-end dernier 182 Je suis parti(e) en voyage 188 Le temps et les projets 194 Les vêtements 200	Saying what you did Telling where you went Discussing the weather and your activities Deciding what to wear and buying clothes	Les loisirs des Français 210	Stratégies et Lecture 186 Pour mieux lire: <i>Using the sequence of events to make logical guesses</i> Lecture: «Qu'est-ce qu'elle a fait?» Pour mieux lire: <i>Using visuals to make guesses</i> 208 Lecture: «Je blogue donc, je suis» (blog) Pour mieux écrire: <i>Using standard organizing techniques</i> Composition: «Un voyage en France»
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 <i>Les Ségaires</i> 246	Les invitations 224 Aujourd'hui et dans le passé 230 Une sortie 236 Les contes 242	Inviting someone to go out Talking about how you spend and used to spend your time Talking about the past Narrating in the past	Le cinéma des préférences des Français 250	Stratégies et Compréhension auditive 228 Pour mieux comprendre: <i>Noting the important information</i> Conversation: «On va au cinéma?» Pour mieux lire: <i>Using real-world knowledge</i> 248 Lecture: «Le cinéma français et le cinéma américain» (forum d'Internet) Pour mieux écrire: <i>Using the Internet</i> Composition: «Forum: Le meilleur et le pire du cinéma cette année»

	Themes and Functions	Vocabulary	Structures	Learning Strategies, Readings, Listening Passages, Writing Strategies
Aux Antilles CHAPITRE 3 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 compléments d'objet indirect (lui, leur) et reprise des pronoms compléments d'objet direct (le, la, l', les) 360 Les verbes savoir et connaître 364 Les pronoms me, te, nous et vous 366 Les expressions géographiques 370 Reprise <i>Les Sagesse</i> 372	Stratégies et Lecture 354 Pour mieux lire: <i>Recognizing compound tense</i> Lectures: «Quelle aventure!»
COMPÉTENCE 2	Preparing for a trip	Les préparatifs 356		
COMPÉTENCE 3	Buying your ticket	À l'agence de voyages 362		
COMPÉTENCE 4	Deciding where to go on a trip	Un voyage 368		Pour mieux lire: <i>Understanding words with multiple meanings</i> 374 Lectures: «Ma grande-mère m'a appris à ne pas compter sur les yeux des autres pour dormir» (conte) Pour mieux écrire: <i>Revising what you write</i> Composition: «Un itinéraire»
Lecture et Composition 374 Comparaisons culturelles 376 Résumé de grammaire 378 Vocabulaire 380	Deciding where to stay	Le logement 386	Les expressions impersonnelles et l'infinif 388 Les expressions impersonnelles et les verbes réguliers au subjonctif 394 Les verbes irréguliers au subjonctif 396 Les expressions d'émotion et de volonté et le subjonctif 400 Le subjonctif ou l'infinif? 404	Stratégies et Compréhension auditive 390 Pour mieux comprendre: <i>Anticipating a response</i> Conversations: «À la réception»
CHAPITRE 10 À l'hôtel 382 <i>Regional Focus: Les Antilles 384</i> COMPÉTENCE 1	Going to the doctor	Chez le médecin 392	Reprise de l'impratif et les pronoms avec l'impratif 408 Reprise <i>Les Sagesse</i> 410	Pour mieux lire: <i>Using your knowledge of the world</i> 412 Lectures: «Donne-moi une vie» (chanson) Pour mieux écrire: <i>Revising or hardening your tone</i> Composition: «Il faut changer le monde!»
COMPÉTENCE 2	Running errands on a trip	Des courses en voyage 398		
COMPÉTENCE 3	Giving directions	Les indications 406		
COMPÉTENCE 4				
Lecture et Composition 412				
Comparaisons culturelles 414 Résumé de grammaire 416 Vocabulaire 418				La musique francophone: les influences africaines et antillaises 414
Interlude musical 420 Les vacances avec moi (Squid Durston) Plus rien ni où étonne (Tikier Juh Fakhry) Bienvenue en Afrique francophone 422 xiii Table des matières				

En Europe: En Belgique

CHAPITRE DE
RÉVISION

Un drôle de mystère 426
Regional Focus: La Belgique 428



Les personnages 430
Un mystère dans les Ardennes 432
Épilogue 445

Appendice A: L'alphabet phonétique 446
Appendice B: Tableau 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 consistently 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