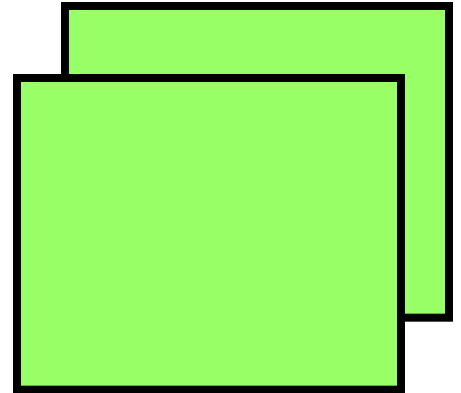


**L'Université Western Ontario  
Département d'études françaises  
University College 138B**

**FRANÇAIS 1900E (anciennement 020)  
2011-2012**



**Schéma du cours**

**Coordonnateur : Jean Leclerc  
Bureau : UC-128  
Heures de bureau : Mardi et Jeudi, 10h30-11h30  
jlecler@uwo.ca**

**À compléter :**

Section : \_\_\_\_\_  
Professeur(e) : \_\_\_\_\_  
E-mail : \_\_\_\_\_  
Bureau : \_\_\_\_\_  
Heures de réception : \_\_\_\_\_

## **Description générale du cours**

FR 1900E s'adresse aux étudiants qui ont déjà une bonne connaissance du français (OAC/CPO/12U, programme d'immersion, FR 1010 – ancien 010). Il vise à renforcer la connaissance des éléments fondamentaux de la langue et offre une initiation à la littérature française. Ce cours permet la révision et l'approfondissement des différents aspects de la grammaire. Il s'appuie sur l'analyse de textes littéraires qui feront l'objet d'exercices de lecture et d'écriture.

## **Test de classement**

Tout étudiant qui n'a pas encore suivi un cours de français à Western et qui désire s'inscrire dans un cours de français doit passer le Test de classement. Le test, qui se fait sur ordinateur et qui dure environ 50 minutes, se donne dans la salle de UC 141.

## **Prérequis**

Français 1010 (l'ancien 010) ou la permission de la part du Département selon le Test de Placement.

Note: Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

## **Antirequis**

Les étudiants qui ont déjà réussi les cours FR-021 ou FR-020E ne peuvent s'inscrire au cours FR-1900E, de même que les étudiants qui prennent cette année le cours FR-1910E.

## **Place du cours dans le programme**

Français 1900E est un cours de première année de niveau universitaire. L'autre cours de ce niveau est Français 1910E (l'ancien 021). Du point de vue de la progression dans tous les programmes, 1900E et 1910E sont des cours équivalents. En 1900E, nous nous concentrons davantage sur l'étude de la littérature qu'en 1910E, cours davantage centré sur l'apprentissage de la grammaire. Ce cours est un prérequis pour tous les cours de deuxième année donnés en français, et pour tous les programmes (*Area of Concentration, Honors, Combined Honors*). Il est également un des cours requis pour le Certificat de français pratique.

## Objectifs pédagogiques du cours

### Grammaire

- maîtriser les éléments fondamentaux de la grammaire française : le genre, le nombre, les modes et temps des verbes, les accords (verbes et sujets, articles et noms, adjectifs et noms/sujets), les différents pronoms et leur variabilité, etc.
- acquérir des outils grammaticaux qui aideront à éviter les erreurs les plus fréquentes. Comprendre le bon usage des éléments de grammaire, comme l'emploi des mots et leur place dans la phrase.

### Lecture et expression écrite

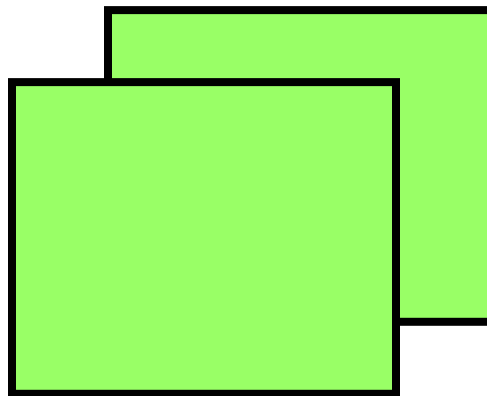
- lire et comprendre des textes de différents types et de différentes époques.
- développer des outils méthodologiques et théoriques pour l'analyse des œuvres littéraires.
- apprendre à écrire en français des textes d'analyse critique.
- développer le vocabulaire passif et actif.

### Compréhension auditive et expression orale

- comprendre le français tel qu'il est parlé à un rythme naturel par les francophones des différentes origines, sociales et géographiques, dans des situations authentiques de la vie quotidienne.
- s'exprimer oralement, dans un français correct, sur une variété de thèmes.

### Littérature et culture

- apprendre à connaître différents auteurs d'expression française et leurs œuvres.
- voir les rapports entre la littérature et les autres formes d'art, comme le cinéma et le théâtre.
- faire des recherches et des lectures sur des thèmes culturels et d'intérêt personnel.



## Méthodes d'enseignements utilisées en Français 1900E

Dans le cours Français 1900E, on adopte une approche intégrative dans l'apprentissage du français au niveau intermédiaire. C'est-à-dire que l'on utilise à la fois les méthodes dites « traditionnelles », axées sur l'étude de la grammaire, et les méthodes plus « modernes » qui mettent l'accent sur la communication.

Comme le 1900E est le premier cours de langue de niveau universitaire, une grande importance doit être accordée à la langue écrite. Pour cette raison, une proportion considérable du temps du cours est consacrée aux activités suivantes :

- étude de la grammaire ;
- exercices systématiques de grammaire ;
- pratique de la langue à travers des exercices d'expression écrite ;
- lectures des textes pour la compréhension avec des explications de textes : lecture de romans et d'extraits d'œuvres, et étude du vocabulaire relié aux textes.

La langue parlée n'est pas pour autant négligée comme l'exposé oral mentionné ci-dessus l'indique. Pendant les cours, la langue de communication est le français. La langue anglaise joue un rôle très limité dans ce cours. On l'emploie, bien sûr, dans les exercices de traduction. L'instructeur l'utilisera peut-être pour expliquer des points difficiles, de temps en temps. L'objectif de ce cours est d'améliorer votre capacité à vous exprimer oralement en français et à comprendre le français parlé, à travers des activités telles que :

- écoutes des enregistrements (vidéos, films, chansons)
- activités communicatives : discussions, présentations, débats, dialogues, travaux en groupes, etc.

### Livres obligatoires

1. S.Renaud, & van Hoof, D. (2001). *En bonne forme*. Boston/New York : Houghton Mifflin. 8<sup>th</sup> Edition.
2. Molière, *L'École des femmes*.
3. Pascal Quignard, *Terrasse à Rome*.
4. *Guide des études françaises* (Premier cycle), disponible au secrétariat du département.

### Livres recommandés

5. S.Renaud, & van Hoof, D. (2001). *En bonne forme : Cahier de travail et de laboratoire*. Boston : Houghton Mifflin. MANUAL. 8th Edition.
6. Bescherelle, *L'art de conjuguer*, Hurtubise, 2002.
7. Alain Rey, *Dictionnaire Robert-Micro*, 2006.

Un petit dictionnaire de poche bilingue sera utile mais insuffisant pour ce cours ! Les bons dictionnaires peuvent être consultés dans la salle de référence de la Bibliothèque Weldon, mais l'achat d'un dictionnaire unilingue, comme **Le Petit Robert** ou **Le Micro Robert**, est fortement recommandé. Si vous achetez un dictionnaire bilingue, il vaut mieux dépenser un peu plus d'argent pour vous procurer un dictionnaire de bonne qualité, comme le **Collins-Robert** ou le **Larousse**. Le Bescherelle de la conjugaison sera aussi très utile, puisque aucune faute ne sera tolérée dans les verbes !

## Barème du cours

• Explication de texte (Molière) :	10%
• Dossier de lecture (Molière) :	5%
• Étude comparative (Quignard) :	5%
• Dissertation finale (Quignard) :	10%
• Devoirs de grammaire (5) :	10%
• Tests (4) :	20%
• Présence et Participation :	10%
• Examen final :	30%

**TOTAL :** **100%**

### Important !

- La qualité du français compte pour 10% de la note de tous les travaux, sauf pour la partie grammaire des examens.
- Une pénalité de 2% par jour sera soustraite de tous les travaux remis en retard.
- L'étudiant.e doit conserver tous ses travaux et examens jusqu'à la fin de l'année. Il doit également conserver une copie de tout travail remis au professeur.
- Aucun travail supplémentaire ne sera donné afin de permettre à l'élève d'augmenter sa note.
- Toute utilisation abusive de la technologie en classe sera sanctionnée par l'expulsion immédiate.
- Il est de votre responsabilité de lire les règlements de l'université :

<http://www.uwo.ca/french/academicinformation.html>

### Explication de texte (10%) :

Ce travail écrit en classe pendant deux périodes de 50 minutes consiste à expliquer, dans un court texte (2 pages), un passage choisi par le professeur provenant de la pièce *L'École des femmes* de Molière. L'étudiant.e aura droit au dictionnaire, à sa grammaire et à son Bescherelle de la conjugaison. Le travail aura lieu la dernière semaine d'octobre.

### Dossier de lecture (5%) :

Dès le début de l'année, l'étudiant.e devra reconstituer le plan de *L'École des femmes* de Molière. Pour toutes les scènes, le dossier doit comprendre un résumé de l'action (incluant les principaux personnages impliqués, le temps et le lieu), un relevé des difficultés grammaticales et lexicologiques, et une phrase sur l'intérêt du chapitre. Le dossier sera introduit sur une mise en contexte de l'œuvre et de l'auteur, et une conclusion sur l'appréciation personnelle de la lecture. Le dossier est à remettre au dernier cours de septembre.

### Étude comparative (5%) :

Au moyen d'une question suggérée par le professeur, l'étudiant.e sera invité.e à établir des liens entre le monde romanesque de Pascal Quignard dans *Terrasse à Rome* et le monde cinématographique de *Tous les matins du monde*, un film dont il a écrit le scénario et qui sera visionné en classe. Il s'agit d'une brève production écrite d'environ 600 mots, à remettre immédiatement après la semaine de lecture en février.

### Dissertation (10%) :

À partir du roman *Terrasse à Rome* de Pascal Quignard, l'étudiant.e explorera un thème proposé par le professeur. Il s'agit d'un travail d'analyse dont les étapes préliminaires seront notées. Le dossier de lecture et le plan seront à remettre au cours du semestre. Le travail final devra compter au moins 1000 mots à double interligne, avec une taille de caractère 12. La présentation matérielle devra être conforme aux normes du département telles qu'énoncées dans le *Guide des études françaises*.

**Devoirs de grammaire (10%) :**

5 devoirs de grammaire seront ramassés au hasard pendant l'année. Chaque semaine, l'étudiant.e devra faire les exercices obligatoires, présentés proprement et effectués consciencieusement. Les brouillons illisibles ne seront pas acceptés. L'étudiant.e s'assurera de toujours apporter ses devoirs en classe afin de les présenter au professeur à sa requête, sans quoi il/elle obtiendra la note de 0. Aucun devoir en retard ne sera admis.

**Tests (20%) :**

Il y aura quatre tests pendant l'année, deux par semestre. Les tests sont constitués à parts égales de questions portant sur la langue et sur la littérature. Ils porteront sur toutes les œuvres vues en classe, y compris les extraits. Ils dureront 50 minutes et l'étudiant.e n'aura droit à aucun livre.

**Présence et Participation (10%) :**

La présence au cours est obligatoire et contrôlée par une feuille de présence. Cette présence doit être active : on attend de l'étudiant.e qu'il-elle participe à la discussion, qu'il-elle prenne des notes et qu'il-elle pose des questions.

Deux absences seront tolérées pendant toute l'année : dès la troisième, un point sur la note de participation sera retranché par absence non motivée. Des retards répétés seront considérés comme des absences. Après plus de cinq absences non motivées, les travaux et les examens seront refusés. Si vous manquez un cours pour des raisons valables, veuillez en avertir votre instructeur et lui fournir une preuve écrite validée par le Registraire de votre Faculté. C'est la responsabilité de l'étudiant.e absent.e de s'informer des exercices ou travaux faits ou donnés en classe.

Certaines activités facultatives, comme une présentation orale ou une sortie au théâtre, pourront être comptées comme des bonus à la note de participation.

**Examen final (30%) :**

Cet examen porte sur la matière vue pendant toute l'année et l'étudiant.e n'aura droit à aucun livre.

**Class conduct (See University's Code of conduct)**

Everybody will have to respect everybody else in class to ensure that we all learn or teach with joy and peace of mind. We encourage everybody to work hard and have fun, but never at the expense of someone else. When the instructor is talking or when another student is asking a question or giving an answer, please listen carefully. And don't be afraid to ask questions if you don't understand.

No disturbance will be tolerated: especially abusive use of technological devices (i.e. listening to an ipod, text message with a cell phone, surfing the net...).

Arriving more than ten minutes late or leaving before the class is dismissed will be considered as absences if not justified. When repeated, this may also be considered as disruptive conduct.

If you have a concern, please talk to the instructor before you see the course director.

PS: E-mail will not be used to transmit course or papers information, if you have any questions related to course works, come to your instructor's office during his office hours or at a pre-arranged appointment.



## Horaire et dates importantes

Semaine du :	Chapitres de <i>En Bonne Forme</i>	Exercices à faire	Textes et Littérature	Évaluation & travaux
8 – 14 sept.	<b>Ch. Préliminaire</b> P. 1-12		Molière, <i>L'École des femmes</i>	
15 – 21 sept.	<b>Ch. 1 Présent et Impératif</b> P. 21-38	Ch. 1 : A, B, F, G, H, I, J		
22 – 28 sept.	<b>Ch. 2 Passé composé</b> P. 45-58	Ch. 2 : A, D, E, J		
29 sept. – 05 oct.	<b>Ch. 3 Imparfait</b> P. 66-78	Ch. 3 : A, E, F	<b>Dossier de lecture</b>	
06 – 12 oct.	<b>Ch. 4 Plus-que-parfait</b> P. 85-95	Ch. 4 : A, B, D, G		<b>Test 1</b>
13 – 19 oct.	<b>Ch. 5 Passé simple</b> P. 103-114	Ch. 5 : A, B, C, G		
20 – 26 oct.	<b>Ch. 6 Nom et Adjectif</b> P. 122-143	Ch. 6 : A, D, F, G, L, N		
27 oct. – 02 nov.			<b>Explication de texte</b>	
03 – 09 nov.	<b>Ch. 7 Article</b> P. 152-168	Ch. 7 : A, D, F, J, N		
10 – 16 nov.				<b>Test 2</b>
17 – 23 nov.	<b>Ch. 8 Comparatif</b> P. 176-191	Ch. 8 : B, C, E, F, H		
24 – 30 nov.	<b>Ch. 9 Négation</b> P. 198-211	Ch. 9 : A, B, C, F, G		
01 – 07 déc.	<b>Ch. 10 Interrogation</b> P. 220-234	Ch. 10 : A, B, D, G		
		Bonnes vacances !		



		<b>Semestre d'Hiver</b>		
02 – 06 jan.	<b>Ch. 11 Pronom pers.</b> P. 242-262	Ch. 11 : A, D, G, K, M	Quignard, <i>Terrasse à Rome</i>	
09 – 13 jan.	<b>Ch. 12 Verbe pronominal</b> p. 271-283	Ch. 12 : C, D, F, G	<b>Dissertation : Choix du sujet</b>	
16 – 20 jan.	<b>Ch. 13 Infinitif</b> P. 292-308	Ch. 13 : A, C, D, G		
23 – 27 jan.	<b>Ch. 14 Futur</b> P. 315-326	Ch. 14 : A, B, C, H	<b>Dissertation : Dossier de lecture</b>	
30 jan. – 03 fév.	<b>Ch. 15 Conditionnel</b> P. 335-350	Ch. 15: B, C, H		<b>Test 3</b>
06 – 10 fév.	<b>Ch. 16 Subjonctif</b> P. 358-376	Ch. 16 : A, C, H	Film : <i>Tous les matins du monde</i>	
13 – 17 fév.		<b>Semaine de lecture</b>		
20 – 24 fév.	<b>Ch. 17 Le possessif</b> P. 383-396	Ch. 17 : C, E, F, G	<b>Étude comparative</b>	
27 fév. – 02 mar.	<b>Ch. 18 Pron. relatifs</b> P. 404-418	Ch. 18 : A, B, C	<b>Plan de la dissertation</b>	
05 – 09 mar.	<b>Ch. 19 Démonstratifs</b> P. 426-436	Ch. 19 : A, B, C		<b>Test 4</b>
12 – 16 mar.	<b>Ch. 20 Discours direct</b> P. 444-454	Ch. 20 : A, B		
26 – 30 mar.	<b>Ch. 21 Passif</b> P. 461-469	Ch. 21 : A, B	<b>Dissertation : Premier jet</b>	
02 – 06 avr.	<b>Ch. 22 Participes</b> P. 476-487	Ch. 22 : A, B, D	<b>Dissertation : Révisions</b>	
09 – 11 avr.	<b>Révision générale</b>			

Notez bien ! Les dates du semestre d'hiver peuvent changer.

# Suggestions to help you get the most out of French 1900

## 1. Introduction

*Bienvenue au cours Français 1900!*

For many of you, this will be your first French course at the university level. Whether it is or not, you probably have some questions as to what is expected of you and what you need to do to succeed in the course and make it a valuable learning experience.

The purpose of these pages is to provide answers to some of those questions. Some of the information relates specifically to this course, while other parts deal with more general aspects of second language learning. These suggestions are given in English to allow you to put them to use quickly at the beginning of the course, but it goes without saying that French will still be the official language of communication in French 1900.

## 2. Study a lot

French 1900 is an intensive language course. You will find that, particularly in the study of grammar, we will move through the subject matter more quickly than you did at the high school level. You will be expected to do a considerable amount of grammar exercises and readings: don't let yourself fall behind. It is important that you carefully reread written work that is assigned to be done at home. If you are not 100% certain about a particular word or construction you have used in your rough draft, refer to a dictionary or reference grammar. Don't wait until the last minute to do take home composition assignments!

## **1. Use French outside class whenever you can**

### *The need for extra practice:*

Learning a language is somewhat different from studying biology, psychology, philosophy or any other academic subject. When you learn a second language, you are not simply learning facts or learning to apply theoretical concepts. You are acquiring a new means of communicating messages and expressing thoughts. Studying a lot is necessary to succeed in a course like French 1900, but in order really to master the French language, extra practice above and beyond poring over the books is needed. And that extra practice will not just come to you, it is up to you to play an active part in finding it.

### *French as a second language or a foreign language?:*

How can we describe the situation of a non-Francophone studying French at the University of Western Ontario? A distinction is often made between learning a language as a "second language" and as a "foreign language". According to the definitions that specialists give to these terms, a person from Hong Kong who settled in a francophone milieu like Quebec City would be learning French as a second language, whereas an American taking a French course in the United States would be learning it as a foreign language. Which of these terms best applies to your situation? French is not the language of the majority of people in Southwestern Ontario so we might be tempted to say that you are learning French as a foreign language. But surely French is not a foreign language in this part of the world! Canada is an officially bilingual country and a quarter of its inhabitants are francophone. Ontario has over 450,000 francophones and over 5000 of them reside in the London region. Yet in order to use French in your daily affairs, you have to go out and make an extra effort. The milieu in which you live does not require you to use French to get by, and the three to four hours a week of class time in French 1900 cannot be expected to give you enough input to master the language fully. It is up to you to convert what looks more like a "foreign language" learning situation into a "second language" learning situation.

### *French media:*

One of the obvious sources of French language "input" can be found in the media. In addition to Radio-Canada, TVO and other television channels (especially TV5 if you have cable), you can tune in to a French radio station, CJBC. There are also books and periodicals. The Weldon library is very well stocked with novels and other books in French, and has subscriptions to a number of French newspapers and magazines. A store on Dundas Street, *Multimag*, carries several French magazines, and if you go to Toronto, you will find a wide selection of reading material at the following locations: *Librairie Champlain* on Queen St. E. and *La Maison de la Presse Internationale* on Yorkville Ave. The Internet offers a wealth of material – you will find some useful starting points for surfing the web in French in the *French Hits on the Web* book on the reading list for this course. Reading in French above and beyond what is required of you in your schoolwork can be stimulating and entertaining if you seek out material which relates to your interests.

### *Music:*

Music, particularly folk music or popular music, can also be a great way of improving your French. If you listen to the French radio station, you will begin to recognize a few artists you like. In addition, if you ask francophones with musical tastes similar to your own, you may also discover music that appeals to you. London record stores carry some French music and *HMV* will probably make special orders if you can't find what you are looking for. Many websites also can guide you in an exploration of French music. Memorizing the lyrics to songs is an excellent aid to learning a second language.

### *Speaking French:*

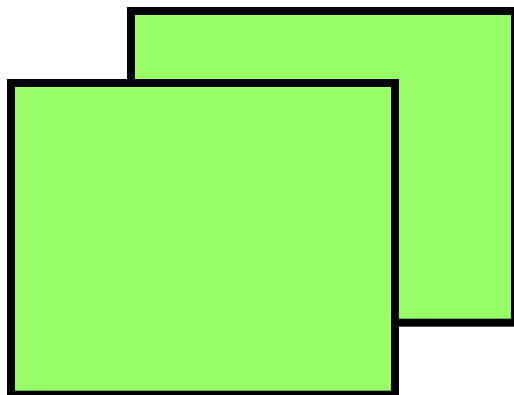
In addition to reading and listening to French outside of class, it is a good idea to take advantage of opportunities to meet francophones and to speak French with them. London has a Francophone community which is over 5000 strong, and you can get involved in its activities through the *Centre Desloges* on Huron St. Right here in the UWO French Department, the French student association organizes a variety of events. Get involved! This is your association! Your participation is important! Your instructor will be making announcements of upcoming meetings and you should watch for postings on the bulletin board outside the French Department for information about upcoming events.

*Immersion opportunities:*

Keep in mind as well that a number of immersion programs are organized through Western. If you choose to continue your studies in French, there is the possibility of spending your third year in Québec (Université Laval) or in France (Université de Nice, Université de Tours). In addition, the UWO School of Continuing Studies operates a very successful spring and summer program in Trois-Pistoles, Québec. The "Trois-Pistoles Experience" allows you to earn a university credit while living for five weeks with a Québécois family and attending classes and workshops as well as participating in cultural activities. I would recommend an extended stay in a French-speaking area to anybody contemplating doing an Honours degree in French.

*Think in French:*

As you can see, even though it may appear difficult to use your French in London, the opportunities are there if you look for them. And you can also practice your French when nobody else is around, when you don't have a book or magazine and the radio and TV are off. Talk to yourself in French. You don't have to do it out loud, but it can't hurt if nobody is around to hear you! You may not always be putting your thoughts into words when you formulate them, but you have probably noticed that thoughts often take the form of a kind of chatter inside your head. It seems as though you are talking to yourself, but without really speaking. In those moments when you're going over in your mind what you are planning to do after the Psych. lecture, or wondering when your roommate is going to clean up that mess, or how you are going to study for the French 1900 test, you could be talking to yourself in French, testing yourself to see if you can find the right words to say it if you had to say it in French. In that way, you make French more than just an subject for academic study. You start to make it your own, a code you use to express your thoughts and ideas.



## 2. Standard written language vs. familiar spoken language

We all know that the type of English people speak varies according to their geographical origin and social class. If you put the Queen of England, a plumber from Liverpool, CBC anchorperson Peter Mansbridge and a fisherman from Newfoundland together on stage and asked them to speak naturally for five minutes, you could be sure that they would talk much differently from each other. They would, however, all be speaking English. An audience of Canadians and British people would probably understand most of what is said, although they might find the Queen and Peter Mansbridge easier to understand than the Liverpudlian and the Newfoundlander, because they speak more standard varieties (or dialects) of the language.

French, like English, shows considerable dialect variation. Acadians in New Brunswick do not speak exactly the same variety of French as Quebecers or as Franco-Ontarians, just as Belgians speak a dialect that is somewhat different from the French spoken in France. Yet if we compare the French spoken by news announcers on Canadian and European television, we find that, despite some regional characteristics, the similarities greatly outweigh the differences. Such "neutral" varieties of language are called "standard" or "standardized" language. Standardization can, however, be a very imprecise matter when we are dealing with the spoken language.

In written language, on the other hand, standardization is pervasive. What works well in familiar spoken French may be considered by educated francophones to be incorrect in the written language. For example, in spoken Canadian French, you can say *Si tu aurais fait ton travail, tu aurais pu sortir*. However, the use of the conditional past *aurais fait* is considered incorrect in the written language, where the pluperfect *avais fait* is required. Negation provides another good example. In the spoken language, the *ne* is usually left out. In written French, on the other hand, it is never left out (except when representing spoken language in dialogues for example). Written French generally allows less variation than spoken French. It obeys strict grammar rules which are more or less the same throughout the francophone world.

In French 1900, considerable importance is placed on the written language. It is therefore important at this stage to develop a rigorous attitude towards written form. If your instructor does not accept in a composition a word or expression which you learned in the streets of Montréal, Paris, or Sturgeon Falls, it may not be because it is "bad French", but rather that it is simply not deemed acceptable according to the norms of formal written French.

### 3. Dealing with errors

Francophones can be rather hard on themselves and on learners of French as a second language when it comes to talking about violations of the rules of grammar. In English, we generally speak of "errors" or "mistakes". The label usually attached to such transgressions in French is "une faute". The word "faute" lays a bit of a guilt trip on you. You are at fault. You are to blame. *Vous avez commis une faute contre la langue française.* "Error" and "mistake" somehow seem to be more forgiving labels for it.

But your "fautes" need not make you feel guilty or inadequate. The only way not to make any mistakes in learning a second language is to decide not to learn the language! Mistakes are an inevitable part of second language acquisition. You will make mistakes. But now that you have reached university-level French, it is time to concentrate on the fine-tuning work, for you to work on reducing the number of mistakes you make. Your French 1900 instructor will correct many of your mistakes and your mistakes will of course have an effect on your mark. One of the objectives of this course, however, is to help you acquire the tools to look for and correct your own mistakes. This is where the study of grammar comes in.

### 4. Grammar is important

When some educators decided in recent years that grammar was no longer to be taught in the schools, I think they were making an unfortunate decision. They were, in effect, throwing out the baby with the bathwater. While trying to avoid stifling students' creativity, they deprived them of a valuable tool for learning languages. I had a grade 8 English teacher who got me and my classmates to parse sentences (underline nouns, circle verbs and so on) for hours and hours and I am very grateful to her for it. A friend of mine who went to a different school in the same city never learned what an adverb was.

Unfortunately, grammar has been given a bad name. Perhaps it is largely because we have come to associate it with such pedantic exhortations like "never end a sentence with a preposition" or "don't split infinitives". These kinds of prescriptions are more the stuff of Miss Manners columns than serious grammar study.

So what is grammar? In a nutshell, it is the study of the structure of language, of how we put meaningful bits of language together to form words, phrases and sentences. It involves identifying types of words, how words are formed, how they fit together to form larger units, and what roles the words and larger units play in a sentence.

Why study grammar? After all, you didn't have to study grammar formally to learn to speak your mother tongue. You may even have learned to communicate quite well in certain situations in French without studying a lot of grammar. However, it is almost impossible to use what is considered "correct" written French, unless you have mastered certain concepts of grammar. For example, which is correct: *ils se sont demandé ce qui s'était passé* or *ils se sont demandés...?*; *ils se sont couché à dix heures* or *ils se sont couchés...?* The correct forms of the past participle are *demandé* and *couchés*, but in order to know that, you have to know that *se* represents an indirect object in the first case and a direct object in the second case.

Grammar study not only gives you the necessary tools to improve your French, but it can also be an interesting subject in its own right. If you make a serious effort to master it, you will wonder how any language learner could do without it!

## 5. Vocabulary learning

It goes without saying that it is not enough to learn the grammar of a second language. If I went to a country where I didn't speak the language, I would be better off bringing a dictionary than a reference grammar, because an ungrammatical sentence like "moi malade où médecin?" would solve my problem much more effectively than an explanation of how interrogative sentences are formed in French. Learning of vocabulary is obviously an essential part of learning a second language.

For the mid-term tests and final exam in this course, you will be expected to have an active knowledge (be able to use in a sentence and when translating from English) of all the words in the "Vocabulaire des textes" lists for each chapter studied in *En bonne forme*. Your instructor will also, from time to time, give quizzes on other vocabulary items encountered in course readings.

To work on vocabulary in this course, you will need to consult a unilingual French dictionary such as the *Petit Robert* or the *Micro Robert*. It is recommended that you work regularly at vocabulary study: a considerable amount of memorization work is required and it takes time to learn all the words thoroughly.



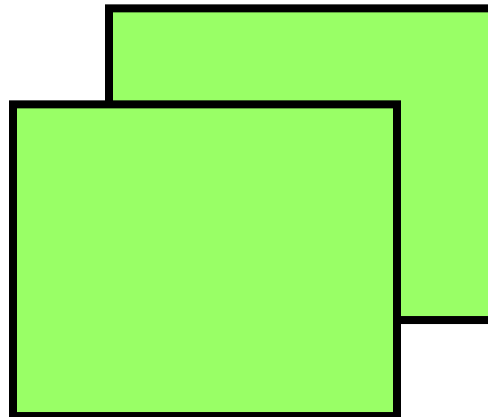
## 6. Multi-media lab work

A description of this component of the course is included in the weekly assignment section of your syllabus (along with major assignment due dates, mid-term test dates, etc.). This part of the course is intended to be useful (see the description of the corrective phonetics component in #9, below). It should also be interesting and fun because you will be practicing your French, and learning about French culture by doing comprehension activities based on French songs and recent radio broadcasts. There will also be a short, computerized grammatical review component. Remember!: Weekly attendance in a lab section is mandatory, and counts for 15% of your overall grade.

## 7. Pronunciation

Improving your pronunciation is an important part of language learning at the intermediate level. Although it can be difficult, if not impossible, to acquire an accent which is perfectly identical to that of native speakers, it is possible to eliminate the errors which can hinder comprehension and which can "grate" on the ears of francophones.

The corrective phonetics component of the language laboratory program aims to give you tips and exercises which will help you identify, diagnose and correct some of your pronunciation difficulties. Be sure to read the lesson in the manual before going to the lab.



## 8. Strategies of successful language learners

Many researchers in applied linguistics are interested in studying what it is that makes some people more successful language learners than others. They seek to identify, among other things, the various "strategies" or techniques which successful learners use. Joan Rubin and Irene Thompson's book *How to Be a More Successful Language Learner* describes fourteen such strategies:

1. "Find your own way": find a way of learning which best corresponds to your learning style, according to whether you are analytical or intuitive, whether you learn better through listening or through reading, etc...
2. "Organize": be organized in your work.
3. "Be creative": use your imagination.
4. "Make your own opportunities": look for opportunities and create opportunities to practice your second language
5. "Learn to live with uncertainty": don't be afraid of novelty, uncertainty or the unknown.
6. "Use mnemonics": make use of memory tricks to memorize vocabulary.
7. "Make errors work": accept the fact that you will make errors, but use the errors constructively to improve your mastery of the language.
8. "Use your linguistic knowledge": make use of the knowledge you have of your first language.
9. "Let context help you": learn to use context to understand what is said in the language.
10. "Learn to make intelligent guesses": when you do not understand what is said, use linguistic knowledge or other knowledge to guess the message.
11. "Learn some lines as wholes": memorize idiomatic expressions and proverbs.
12. "Learn formalized routines": memorize expressions which allow you to react appropriately in a conversation, for example: "vraiment?" "Ah bon!" "Mon dieu!"...
13. "Learn production techniques": use paraphrases, synonyms, cognates, gestures, etc. to carry on a conversation even if you do not have all the appropriate vocabulary available.
14. "Use different styles of speech": learn to adopt different styles and registers of language according to the situation and the people you are speaking to.

## 9. Taking charge of your own learning

In these pages, I have stressed the importance of looking for chances to use the language and looking for the learning techniques that work best for you. French 1900 is a challenging course, but if you take charge of your own learning and put the necessary effort into it, it can be a very rewarding learning experience. Best wishes for a successful year in French 1900!

