

Preface

En avant! Beginning French

The video segment feature introducing vocabulary and grammar for immediate use in real-life conversations is one of the best I have seen so far.

BRUNELLA WINDSOR,
California State
University, Chico

En avant! does a wonderful job of making strong links between French language and culture. Not only is the cultural material being presented tightly woven into each chapter, but it is also supported by a wealth of supplemental activities. I am especially glad to see the song and film clips; these will enable students to make exciting and lasting connections to contemporary French and francophone culture.

MARCELLA MUNSON,
Florida Atlantic University,
Boca Raton

Your students are changing. Technology is changing. The idea of the “classroom” is changing. Now, the way your students learn French is changing as well!

En avant! breaks the mold of traditional French programs by responding to the changing needs of the course as expressed by today’s students and instructors. Based on our extensive research across the country, we found several recurring themes. Instructors are asking for a language program that

- inspires their students to communicate with confidence,
- engages students with integrated, authentic culture,
- provides the tools for flexibility and easy administration,
- addresses varying levels of proficiency throughout the course, and
- achieves consistent results across face-to-face and online course formats.

McGraw-Hill is proud to present *En avant!*, an innovative beginning French program designed to address these core course needs. Informed by second-language acquisition research and supported by cutting-edge digital tools, *En avant!* creates a dynamic learning environment that fosters communication and motivates students to succeed, regardless of the delivery platform.

Inspiring Communicative Competence

En avant! begins with real communication from the first day. Students are exposed to high-frequency expressions in **Communication en direct**, which features video interviews of native French speakers in Paris and Montreal. These videos convey the spontaneous use of French and allow students to see how French speakers speak, including gestures, posture, facial expressions, and intonation. The authentic nature of these videos brings the French language and culture to life and engages students in a direct and personal way. Exposing students to simple “language chunks” inspires them to begin using the language to communicate on their own.

Engaging Students with Authentic Culture

Second-language acquisition research has shown that students are more motivated to communicate when they are engaged with cultural content. Throughout each chapter, *En avant!* exposes students to both French and Francophone cultures through the fine art in the chapter openers, the **Communication en direct** interview videos, and the vocabulary and grammar activities, many of which incorporate culture as their context. The culminating section of each chapter, **Culture interactive**, engages students in listening, reading, writing, and speaking activities at the discourse level. Designed to spark student interest, this section incorporates the types of authentic materials that instructors in our recent intro French survey told us they prefer: clips from feature films, magazine articles, fine art, and songs. In addition, the instructor-led listening activity in the **Culture interactive** section and the **Salut de... !** cultural video segments provide instructors with a wealth of materials to choose from. The print and digital components work together to present culture in context, integrating it fully into the program while inspiring today’s students to engage in a dynamic learning experience.

Providing the Tools for Flexibility and Easy Administration

Both the text itself and the online resources have been designed to provide maximum flexibility in both the teaching and the administration of the course. For many instructors, it is a challenge simply to fit in all of the necessary grammar, which crowds out precious time for communication practice or culture. The scope and sequence of grammar in *En avant!* has been organized in a way that makes it much more manageable for everyone. Essential grammar structures, those that second-language acquisition research has shown students can reasonably be expected to master in a first-year course, are presented in the **Grammaire interactive** sections, whereas less important structures and exceptions are located in **Par la suite**, which follows **Chapitre 16**. This organization allows instructors to cover the essential points while providing the option to dig in a little deeper if they so choose.

The online tools available in CENTRO, the course management system powered by Quia™, facilitate the administration of the course, saving valuable time as well. The *My Dashboard* feature centralizes all of the most commonly used functions in one easily accessible location. Instructors can see at a glance how their classes are performing, scan the *Weekly Activity* view to see what's coming up, create new activities using the voice chat feature, and much more.

Addressing Varying Levels of Proficiency

Language instructors are commonly faced with a classroom full of students at disparate levels that fluctuate as they progress through the course. *En avant!* has the tools to address this challenge by providing maximum flexibility to instructors as they strive to reach individual students, whatever their level of proficiency. In the *En avant!* program, students have many opportunities to self-evaluate as they continue to refine their emerging language skills. By focusing on the mastery of essential grammar points, there is ample time left for review. At regular intervals throughout the program, *En avant!* includes systematic recycling of important structures: every fourth chapter provides practice of previous grammar points, and the final chapter reviews key points from the entire book. In addition, *En avant!* features an online assessment tool in CENTRO that identifies problem areas and generates a true individualized study plan for each student, pointing him or her to specific resources for remediation within the e-book, textbook, workbook, online workbook, and Online Learning Center. With *En avant!*, students have multiple tools at their fingertips that help them meet with success.

Achieving Consistent Course Outcomes

Given the emerging trend of introductory French classes offered in hybrid and fully online formats, professors are seeking to provide a consistent learning experience for their students regardless of classroom format. These days, students can go from a fully online course to a face-to-face one and vice versa, and they need to finish the course at a comparable level of communicative competence. With *En avant!*, the text is available both in print and as an e-book that includes an interactive voice chat feature, making online communication practice possible. Whether students are watching a video, finding a partner to do a practice activity, or reviewing a grammar point, the content is identical. Regardless of how the content is delivered, for the first time instructors will see uniform results.

What goals do you have for your beginning French students? Do you envision a classroom where students are exposed to rich, authentic language and culture as they learn to communicate with confidence in French? A student-centered classroom that is exciting to teach and easy to administer? *En avant!* opens the door to that classroom. *Bienvenue!*

The most important change is to get rid of the idea that students should “cover” all the basic grammar in one year with no hope of actually mastering it. The first year program should facilitate active mastery [...]

ELIZABETH BULL,
Northern Virginia Community
College

I like the recycling of material, the activities are interesting and engaging, and I believe the authors have thought carefully about choosing what is most important to engage students in communication while relegating less important points to *Par la suite*.

DANIEL RIVAS,
Irvine Valley College

Acknowledgments

The authors and the publisher would like to express their gratitude to the numerous instructors listed here, whose feedback contributed to the development of this program through their valuable participation on our advisory board and in focus groups, surveys, and chapter reviews. (Note that the inclusion of their names here does not necessarily constitute their endorsement of the text or its methodology.)

Advisory Board

California State University, Chico
Patricia Black

Kalamazoo Valley Community College
Jonnie Wilhite

Louisiana State University–Baton Rouge
Cathy Luquette

Michigan State University
Sandhya Shanker

North Carolina Central University
Debra Boyd

Reviewers

California Polytechnic State University,
San Luis Obispo
Brian Gordon Kennelly

California State University, Chico
Brunella Windsor

California State University–Los Angeles
Christophe Lagier

Calvin College
Jolene Vos-Camy

City College of New York
Maxime Blanchard

City College of San Francisco
Thomas Blair

Clark Atlanta University
Laurent Monye

Coastal Carolina University
Matthieu Chan Tsin

Colorado State University
Frédérique Grim

East Los Angeles College
Mary Eckhert

Florida Atlantic University, Boca Raton
Géraldine Blattner
Marcella Munson

Fordham University
Catherine Randall

Gallaudet University
Rachel Hartig

Georgetown University
Andrew Sobanet

Georgia Institute of Technology
Lionel Gall

Glendale Community College
Teresa Cortey

Houston Community College
Mary Clarkson

Iowa State University
Linda Quinn Allen

Irvine Valley College
Daniel E. Rivas

Kapiolani Community College
Renee Arnold

Kennesaw State University
Luc Guglielmi

Kutztown University of Pennsylvania
Sylvie Pascale Dewey

McMaster University
Paula Banks

Middle Tennessee State University
Leah Lyons

Moorpark College
Perry Bennett

New York University
John Moran

Northern Virginia Community College
Alexia Vikis

Northwestern State University
Elizabeth Rubino

Ohio University–Athens
Brigitte Moretti-Coski

Palomar College
Chantal Maher

Penn State University–University Park
Heather McCoy

Purdue University–West Lafayette
Jessica Sturm

Riverside Community College
District–Norco
Dominique Hitchcock

Santa Clara University
Catherine R. Montfort
Nina Tanti

Scottsdale Community College
Marie-France Goudard-Ryan

Seneca College
Dianne Hurdle
Alain Londes

Seton Hill University
Michele Chossat

Sierra College
Cynthia Dohl
Olivier Lewis

Southwestern College
Nora Portillo

St. Charles Community College
Jane Zeiser

State University of New York–New Paltz
Mary Christensen

State University of New York–Stony
Brook
Sini Prosper Sanou

Tarrant County College–South Campus
Floreen Henry

Texas A&M University–College Station
Cheryl Schaile

Texas Christian University
Kindra Santamaria
Marie-Luce M. Schein

Towson University
George McCool

Tulane University
Alexandra Reuber

University of Alabama–Birmingham
Krista Chambless

University of Arkansas–Fayetteville
Nancy Arenberg

University of Arkansas–Little Rock
Rosalie Cheatham

University of California–San Diego
Françoise Santore

University of Cincinnati–Cincinnati
Kathryn Lorenz

University of Florida–Gainesville
Heloise Seailles

University of Illinois at Urbana-
Champaign
Cristina Toharia

University of Louisiana–Lafayette
Tamara Lindner

University of Miami–Coral Gables
Heather Willis Allen

University of Michigan–Ann Arbor
Lori McMann
Helene Neu

University of Missouri–Columbia
Tara Foster

University of Missouri–Kansas City
Lindsay Myers

University of North Carolina–Greensboro
David Fein

University of North Texas
Lawrence Williams

University of Oklahoma–Norman
Bernadette Takano

University of Pennsylvania
Christine Moisset

University of Southern California
Atiyeh Showrai

University of South Florida
Roberta Tucker

University of Texas–Arlington
Sharla Martin

Wayne State University
Kate Paesani

York University
Elsa Michael
Savitsa Sévigny

ACTFL Focus Group

Florida Atlantic University, Boca Raton
Géraldine Blattner

Massachusetts Institute of Technology
Gilberte Furstenberg

Northern Virginia Community College
Laura Franklin

Pomona College
Virginie Pouzet-Duzer

Rutgers University–New Brunswick
Miriam Alami

Saint John’s University
Zoé Petropoulou

Saint Louis University
Pascale Perraudin

Tulsa Community College
Françoise Sullivan

University of Missouri–Saint Louis
Sandy Trapani

Symposium Attendees

College of Charleston
Shawn Morrison

Columbia University
Pascale Hubert-Leibler

Florida A & M University
Yvonne McIntosh

Kent State
Becky Chism

Memorial University of Newfoundland
Scott Jamieson

Michigan State University
Sandhya Shanker

Mount San Antonio College
Barbara Vigano

Northwestern University
Margaret Dempster

Rutgers University–New Brunswick
Myriam Alami

The Johns Hopkins University
Bruce Anderson

University of Cincinnati–Cincinnati
Kathy Lorenz

University of Georgia
Debbie Bell

University of Michigan–Ann Arbor
Lori McMann

Virginia Commonwealth University
Angelina Overvold

West Virginia University, Morgantown
Sharon Wilkinson

Supplement Authors

Rachel Thyre Anderson

California State University-San
Bernadino

Elizabeth Martin

Louisiana State University-Baton Rouge
Melanie Hackney

Portland State University
Annabelle Dolidon

University of Illinois at Urbana-
Champaign

Michael Foster

University of Kansas

Kimberly Swanson

University of Michigan–Ann Arbor

Lori McMann

I've known that I wanted to be a teacher and writer of teaching materials from the age of 7, when I would drag the neighborhood kids into my slapdash classroom, position them in front of my chalkboard, and give lessons on geography and spelling. More than 30 years later, I'm still at it and have numerous individuals to thank for making *En avant!* truly all that I wished it to be. Thanks, indeed, to my coauthor Peter Golato for his good nature and humor; to my coauthor Susan Blatty for her patience and generosity; and to Connie Anderson, our editor, who worked so tirelessly on every aspect of the book, leaving no stone unturned. A massive project like this was made manageable through the guidance and feedback of *Avanti!* authors, Janice Aski and Diane Musumeci, our Advisory Board members, countless reviewers in the field, and Annabelle Dolidon and Lori McMann, to name but two of the many thoughtful contributors to the textbook and workbook; it was made enjoyable—even at its most difficult stages—through the love and encouragement of my son, partner, and stepdaughter, all of whom are proud to have “an author” in the family.

Bruce Anderson

It was a delight to work with the many fine people who contributed their time and energy to this project. I gratefully acknowledge my coauthor Bruce Anderson for his wide-ranging knowledge and enviable creativity, and for his admirable and infectious enthusiasm throughout the writing process. I am indebted to my coauthor Susan Blatty for her invaluable guidance and remarkable management skills, and for her precious feedback and her tireless efforts in all stages of writing and editing. I warmly thank Connie Anderson, our editor, for her broad knowledge and good humor, and for her valuable feedback and her care and attention to every detail. I thank Christa Neumann, former executive editor, and William Glass, our editorial director, for their confidence and support. I am grateful to Annabelle Dolidon and Liz Martin for their extensive contributions to the *Workbook / Laboratory Manual*. I would also like to thank Azeb Haileselassie for her substantial contributions to the **Regards!** and **Chantons!** features within **Culture interactive**. Special thanks are due to Janice M. Aski and Diane Musumeci for their thoughtful comments on our work, and for their confidence in us to apply their pedagogical approach to the teaching of French. I thank Nicole Dicop-Hineline and Arnaud Perret for their rapid and careful editing of my work. Naturally, Mr. Nikki also deserves special mention. My most heartfelt thanks and appreciation go to my wife, Andrea, for her unwavering kindness and patience over the two years that this project lasted.

Peter Golato

After spending many years editing the work of others, becoming an author on *En avant!* has fulfilled a lifetime goal of mine. I am very grateful to our editorial director, William Glass, and our former executive editor, Christa Neumann, for their support in making this possible. I would like to thank my coauthors, Bruce Anderson and Peter Golato, for their creativity, dedication, sense of humor, and editorial feedback! They have truly been an authorial “dream team,” and I am honored to have had the opportunity to work with them. Many thanks as well to Connie Anderson, our editor, for her sharp editorial eye and many thoughtful suggestions, and to Azeb Haileselassie and Georges Detiveaux, whose ideas helped shape the manuscript in its early stages. I would particularly like to acknowledge the *Avanti!* authors, Janice Aski and Diane Musumeci, first and foremost for their inspiration and for their insightful comments during the development of the entire project. Our beautiful video program was produced and filmed in collaboration with Jennifer Rodes and Xavier Roy of Klic Productions, whose vision, guidance, and friendship have been invaluable in the creation of such amazing footage. Although it is impossible to list here all 150 native speakers who agreed to be interviewed for this project, I would like to thank in particular the members of the Feufollet band and their manager, Lisa Stafford, as well as Otis Lebert, Rim Trikki, Andréanne Nadeau, and James Samuela for sharing their experiences with our students. In the course of this project, I have acquired new respect for the incredible determination and dedication of the many authors I have worked with over the years as an editor. None of it is possible without the love and support at home. I thank my husband, Gary, for this and, of course, for *la bonne cuisine tous les soirs!*

Susan Blatty

We would also like to express our gratitude to all of the people at McGraw-Hill who worked tirelessly to produce *En avant!* and its supplements. Our sincere thanks go to our wonderful project managers, Anne Fuzellier and Brett Coker, and their colleagues in production and design: Natalia Peschiera, Preston Thomas, and the artists Kathryn Rathke, Ayelet Arbel, and Patti Isaacs. The editorial team also deserves our heartfelt thanks: Katie Crouch, our sponsoring editor, Peggy Potter, Melissa Gruz, Susan Coleman, Kristen Kennedy, and Valérie Thiers. We also appreciate the guidance of all of our native readers: Nicole Dicop-Hineline, Evelyne Amon, Arnaud Perret, Françoise Santore, Géraldine Blattner, and Anne Legrand, each of whom provided excellent suggestions on all aspects of the textbook and supplements.

Many thanks in particular to Nicole Dicop-Hineline, Françoise Santore, and Evelyne Amon for being “on call” for many last minute queries throughout the project.

Few projects are successful without the help of marketing and sales. Many thanks to Laura Chiriboga, our editorial coordinator, who efficiently managed the pre-publication market development efforts and to our marketing team—Hector Alvero, Jorge Arujas, and Alexa Recio—who have “gotten the word out” to our customers and the entire salesforce.

Communication en direct: Les gens



The twenty-five people pictured here are among the eighty people featured in the **Communication en direct** video interviews that begin each chapter. From them, you will hear how French is spoken by real people in Québec and in France today.

Montréal, Québec



Camille



Denis



Éric-Alexandre



Gabriel



Ibrahim et Naoufel



Marc



Marc-Antoine



Martin et Annie



Nicolas



Solène

Paris, France



Anna et Victoria



Anne-Claire



Antoine



Anthony et Sullivan



Blood



Cécile



Élisabeth



Jean-Jacques



Lahcen



Mounira



Nicolas



Patrick et Camille



Raphaël



Sylvie



Xavier