Pause-café

French in Review • Moving Toward Fluency
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Welcome to *Pause-café*, a unique and exciting intermediate-level French program! Specifically designed to meet the challenges of second-year foreign language learning, *Pause-café* helps students overcome the frustrating “second-year plateau” and move toward increased fluency.

**The Second-Year Plateau**

Let’s face it—the second year of foreign language study can be difficult for both students and teachers. The relatively swift and easy progress of the first year of language study begins to slow down in the second year. Part of the problem stems from conventional intermediate foreign language textbooks that review the entirety of the first year’s grammatical content in a linear, item-by-item sequence. In most second-year courses this linear grammatical syllabus is “covered” in much less time than is typically allotted for first-year courses. In addition to this problem, many second-year textbooks do not recycle grammar or vocabulary from one chapter to the next. With so much content to cover in such an inefficient and artificial way, it is not surprising that the results are often frustrating.

**A New Concept in Language Learning**

*Pause-café* reviews grammar and vocabulary in a very systematic fashion. Taking the adage “use it or lose it” to heart, we have based *Pause-café* on the careful recycling of grammar and vocabulary via the repetition of communicative tasks or functions. Inspired by the successful *Punto y aparte*, an intermediate-level Spanish textbook also published by McGraw-Hill, *Pause-café* focuses on seven major communicative functions: describing, comparing, narrating in the past, recommending and expressing opinions, asking questions, talking about the future, and hypothesizing. This approach is unique because it focuses on these seven communicative functions, all of which appear in every chapter from the very first day of the course.

Intermediate-level proficiency is characterized by three main factors: (1) an expanded vocabulary, (2) increased grammatical accuracy, and (3) paragraph-length discourse. We have designed *Pause-café* to help students achieve success in these three areas. First, we offer each chapter’s vocabulary in thematic groupings to facilitate association and then continually recycle and expand the active vocabulary from one chapter to the next. Next, we take a communicative approach to grammar while still emphasizing the importance of grammatical accuracy. To ensure success in this approach, we define seven major communicative functions and then focus on the key grammatical structures (*les points clés*) needed to perform those functions. Finally, we provide students with ample tasks that require them to continually use their expanding vocabulary and practice grammatical structures within the context of the seven communicative functions.

Icons are used throughout the text as mnemonic devices to remind students of the link between communicative function and grammatical form. For example, when students see the *Décrire* icon next to an activity, they remember to keep in mind various grammatical rules relevant to description, such as noun/adjective agreement, relative pronoun selection, and the choice of *c’est* vs. *il est*. In other words, grammatical forms are taught as tools needed to accomplish each of the seven communicative functions. Thus, “form follows function” throughout the *Pause-café* materials.

**Moving Toward Fluency**

One of the main goals of *Pause-café* is to give students a tangible feeling of accomplishment by providing ample communicative activities so that students begin to acquire the ability to see what they have learned in a variety of contexts. To ensure that students move forward in their understanding of
the forms that make their messages more accurate, consciousness-raising activities serve as an indirect way of helping them see how all of these functions work together in French. These activities require students to identify sentences that exemplify the seven communicative functions and explain their use or purpose. To this end, consciousness-raising activities are integrated throughout the textbook and the Cahier d’activités.

Increased fluency in a second language is also characterized by a more extensive vocabulary. Thus, Pause-café stresses vocabulary acquisition as one of its main goals. The vocabulary presented throughout Pause-café is arranged in semantically associated groups. Learning vocabulary in this way helps students remember words thematically, not as isolated items. In this manner, the words will be more readily available to students when they need them in the future. Besides learning vocabulary in associated groups, students learn to prepare for oral and written work by creating their own index cards or fiches.

Many of the vocabulary items in Pause-café are also geared toward a more intermediate-level vocabulary system, rather than a strict review of first-year terms. Although the vocabulary presentation lists in the Vocabulaire thématique sections of each chapter may seem daunting at first glance, some of the vocabulary will be a review for students who have studied it in their first-year courses. In addition, the vocabulary is constantly recycled throughout the text, offering the chance for students to continually use the new vocabulary they have acquired in order to talk about the different topics related to each chapter’s theme. Other vocabulary items, such as the words and phrases found in Pour mieux discuter and Expressions utiles boxes, are not considered active terms but are often repeated throughout the text. An expanded vocabulary is one of the first and most tangible indicators to students that they are moving forward in the language-acquisition process.

It is also very important that students understand from the outset how this course differs from previous courses they may have taken. As they move toward fluency, they should progress from being list makers to being paragraph makers, from memorizing isolated words to learning groups of thematically related words, from studying grammar structures in a vacuum to studying grammar as a support for expressing language functions. Finally, students should attain a deeper understanding and appreciation of French and Francophone cultures through the textbook’s rich and diverse cultural features and through the lives of the six characters (les six amis) who appear throughout Pause-café. Above all, we hope that your students begin to see themselves moving toward fluency as they progress through the course.

A Guided Tour of Pause-café

Organization

Each of the six main chapters in Pause-café focuses on a few countries or regions of the Francophone world and centers around a specific theme that is woven into the various components of the chapter. The chapters are connected by the lives of six friends, each hailing from a different part of the French-speaking world. The six main characters regularly meet in a Parisian café for conversation and conviviality (hence the title Pause-café). The preliminary chapter introduces students to these six friends as well as to the concept of the points clés. It also provides an overview of the grammatical structures integrated throughout all of the chapters. Each of the main chapters is divided into the following sections:

Chapter Opener

Each chapter-opening page includes a beautiful photo related to the chapter theme that instructors
can use to ask questions to activate students’ knowledge of the topic. Also included are bulleted points listing the communicative functions, central themes, and the city, country, or region of focus for the chapter.

Rencontres
The chapter theme is presented through an introductory dialogue among the friends at their favorite gathering spot, a Parisian café. New thematic vocabulary, as well as several points clés, are introduced in the context of this dialogue. Comprehension questions, reactions, and student-generated dialogues follow.

Vocabulaire thématique
The vocabulary found in these sections is thematic and presented in semantic groups. Several words from the new vocabulary lists are then expanded in the Expansion du vocabulaire section by showing how they are related to similar words with different parts of speech, such as la fête, fêter, festif/-ve. To allow students ample opportunity to work with and acquire the new vocabulary before moving on to the rest of the chapter, there are a variety of communicative activities that follow each vocabulary presentation.
Points clés

Although each chapter highlights one or two of the seven communicative functions, all seven functions are integrated and reviewed in oral and written work throughout the text. The points clés are the key grammar points needed to accurately realize the communicative functions. Complete grammar explanations for the points clés appear in the Explications grammaticales section, or “blue pages,” at the end of the text. In the Points clés section of every chapter, students are reminded to review the grammar explanations in the “blue pages” and to complete the accompanying À votre tour! exercises before continuing.

At the beginning of the Points clés section, there is a short review of the featured fonction communicative and a brief exercise section called Faites votre diagnostic! that students can use to check their command of the grammar points pertinent to the communicative function featured in that chapter. The remaining exercises in this section provide ample interactive opportunities to use the points clés and new vocabulary in conversation and in writing. Expressions utiles and Expressions de coordination, handy phrases that enhance fluid speech and writing, are presented according to the communicative function of the chapter.

Coin–culture

This section presents points of interest in the chapter’s region of focus. Colorful visuals, a map, and interesting facts are included in this section, as well as interactive activities that focus on the information presented. In addition to noteworthy places, this section also profiles French and Francophone artists from one of the regions of focus. Each culture reading in this section has corresponding Internet research activities. Suggested key words and links to French and Francophone search engines are provided at the Pause-café Online Learning Center at www.mhhe.com/pausecafe.
Lecture
Each chapter has an authentic reading that relates to the chapter theme, introduced through a brief biography of the author, who hails from one of the regions presented in the chapter. Pre-reading and follow-up activities emphasize reading strategies, comprehension, and expansion of ideas presented in the readings. The post-reading activities provide the opportunity for sustained group and class discussion. Three reading strategy icons are found in the margin of the readings. The Vocabulaire icon signals new words that students should try to either decipher from context, look up in the end vocabulary, relate to words they do know, or ignore altogether. The Visualiser icon encourages students to conjure up images of the people, places, things, and situations described at various points in the reading. The Vérifier icon and a short set of questions, positioned at logical break points within longer readings and at the end of all readings, provide a quick comprehension check of the main points of the section or the entire reading.

Pour écrire
The multilayered writing activity for each chapter consists of a brief composition based on the chapter theme. The main composition is divided into three sections: a brainstorming activity, a peer-reviewed preliminary writing assignment, and a final composition based on the information gathered from the first writing phase of the activity.

Autres thèmes pour discuter
At the end of every chapter are additional speaking activities that encourage students to develop higher-level speaking skills to support an opinion, discuss advantages and disadvantages, hypothesize, and so on. Students are asked to prepare vocabulary index cards (fiches) to aid them in speaking. We suggest that students create a fiche with three nouns, three verbs, and three adjectives related to each topic at hand. This exercise builds on the strategy of learning vocabulary in associated groups.
Explications grammaticales

Explanation of the grammatical structures associated with each of the communicative functions (Points clés) and accompanying practice exercises, À votre tour, are found in the blue pages at the back of the textbook. A tabbing system using the icons for each fonction communicative provides easy reference. An Answer Key to the À votre tour exercises is provided following the blue pages for students to check their own work.

Autres points de grammaire, which follows the Points clés section in the blue pages, contains additional grammar points not included in the seven fonctions communicatives.

Supplements

As a full-service publisher of quality educational products, McGraw-Hill does much more than just sell textbooks to students; we create and publish an extensive array of print and digital supplements to support instruction on your campus. Orders of new (versus used) textbooks help us to defray the substantial cost of developing the supplements that accompany Pause-café.

For Instructors and Students:

Cahier d’activités

The Cahier d’activités follows the organization of the main textbook. This workbook/laboratory manual contains a variety of written and oral exercises and activities that students can use to practice the seven communicative functions with all four skills: writing, reading, listening, and speaking. For a detailed description of the Cahier d’activités content, see the preface to that supplement.

The Online Cahier d’activités powered by Quia

The Online Cahier d’activités offers the same outstanding practice as the printed version plus many additional advantages, such as integrated audio files, immediate feedback and scoring for students, and an easy-to-use grade book and class roster system for instructors. To gain access, students purchase a unique Student Book Key (passcode) in a bi-fold sleeve that is optionally packaged with the book. Instructors should contact their local McGraw-Hill sales representative to obtain an Instructor’s Book Key.
Audio Program

For use with the laboratory activities in the Cahier d’activités, the Audio Program on CD corresponds to the Pratique orale section of all chapters of the Cahier d’activités. In addition, the complete Audio Program can also be accessed free of charge on the Pause-café Online Learning Center (www.mhhe.com/pausecafe) under More Resources. The Audioscript is available only to instructors in the Instructor Edition of the Online Learning Center. Contact your McGraw-Hill sales representative for the instructor password.

Online Learning Center (Student and Instructor Editions)

The Online Learning Center for Pause-café (www.mhhe.com/pausecafe) is a complete learning and teaching resource center for both students and instructors. Students have free access to the site without a password; instructors must request their password from their local sales representative.

• Student Edition
The Student Edition of the Web site includes a set of key words and a list of French and Francophone search engines for the Coin-culture Internet activities found in each chapter. The complete Audio Program is also available at no cost, posted for each chapter under More Resources. These audio files are downloadable to laptops and mp3 players.

• Instructor Edition
The Instructor Edition of the Web site gives instructors access to the student resources described above, as well as the following instructor’s materials:

■ Audioscript
The Audioscript contains the complete recording script of the Audio Program on CD and may be downloaded and printed from the Instructor’s Edition of the Online Learning Center.

■ Instructor’s Manual / Testing Program
The Instructor’s Manual / Testing Program, available in the Instructor Edition of the Online Learning Center, provides scheduling suggestions, syllabus planning, sample lesson plans for one chapter (Chapitre 1), and general teaching suggestions. Also included are tips on grading oral presentations and compositions, guidelines for better writing, and a list of common errors.

The Testing Program contains a 20-minute quiz and a 50-minute exam for each chapter, as well as two final exams. Both the quizzes and the exams assess vocabulary, structures, and culture, as well as students’ writing and oral comprehension skills. Instructors may use the exams “as is” or choose items from them to create their own chapter quizzes, exams, midterms, or finals. Instructors may also prefer to use the quizzes and exams as models to create their own assessment materials.
Acknowledgments

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L'EUROPE

- Le français est la langue maternelle majoritaire et/ou officielle
- Le français est langue officielle ou administrative
- Présence importante de la langue française, sans statut particulier

m = masculin  f = féminin