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**Terrell, Tracy D., Mary B. Rogers, Betsy J. Kerr, Guy Spielmann, and consultant Françoise Santore. *Deux Mondes: A Communicative Approach*. 5th edition.**

**Boston: McGraw-Hill, 2005. ISBN: 0-07-295932-0. Includes: text, *Cahier d'exercices*, Instructor's Manual, Instructor's Resource Kit, Printed Testing Program, Electronic Testing Program, Video on VHS or CD, Online Workbook/Laboratory Manual, Interactive CD-ROM, Audio CD Program (8 CDs), Student Audio CD Program (9 CDs), Audio Script. For ordering information and assistance from a sales representative, contact McGraw-Hill World Languages at (800) 338-3987 or [www.mhhe.com/worldlanguages](http://www.mhhe.com/worldlanguages).**

Reviewing an introductory language textbook is a tricky task since no one textbook can fit every teacher's needs or teaching style; in other words, no one textbook is perfect. The fifth edition of *Deux Mondes: A Communicative Approach* comes with all the standard bells and whistles: main textbook (with four appendices, a "lexique," and an index), *Cahier d'exercices*, Instructor's Manual, Instructor's Resource Kit, testing program (in paper or electronic format) with audio CDs, video in VHS or CD format, online workbook/laboratory manual, interactive CD-ROM, institutional CD-ROM for language laboratory use, audio CD program for language laboratory use, student audio CD program, and audio script. Potential adopters of *Deux Mondes* should be aware that the text is currently under revision and that the sixth edition is expected to be released in late 2007/early 2008. The original copyright for the text is 1988.

*Deux Mondes* comprises two preliminary chapters (*Première Étape* and *Deuxième Étape*) and fourteen chapters, each divided between "Activités" (white pages) and "Grammaire et exercices" (blue pages) for the preliminary chapters and "Activités et lectures" (white pages) and "Grammaire et exercices" (blue pages) for the remaining fourteen chapters. Chapters Four, Six, Eight, Ten, and Twelve also include an "Echelles Francophones" section. The number of chapters to be covered per semester would naturally be determined by the number of class periods (e.g., contact time) per week per semester. Chapter themes are as follows:

Première Étape: Premières rencontres;

Deuxième Étape: Le monde étudiant;

Chapitre 1: Ma famille et moi;

- Chapitre 2: La vie quotidienne et les loisirs;
- Chapitre 3: En ville;
- Chapitre 4: La maison et le quartier (Escalaes Francophones: La France);
- Chapitre 5: Dans le passé;
- Chapitre 6: L'enfance et la jeunesse (Escalaes Francophones: Le Québec);
- Chapitre 7: À table;
- Chapitre 8: Parlons de la Terre! (Escalaes Francophones: Le Sénégal);
- Chapitre 9: L'enseignement, les carrières et l'avenir;
- Chapitre 10: Les voyages (Escalaes Francophones: La Belgique);
- Chapitre 11: Les moyens de communication;
- Chapitre 12: La santé et les urgences (Escalaes Francophones: Les Antilles);
- Chapitre 13: La famille et les valeurs en société; and,
- Chapitre 14: Les enjeux du présent et de l'avenir.

This reviewer was particularly pleased to see that “Chapitre 8: Parlons de la Terre!” had been revised from the fourth edition to reflect the strong interest in environmental issues among people throughout the world. Given the recent success of Al Gore’s 2006 documentary *An Inconvenient Truth*, this chapter will surely be popular with students and instructors alike. Students, for example, will be able to compare their culture’s perspective on global warming with that of Francophone cultures. Also impressive were the range of readings (cultural and literary) for each chapter. For example, included among the readings are “La langue en mouvement — Le verlan” (Chapitre 4) and “Info: Société — Femmes en vue d’hier et d’aujourd’hui” (Chapitre 14).

However, while this reviewer was delighted to see that the text is principally written in French from the very first preliminary chapter on, the layout of the book is bothersome, if not difficult: blue pages, with grammar explanations in English, come after the white pages in French. The blue pages are to be assigned for homework, and the white pages are to be used in class. This is a rather awkward approach, but it must stem from the authors’ belief that students are actually going to learn, or at least study, the material before it is presented in French in class. If this is indeed the case, why not at least provide some grammar explanation in French among the white pages to support what the instructor does in class? In so doing, the act of purging the class of any use of English would be tremendously enhanced. Moreover, including at least some grammar explanation in French among the white pages would reduce the amount of flipping back and forth between the blue and white pages. Or, at the very minimum, put verb conjugation charts, for example, in the margins of the white pages. We all know how, if a student becomes lost in a class where the instructor correctly uses the communicative approach and does not use English in class, the student will naturally flip around to the blue pages in an attempt to figure out what is going on.

For the technological savvy among us, the online workbook/laboratory manual is definitely worth exploring. It promises instant feedback, automatic grading and scoring, the complete *Deux Mondes* audio program, a grade book tracking

feature, and an easy-to-use, interactive format. Furthermore, the interactive CD-ROM provides activities and games that practice vocabulary and grammar, audio and video recordings, simulated video conversations with native speakers of French, a plethora of cultural information about customs, traditions, and French-speaking countries, and a “talking” dictionary, as well as a session tracking and grading feature.

All in all, *Deux Mondes* is a fairly good text. It will, of course, be very interesting to see the changes made in the sixth edition.

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### **Publisher’s Response**

McGraw-Hill is delighted to have the opportunity to respond to Professor Angelini’s review of the fifth edition of *Deux mondes*. In particular, it is gratifying that she has highlighted some important changes to content, including an expanded treatment of the topic of the environment as well as other new cultural and literary selections. Changes of this sort in educational materials are the result of feedback that publishers receive from professors, and the authors of *Deux mondes* have responded to that feedback in ways that keep their materials current and of interest to today’s students and instructors. We also appreciate Professor Angelini’s acknowledgment of the vast array of print and media supplements available with *Deux mondes*. McGraw-Hill World Languages is committed to publishing high-quality foreign language textbooks and multimedia products, and we are proud to include *Deux mondes* and its rich package of ancillary materials among our many titles. As mentioned by Professor Angelini, the sixth edition of *Deux mondes* is scheduled for publication in early spring 2008. We again thank Professor Angelini for sharing her review of *Deux mondes* with the readership of *The NECTFL Review*.

William R. Glass, Ph.D.  
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