

**French 150: Second-Semester French**  
Spring 2010 (Evening, section # \_\_\_\_\_)



|                            |                                |
|----------------------------|--------------------------------|
| Instructor: _____          | Office hours: _____            |
| Email: _____               | <b>Classmate</b> : name: _____ |
| Phone: _____ Office: _____ | email/phone: _____             |

**Course Information and Policies**

**Course description**

This course is the second of a four-semester introduction to the French language and the Francophone cultures of the world. It is designed to help students improve their communication skills in French and it emphasizes all four language skills: speaking, listening, reading, and writing.

**Course objectives**

By the end of the semester, students successfully completing this course should be able to:

- ✓ interact successfully in spoken French, and express themselves clearly in written French;
- ✓ understand the main ideas of what they hear, see and read in French;
- ✓ have a deeper understanding of various aspects of French-speaking cultures.

**Textbook and course materials** (sold at the IUB Bookstore and TIS)

➤ Valdman, A., C. Pons, and M. E. Scullen. ***Chez Nous / 4<sup>th</sup> Edition (CUSTOM IU EDITION)***. Pearson Prentice Hall, 2009. ISBN: 978-0-55-834494-8 (Textbook [CN] and Activity Manual [WB])

\*\* If you bought the F100 custom edition of *Chez Nous* (ISBN: 978-0-55-834013-1) in fall of 2009, you do not need a new book.

➤ *Larousse Pocket Dictionary, français-anglais, English-French*. Larousse, 2007. ISBN: 978-2-03542-085-5. (or a comparable dictionary)

**Class format**

In order to achieve the objectives described above, classroom activities will focus on practice and reinforcement of materials covered in the textbook. The nature of F150 is highly interactive; you will speak French with your classmates and work together on various activities. For successful interactions in class, make sure that you are well prepared before the class period. You cannot expect to understand materials, or to speak, read and write about topics that you haven't spent a sufficient amount of time preparing.

**Grade calculation**

|  |  |
|--|--|
| Preparation/Attendance/Participation (PAP) | 140 points (10 x 14 weeks <sup>1</sup> ) |
| Homework and Quizzes                       | 140 points                               |
| In-class writing assignments (4)           | 80 points (20 points x 4)                |
| Revision of writing assignments (3)        | 15 points (5 point x 3)                  |
| Participation in French activity           | 20 points                                |
| Oral presentation                          | 25 points                                |
| Oral exam                                  | 40 points                                |
| Chapter exams (4)                          | 360 points (90 points x 4)               |
| Final exam                                 | <u>180 points</u>                        |
|  | 1000 points                              |

**Grading Scale:**

A+ = 975-1000; A = 925-974; A- = 895-924;  
B+ = 875-894; B = 825-874; B- = 795-824;  
C+ = 775-794; C = 725-774; C- = 695-724;  
D+ = 675-694; D = 625-674; D- = 595-624;  
F = < 594

- Grades are not curved.
- There is no extra credit awarded in F150.

<sup>1</sup> Week 1 does not count toward your PAP grade.

## Preparation/Attendance/Participation (PAP)

Preparation, attendance and participation (PAP) go hand in hand and are three key elements to your success. You must come to class having prepared the lesson and done the assignment *ahead of time*. Tardiness and early departures, as well as disruptive behavior, count against your overall participation.

A maximum PAP score of 10 points can be earned per week. Preparation, attendance and participation will be *noted daily* and *graded weekly*. It is normal to feel nervous or shy when speaking a foreign language; regular participation in class will help you become more comfortable speaking French and will help you progress as quickly as possible in the language. Do not worry about making mistakes – making mistakes is a normal part of the learning process! We will focus more on the message you are trying to communicate than on any grammatical mistakes you make while talking.

The following are general guidelines your instructor will follow in assigning your PAP grade.

|                      |  |
|----------------------|--|
| <b>8.5-10 points</b> | Used only French and spoke often during class. Participated actively in group work. Volunteered often and in a meaningful way to class discussion. Listened attentively and responded to others. Was well prepared for class and able to respond to detailed questions about material.   |
| <b>7-8 points</b>    | Used mostly French but used English on occasion (including during partner work). Spoke often during class. Participated actively in group work. Volunteered occasionally. Listened and responded generally to others. Was adequately prepared for class and able to respond correctly to basic questions about material.                                       |
| <b>5-6.5 points</b>  | Used quite a bit of English on several occasions during group work and/or whole class discussion OR didn't speak often. Not very engaged in group activities. Did not volunteer during classroom discussion. Did not bring textbook (except for exam days). Was not familiar with the material for the day, and unable to respond to basic questions about it. |
| <b>0-4.5 points</b>  | Used more English than French OR did not speak during class. Was not engaged in group activities, was distracting to others, or strayed from the topic during group activities. Chatted in English with classmates, did other homework, slept, text-messaged, read the news, or did not pay attention during class activities.                                 |

## Absences

You are expected to come to class fully prepared, and to participate actively each day. However, you are allowed *two unexcused absences* over the course of the semester. Beyond the two “free” absences, you will lose 1% (10 points) of the course grade for *each* subsequent absence. Because absences prevent you from participating in class and showing your preparation, unexcused absences will impact your PAP assessment for that day.

### EXCUSED ABSENCES

An excused absence is one for which you can **provide written documentation** showing that you were unable to attend class that specific day (e.g. **family emergency, illness, religious observance, unavoidable professional obligation**). Once your documentation is accepted, you will be allowed to make up missed work. Note that a slip from the Health Center that simply states that you were seen at the Health Center *does not* count as adequate documentation for an absence. Rather, a dated and signed note from a doctor stating that you were unable to attend class is required.

### ILLNESS DUE TO FLU-LIKE SYMPTOMS

Documentation from a health care provider is not required for absences due to flu-like symptoms. However, to document flu-like symptoms, you need to **send an email notification to your instructor by 11:59pm** on the first day that flu-like symptoms prevent you from attending class. This notification will document your absence as excused. No further documentation is required; it will be assumed that subsequent days of absence are also due to flu-like symptoms.

### RELIGIOUS OBSERVANCE

Indiana University excuses absences for students who are observing an officially recognized religious holiday. You must **submit an official form** to your instructor **within the first two weeks of the semester** to be excused for the relevant religious holidays. Please note that absences are excused on the day of the religious holiday only; additional days (e.g., days to travel) are not excused. The official form and further information can be found online at: <http://www.indiana.edu/~vpfaa/holidays.shtml>.

**\*\* Please do not ask your instructor to excuse an absence if you cannot provide documentation in a timely manner. \*\***

## Homework and Quizzes

You are expected to have all readings and assignments completed **by class time** on the day under which they appear on the course calendar; no late assignments will be accepted. All homework must be **handwritten**, and you must use a **different color pen to indicate corrections** made after consulting the *Chez Nous* answer key. Your instructor will collect homework and give quizzes randomly throughout the semester to assess your progress. Quizzes may be announced or “pop” quizzes.

If you miss class due to an excused absence, you can receive credit for homework completed and submitted on the day of your return. An excused absence also allows you to make up a quiz once your supporting documentation is accepted by the instructor. Any homework submitted on the day of your return will be considered late, i.e. it will not count toward your final grade, if you fail to provide adequate documentation for your absence in a timely manner.

If you know in advance that you will be absent from class, you must turn in your work in advance. A scanned (PDF or JPG) copy of a handwritten assignment is also acceptable, as long as it is received electronically by class time on the day it is due.

## In-class writing assignments / Revision of writing assignments

There will be four (4) in-class writing assignments (*ateliers d'écriture*) that you will complete on specific dates (see course calendar). These assignments are designed to allow you to express yourself in an original and creative way with the vocabulary and structures studied (primarily those in the current chapter of *Chez Nous*, but also those in previous chapters), and to develop good writing skills in French. Reviewing vocabulary and structures ahead of time is crucial, since you will be allowed to use your textbook and a dictionary for the last 10 minutes of the in-class assignment only.

For the first three assignments, you will write a first draft in class, which your instructor will grade with a correction guide, available on the F150 website (under “Assignments & Exams”). Based on your instructor’s comments, you will turn in a fully revised draft. Your instructor will tell you when to hand in each revised version. For the first three assignments, both versions will be graded (20 points for in-class version, 5 points for corrections). For the fourth in-class writing assignment, only the first draft will count. The 20 points for each in-class writing assignment will be distributed as follows:

| <b>Score</b><br>/ 5 | <b>Vocabulary</b><br>(particularly, but not limited to, vocabulary from lessons covered)                          | <b>Grammar / Usage</b><br>(particularly, but not limited to, targeted structures)      | <b>Content / Communication of Ideas</b>   | <b>Organization / Style</b>   |
|---------------------|---|--|---|---|
| 5                   | Excellent and appropriate spelling and choice of vocabulary; variety of words used                                | Excellent control of grammatical structures and punctuation; very few avoidable errors | Relevant and appropriate response to task, content communicated well; appropriate length              | Sentence lengths and patterns varied; tone consistent; text contains related ideas; text follows logical plan (linked coherently) with a clear sense of beginning and closure                                       |
| 4 - 4.5             | Good spelling and choice of vocabulary; moderate variety of words   | Good control of grammatical structures and punctuation; some avoidable errors          | Generally good content, though topic may not be fully explored; appropriate length (or nearly so)     | Sentence lengths and patterns show some variety; tone is generally consistent; most ideas are related; text usually follows a logical plan (linked coherently) with some sense of beginning and closure             |
| 3.5                 | Fair spelling and choice of vocabulary; minimal variety of words; simple vocabulary in relation to expected level | Fair control of grammatical structures and punctuation; many avoidable errors          | Content addresses the topic, though repetitious and simplistic; not long enough                       | Sentence lengths and/or patterns are seldom varied; tone is inconsistent or shows lack of involvement; ideas are often unrelated; text strays from a logical plan with a weak sense of beginning or lack of closure |
| 3                   | Poor spelling and choice of vocabulary; definite lack of variety of words   | Excessive number of errors in grammatical structures and punctuation.                  | Inadequate development of ideas and content; poor ability to communicate; brevity compromises message | Sentence lengths and patterns are repetitious; tone is lifeless and shows no involvement; text follows no logical plan  |
| 0 - 2.5             | Incomprehensible  | Meaning blocked; text dominated by errors  | No relevance to task; not enough to evaluate  | No evidence of organization or style  |

### **Participation in an extracurricular French activity**

The French program offers many opportunities to expand your knowledge and skills outside the classroom. These include a weekly conversation table, monthly French films, occasional French Club activities, and potentially special events around campus. You will be required to participate in one extracurricular French activity sometime during the semester, and write a short essay describing and reflecting on your experience. This assignment will allow you to apply what you learned about the French language and culture in class to a real life situation. A schedule of activities will be announced during the first few weeks of the semester.

### **Oral presentation**

You will work with a partner to give a short presentation in French on the topic of your choice. The purpose of presentations is to put to use the various skills you will have integrated as the semester progresses. You will find additional information concerning this project on the course website.

### **Oral exam**

Near the end of the semester, your oral communication skills will be evaluated in an oral exam. A set of possible topics will be provided in advance to allow you to prepare.

### **Final exam**

The final exam will be held on Monday, May 3 from 12:30pm to 2:30pm. This exam is cumulative; it covers material from the entire semester. You are responsible for making sure that you do not have schedule conflicts (e.g., other final exams) on the date and time of the F150 final exam. If you need to schedule a make-up final exam, contact your instructor. You will need to provide documentation that proves you cannot attend the regularly scheduled exam; this will allow you to take the make-up final exam. NOTE: Bring your student ID card to the final exam session.

### **ACADEMIC HONESTY AND INTEGRITY**

**All work in F150**, whether written or oral, submitted on paper or online, **must be strictly your own**. Cheating and plagiarism will be dealt with according to Indiana University's guidelines for academic misconduct (details at <http://www.iu.edu/~code>).

### **Suggestions for optimal language learning**

- ✓ Attend the French Table (the schedule will be announced soon) and other French cultural events in Bloomington.
- ✓ See French films shown on campus, watch TV and DVDs in French, and listen to French radio on the Internet.
- ✓ Read magazines or newspapers in French (paper or Web versions).

### **Course supervisor**

Should you have questions that your instructor cannot respond to, feel free to contact the F150 course supervisor:

Anne-José Villeneuve, Department of French and Italian, Ballantine 607, email: [avillene@indiana.edu](mailto:avillene@indiana.edu), phone: 855-7538.

**Course Calendar**

NOTE: Many WB exercises have an audio component and require an Internet connection.

|   | <b>MARDI</b>  | <b>JEUDI</b>   |
|---|---|--|
| 1 | <p><b>11 et 12 janvier</b></p> <p>Introduction et révision</p> <p>Module complémentaire [MC]</p> <ul style="list-style-type: none"> <li>o les verbes <i>être</i> et <i>avoir</i></li> <li>o les adjectifs</li> <li>o les préférences et spécialisations</li> <li>o les verbes en <i>-re</i></li> <li>o le passé composé avec <i>avoir</i></li> </ul> <p><b>Réviser:</b> <i>avoir</i> (CN p. A12) et <i>être</i>, (p. A13) au présent de l'indicatif; les verbes en <i>-re</i> au prés. de l'indicatif (CN p. A10)</p> <p><b>Lire/étudier:</b> MC p. 1-4</p> <p><b>Devoir:</b> MC (exercices) P-7, P-9, 1-27, 1-41, 4-26, 3-11, 5-26</p> | <p><b>13 et 14 janvier</b></p> <p>Quiz on the F150 syllabus</p> <p>Module complémentaire</p> <ul style="list-style-type: none"> <li>o les verbes de mouvement</li> <li>o les verbes pronominaux</li> <li>o le passé composé avec <i>être</i></li> </ul> <p>6.1. La vie en ville</p> <ul style="list-style-type: none"> <li>o parler d'un appartement</li> <li>o verbes en <i>-ir</i> comme <i>choisir</i></li> </ul> <p><b>Lire/étudier:</b> MC p. 2-3, 5-6; <i>Chez Nous</i> [CN] p. 222, 226-227, 256</p> <p><b>Devoir:</b> MC 3-13, 4-10, 5-28, 5-29, 5-42, 5-43; WB 6-1, 6-3, 6-8</p> <ul style="list-style-type: none"> <li>• Print and read syllabus, and bring to class</li> <li>• Print, sign, and turn in the F150 Pledge of Honor</li> </ul> |
| 2 | <p><b>18 janvier</b></p> <p>Journée de Martin Luther King</p> <p>(Tuesday January 19 evening class is canceled.)</p>  | <p><b>20 et 21 janvier</b></p> <p>6.1. La vie en ville</p> <ul style="list-style-type: none"> <li>o décrire et situer un immeuble</li> <li>o à quel étage?</li> <li>o la consonne <i>l</i></li> <li>o les pronoms d'objet direct <i>le, la, l', les</i></li> </ul> <p>6.2. Je suis chez moi</p> <ul style="list-style-type: none"> <li>o les meubles</li> <li>o les pronoms d'objet indirect <i>lui</i> et <i>leur</i></li> <li>o la consonne <i>r</i></li> </ul> <p><b>Lire/étudier:</b> CN p. 222, 225, 228-229, 232, 235-236, 256-257</p> <p><b>Devoir:</b> WB 6-2, 6-4, 6-5, 6-6, 6-7, 6-9, 6-10, 6-12, 6-13, 6-14, 6-15, 6-16, 6-17, 6-20, 6-21, 6-22, 6-26</p>   |
| 3 | <p><b>25 et 26 janvier</b></p> <p>6.2. Je suis chez moi</p> <ul style="list-style-type: none"> <li>o décrire un appartement ou un meuble</li> <li>o les verbes de transfert</li> <li>o les nombres à partir de <i>mille</i></li> </ul> <p>6.3. La vie à la campagne</p> <ul style="list-style-type: none"> <li>o la nature et la vie à la campagne</li> <li>o l'imparfait: faire des suggestions</li> </ul> <p><b>Lire/étudier:</b> CN p. 237-239, 241, 244, 257</p> <p><b>Devoir:</b> WB 6-23, 6-24, 6-25, 6-27, 6-28, 6-29, 6-30, 6-31, 6-32, 6-33, 6-36, 6-37, 6-38, 6-39, 6-41, 6-42</p>  | <p><b>27 et 28 janvier</b></p> <p>6.3. La vie à la campagne</p> <ul style="list-style-type: none"> <li>o des activités habituelles au passé</li> <li>o l'imparfait: description au passé</li> </ul> <p>Révision du chapitre 6</p> <p><b>Lire/étudier:</b> CN p. 245-246, 257</p> <p><b>Devoir:</b> WB 6-43, 6-44, 6-45, 6-46, 6-48, 6-49, 6-50, 6-51, 6-60, 6-61; révision</p>   |

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| <p>4</p> | <p><b>1er et 2 février</b></p> <p>Examen du chapitre 6</p> <p>7.1. Les jeunes et la vie</p> <ul style="list-style-type: none"> <li>○ parler de la famille et des racines (1<sup>re</sup> partie)</li> <li>○ décrire une personne (1<sup>re</sup> partie)</li> <li>○ les verbes <i>écrire, lire</i> et <i>dire</i></li> </ul> <p><b>Lire/étudier:</b> CN p. 260 (« la famille à la carte »), 263, 296</p> <p><b>Devoir:</b> WB 7-1, 7-2, 7-5</p>   | <p><b>3 et 4 février</b></p> <p>7.1. Les jeunes et la vie</p> <ul style="list-style-type: none"> <li>○ parler de la famille et des racines (2<sup>e</sup> partie)</li> <li>○ décrire une personne (2<sup>e</sup> partie)</li> <li>○ l'imparfait et le passé composé: description vs. narration</li> </ul> <p>7.2. Les grands événements de la vie</p> <ul style="list-style-type: none"> <li>○ les événements de la vie</li> <li>○ la semi-voyelle /j/</li> <li>○ les pronoms d'objet <i>me, te, nous</i> et <i>vous</i></li> </ul> <p><b>Lire/étudier:</b> CN p. 264-265, 271, 274, 296</p> <p><b>Devoir:</b> WB 7-3, 7-4, 7-6, 7-7, 7-8, 7-9, 7-10, 7-11, 7-13, 7-14, 7-28</p> |
| <p>5</p> | <p><b>8 et 9 février</b></p> <p>7.2. Les grands événements de la vie</p> <ul style="list-style-type: none"> <li>○ des vœux</li> <li>○ l'imparfait et le passé composé: d'autres contrastes</li> <li>○ parler des fêtes</li> <li>○ l'imparfait et le passé composé (pratique supplémentaire)</li> </ul> <p><b>Lire/étudier:</b> CN p. p. 269 (« les fêtes religieuses et officielles »), 270, 272, 296-297</p> <p><b>Devoir:</b> WB 7-17, 7-18, 7-19, 7-20, 7-21, 7-22, 7-23, 7-24, 7-25, 7-26, 7-29, 7-30, 7-31, 7-32</p> | <p><b>10 et 11 février</b></p> <p>Atelier d'écriture 1</p> <p>7.3. Les émotions</p> <ul style="list-style-type: none"> <li>○ exprimer les sentiments</li> <li>○ perdre son sang-froid : quelques expressions utiles</li> <li>○ les verbes pronominaux idiomatiques (1<sup>re</sup> partie)</li> </ul> <p><b>Lire/étudier:</b> CN p. 278, 281, 297</p> <p><b>Devoir:</b> WB 7-35, 7-37, 7-38, 7-44; <i>Le chouette bouquet</i> (1-2)</p>  |
| <p>6</p> | <p><b>15 et 16 février</b></p> <p>7.3. Les émotions</p> <ul style="list-style-type: none"> <li>○ les verbes pronominaux idiomatiques (2<sup>e</sup> partie)</li> <li>○ les semi-voyelles /w/ et /ɥ/</li> <li>○ les verbes <i>voir</i> et <i>croire</i> et la conjonction <i>que</i></li> </ul> <p>Révision du chapitre 7</p> <p><b>Lire/étudier:</b> CN p. 280, 282-284, 297</p> <p><b>Devoir:</b> WB 7-39, 7-40, 7-41, 7-42, 7-43, 7-45, 7-47; révision; <i>Le chouette bouquet</i> (3)</p>                              | <p><b>17 et 18 février</b></p> <p>Examen du chapitre 7</p> <p>Atelier de lecture :<br/><i>Le chouette bouquet</i></p> <p><b>Devoir:</b> <i>Le chouette bouquet</i> (4)</p>   |

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| 7 | <p><b>22 et 23 février</b></p> <p>8.1. Il fait quel temps?</p> <ul style="list-style-type: none"> <li>○ les saisons et le temps</li> <li>○ les questions avec <i>quel</i> et <i>lequel</i></li> <li>○ parler de la température</li> <li>○ la prononciation de la lettre <i>e</i></li> <li>○ les expressions de nécessité</li> </ul> <p><b>Lire/étudier:</b> CN p. 299, 302, 304-3076, 336</p> <p><b>Devoir:</b> WB 8-1, 8-2, 8-3, 8-4, 8-9, 8-10, 8-12, 8-16, 8-17</p> <p>➤ Hand in <i>Le chouette bouquet</i> document</p> | <p><b>24 et 25 février</b></p> <p>8.2. On part en vacances</p> <ul style="list-style-type: none"> <li>○ les vacances et des activités</li> <li>○ les verbes <i>connaître</i> et <i>savoir</i></li> <li>○ les questions avec les pronoms interrogatifs <i>qui</i>, <i>que</i>, <i>quoi</i></li> </ul> <p><b>Lire/étudier:</b> CN p. 311-312, 314-315, 317-318, 336-337</p> <p><b>Devoir:</b> WB 8-6, 8-7, 8-14, 8-20, 8-21, 8-22, 8-23, 8-24, 8-28, 8-30</p>  |
| 8 | <p><b>1er et 2 mars</b></p> <p>Venez chez nous</p> <p>Atelier d'écriture 2</p> <p><b>Devoir:</b> WB 8-25, 8-27, 8-57, 8-58</p>  | <p><b>3 et 4 mars</b></p> <p>8.3. Je vous invite</p> <ul style="list-style-type: none"> <li>○ des distractions</li> <li>○ le <i>h</i> aspiré et le <i>h</i> muet</li> <li>○ les expressions indéfinies et négatives</li> <li>○ inviter quelqu'un</li> <li>○ accepter et refuser des invitations (1<sup>re</sup> partie)</li> <li>○ la modalité : les verbes <i>devoir</i>, <i>pouvoir</i> et <i>vouloir</i></li> </ul> <p><b>Lire/étudier:</b> CN p. 321, 322, 324-326, 327-328, 337</p> <p><b>Devoir:</b> WB 8-36, 8-38, 8-39, 8-40, 8-41, 8-47, 8-48, 8-50, 8-51, 8-52</p> |
| 9 | <p><b>8 et 9 mars</b></p> <p>8.3. Je vous invite</p> <ul style="list-style-type: none"> <li>○ accepter et refuser des invitations (2<sup>e</sup> partie)</li> </ul> <p>Module complémentaire [MC]</p> <ul style="list-style-type: none"> <li>○ le conditionnel et les phrases avec <i>si</i></li> </ul> <p>Révision du chapitre 8</p> <p><b>Lire/étudier:</b> MC p. 7-8</p> <p><b>Devoir:</b> WB 8-44, 8-45, 8-55, 8-56; MC 11-27, 11-28, 11-42; révision</p>   | <p><b>10 et 11 mars</b></p> <p>Examen du chapitre 8</p> <p>Atelier de prononciation</p> <p>Préparation de la présentation orale</p> <p><b>Réviser:</b> CN p. 225, 235, 271, 280, 304, 324-325</p> <p><b>Lire:</b> CN p. 342-343 (la liaison obligatoire)</p>   |
|   | <p><b>15 au 18 mars</b></p> <p>Semaine de relâche!</p>  |  |

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| 10 | <p><b>22 et 23 mars</b></p> <p>9.1. Projets de voyage</p> <ul style="list-style-type: none"> <li>○ faire un voyage</li> <li>○ la liaison obligatoire</li> <li>○ le futur</li> <li>○ les moyens de transport</li> <li>○ le pronom <i>y</i></li> </ul> <p><b>Lire/étudier:</b> CN p. 339-340, 342-344, 346, 378</p> <p><b>Devoir:</b> WB 9-1, 9-3, 9-5, 9-6, 9-7, 9-9, 9-10, 9-11, 9-15, 9-16, 9-17</p>  | <p><b>24 et 25 mars</b></p> <p>Présentations orales</p>   |
| 11 | <p><b>29 et 30 mars</b></p> <p>9.2. Destinations</p> <ul style="list-style-type: none"> <li>○ les continents et les pays</li> <li>○ les prépositions avec des noms de lieux</li> <li>○ les adjectifs de nationalité</li> <li>○ le verbe <i>venir</i></li> <li>○ la liaison avec <i>l, n, et r</i></li> </ul> <p><b>Lire/étudier:</b> CN p. 351, 353-356, 378</p> <p><b>Devoir:</b> WB 9-12, 9-14, 9-20, 9-21, 9-23, 9-24, 9-25, 9-26, 9-27, 9-29, 9-30</p> | <p><b>31 mars et 1er avril</b></p> <p>9.3. Faisons du tourisme!</p> <ul style="list-style-type: none"> <li>○ le logement et les visites</li> <li>○ les pronoms relatifs <i>où</i> et <i>qui</i></li> <li>○ se renseigner, indiquer le chemin</li> <li>○ des sites historiques et culturels</li> <li>○ le pronom relatif <i>que</i></li> </ul> <p><b>Lire/étudier:</b> CN p. 361, 362 (« le logement »), 363, 365-367, 378-379</p> <p><b>Devoir:</b> WB 9-31, 9-33, 9-38, 9-39, 9-41, 9-42, 9-44, 9-45, 9-47</p> |
| 12 | <p><b>5 et 6 avril</b></p> <p>Paris, Ville Lumière</p> <p>Révision du chapitre 9</p> <p><b>Devoir:</b> WB 9-46, 9-47, 9-57, 9-59; révision</p>   | <p><b>7 et 8 avril</b></p> <p>Examen du chapitre 9</p> <p>Atelier d'écriture 3</p>  |

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| 13   | <p><b>12 et 13 avril</b></p> <p>10.1. La santé</p> <ul style="list-style-type: none"> <li>○ le corps humain</li> <li>○ des maux et des handicaps</li> <li>○ le subjonctif des verbes réguliers avec les expressions de nécessité</li> <li>○ rester en forme; choses à éviter</li> <li>○ les consonnes <i>s</i> et <i>z</i></li> <li>○ le subjonctif des verbes irréguliers</li> </ul> <p><b>Lire/étudier:</b> CN p. 381-382, 384-387, 416</p> <p><b>Devoir:</b> WB 10-1, 10-3, 10-4, 10-5, 10-6, 10-8, 10-9, 10-10</p> | <p><b>14 et 15 avril</b></p> <p>10.2. Sauvons la planète</p> <ul style="list-style-type: none"> <li>○ des menaces pour l'environnement</li> <li>○ le subjonctif avec les expressions de volonté</li> <li>○ protéger l'environnement</li> <li>○ la consonne <i>gn</i></li> <li>○ d'autres verbes irréguliers au subjonctif</li> </ul> <p><b>Lire/étudier:</b> CN p. 395-398, 416-417</p> <p><b>Devoir:</b> WB 10-11, 10-12, 10-14, 10-15, 10-16, 10-19, 10-20, 10-21, 10-23, 10-24, 10-26, 10-27, 10-28</p> |
| 14   | <p><b>19 et 20 avril</b></p> <p>10.3. Le bien commun</p> <ul style="list-style-type: none"> <li>○ s'engager et faire du bénévolat</li> <li>○ le subjonctif avec les émotions</li> <li>○ les manifestations</li> <li>○ le subjonctif avec les expressions de doute</li> </ul> <p><b>Lire/étudier:</b> CN p. 402, 404-406, 417</p> <p><b>Devoir:</b> WB 10-29, 10-30, 10-31, 10-37, 10-38, 10-39, 10-41, 10-42, 10-43, 10-45, 10-46, 10-47, 10-49, 10-50</p>   | <p><b>21 et 22 avril</b></p> <p>Discussion et débat</p> <ul style="list-style-type: none"> <li>○ la santé et le bien-être</li> <li>○ l'environnement</li> <li>○ le bien commun</li> </ul> <p>Atelier d'écriture 4</p> <p><b>Réviser:</b> CN p. 416-417</p> <p><b>Devoir:</b></p> <ul style="list-style-type: none"> <li>• Option 1 : WB 10-17, 10-18</li> <li>• Option 2 : WB 10-35, 10-36</li> <li>• Option 3 : WB 10-51, 10-52</li> </ul>  |
| 15   | <p><b>26 et 27 avril</b></p> <p>Examen oral</p>  | <p><b>28 et 29 avril</b></p> <p>Révision générale</p> <p><b>Devoir:</b> révision</p>   |
| <p>Examen final (F150):</p> <p><b>lundi 3 mai 2010, 12:30-2:30pm</b></p> |  |  |