

**UCEAP FRENCH AND EUROPEAN STUDIES  
PARIS, FRANCE**

**ADVANCED BEGINNING CONVERSATION AND GRAMMAR  
FRENCH 13**

**FALL 2018**

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**1. COURSE INFORMATION**

**Class Times:** T-Th 9-11am (unless otherwise indicated on course schedule)

Class visits: days and times will vary

**Class Location:** ACCENT Study Center

**Language of Instruction:** French

**UC Quarter/Semester Credits:** 6/4

**UCEAP Course Subject(s):** French

**Course Duration (weeks):** 13 weeks

**2. FACULTY INFORMATION**

**Faculty:** Pierre Bras, Ph.D.

**Faculty Contact Information:** ucpierrebras@gmail.com

**Office:** UC Paris Study Center

**Office Hours:** by appointment

**3. COURSE DESCRIPTION**

This thirteen-week beginning conversation and grammar course is intended to immerse students in the French language and culture through bi-weekly class sessions and occasional instructor-led site visits. The fall semester program teaches listening, speaking, reading and writing with a focus on communication. Students will have the opportunity to use everything they learn in class as they go about their daily activities. Students can expect to be able to talk about daily life, food, travelling, Paris and a wide variety of activities. While students are learning how to speak the language, they will continue their introduction to the culture of the French-speaking world. To immerse students in the language, **only French will be spoken in class**. Although students are not expected to understand every word, they should try to follow the gist by paying attention to the context. Students will find their comprehension increasing as the course progresses.

**4. COURSE MATERIALS**

Jansma, K., *Motifs: An Introduction to French*, Heinle, 6<sup>th</sup> Edition, 2014

**5. COURSE LEARNING OUTCOMES**

The goal of the FR13 course is to help students develop the ability to communicate in spoken and written French. By the end of the course, students will have been presented and should be able to understand/perform/possess the following at a level appropriate to a novice-high learner (ACTFL scale):

- Understand the basic structures of French grammar and use the present, and use occasionally the past, near future, and future, of high-frequency regular and irregular verbs, use reflexive verbs to talk about their daily routines, use reciprocal verbs, and use occasionally the imperative, conditional and subjunctive moods, as well as use subject, object, and relative pronouns, articles, prepositions, possessive and demonstrative adjectives, adverbs, interrogative expressions, negative expressions, idiomatic expressions, expressions of quantity, and time and weather expressions
- Possess a basic working vocabulary and engage in short conversations with a sympathetic interlocutor in French, using simple sentences and basic vocabulary, with occasional use of past and future tenses, on familiar topics (such as the academic environment, family, food, and the home environment, habitual activities, memories, travelling and accommodations, facts and beliefs, opinions and emotions, health and illness, friendship, love and romance, etc.) and express their basic everyday needs
- Understand information on French and Francophone culture on the following topics: greetings, leisure activities and sports, vacation time, family structures, schooling and values of the French Republic, the

distribution of household chores, environmental protection, cuisine, grocery shopping and eating habits, the workplace, café life, multiethnic society, youth culture, fashion trends, the education system, values, politics, French national identity, the geography and cultural aspects of France's regions, and the geography, music and cuisine of the francophone world

- Read, understand, and discuss short, non-complex and highly predictable texts, for which there is contextual/extralinguistic support, on very familiar topics
- Write with some accuracy on very familiar topics in simple French, using the recombination of practiced vocabulary and structures to construct sentences
- Understand basic French spoken by someone who is sympathetic to non-native and beginning students of French on familiar topics, using context and extralinguistic support to determine meaning
- Reflect upon basic cultural differences as reflected in a variety of French and Francophone contexts, such as varying levels of familiarity/formality, etiquette, cuisine and dietary habits, family structures, commerce and the professional world, etc., as well as in cultural products such as film, performances, news, and music

**Enrollment Advice for Fall Term**

The following recommendation for continuing the study of French upon completion of the Practicum and the FR13 course is not meant to provide a definitive prescription, but rather a helpful suggestion. Students are required to follow placement procedures as defined by their home campus French department.

UCEAP Paris Course	Equivalency on UC Quarter Campuses	Equivalency on UC Semester Campuses	Continuing Students : Enrollment Advice for Fall Term
Practicum + FR13	Quarters 2-3	Semester 2	Quarter 4 / Semester 3

**6. PREREQUISITES**

UCEAP FR50 (French Language Practicum)

**7. METHODS OF INSTRUCTION**

Instruction will consist of presentations on grammar; all class activities; small group activities; individual and group presentations; and visits to pertinent neighborhoods and sites to provide students with opportunities to practice their language skills and to learn about their host city's history and culture.

**8. COURSE REQUIREMENTS**

**Class Meetings & Site Visits**

Class meetings will last 2.0 hours. Class time will be divided between presentations on grammar and student activities in which active student participation is required. Students are expected to study the material assigned for each class and to be prepared to practice the material in class.

In addition, students will meet for periodic site visits:

- Week 3: Quartier Latin
- Week 6: Piano Vache
- Week 9: Atelier Cuisine
- Week 12: Les Passages

**Class Participation**

Active participation is required. Students are expected to study the assigned material and complete all homework for each class meeting beforehand, and to participate actively in all class activities and discussions.

**Written Assessment – Homework**

Students are required to keep self-corrected exercises (*exercices auto corrigés*) and written activities in a special notebook (or in a special section of their class notebooks). The instructor will check this notebook on test days, but it should be brought to every class session. Other homework (e.g., handouts) will be collected at the beginning of the next class. Every handwritten assignment must be completed on a neat, squared sheet of paper, be written in a legible way with a pen and include the following: student's name, instructor's name, the date, and where applicable reference to the page number(s) of the exercise/activity.

Homework assignments (*les devoirs* in French) are described in the course schedule in French.

Here is a key to understand the *devoirs*:

- *Lire* Read the text indicated by page numbers.
- *Écrire* Write out responses legibly.
- *Étudier* Study structures carefully, memorize vocabulary and forms studied.
- *Exercices* All exercises should be complete and written legibly.
  - *auto corrigé* Self-corrected exercises (answers in back of book).
  - *polycopiés* Handouts provide supplemental exercises that should be completed.
- *Préparer* Prepare what is asked – drawing, photo, oral presentation, etc.
- *Préparation orale* Oral preparation, i.e., memorization, is essential for students' oral presentations (*présentations orales*).
- *Composition* Compositions must be typed, etc. (see above course requirements).
- *Réviser* Review vocabulary and/or structures as noted.

### Written Assessment – Compositions

Compositions are an opportunity for students to use French creatively, pulling together everything they have learned to describe their experiences. An “A” composition will be accurate, thoroughly address the topic and express something unique about the writer. Compositions are to be typed, double-spaced 12-point font (Times NR) and to meet length requirements as specified on the prompts.

All work submitted must be the student's own. The use of translating/writing programs or online-websites (or friends or family members who speak more advanced French) for composition assignments is not permitted. Assignments produced in this manner will not receive credit. Students should approach their assignments and compositions as exciting opportunities to put to use their developing language skills in a creative manner. Also, it is not a good idea to begin an assignment in English with the intent to translate it into French. Students should use the vocabulary and structures they are learning in class for their assignments and compositions. Use of a bilingual dictionary to look up words is acceptable.

### Written Assessment – Chapter Tests

Chapter tests will occur periodically throughout the semester. The tests aim at evaluating students' knowledge and understanding of grammar, vocabulary and culture.

### Oral Presentations

The oral presentations aim at evaluating students' oral skills. Students are required to present on the assigned topic and to do so without a script. Using visual or other extra-linguistic supports is acceptable.

### Midterm and Final Exams

The midterm and final exams aim at evaluating the students' cumulative knowledge and understanding of grammar, vocabulary and culture.

## 9. ASSESSMENT AND GRADING CRITERIA

The FR13 course will be graded on a 100-point scale. The final grades will be determined as follows:

➤ Class Participation	15%
➤ Homework	10%
➤ Compositions	15%
➤ Chapter Tests	15%
➤ Oral Presentations	10%
➤ Midterm Exam	15%
➤ Final Exam	20%

The numerical average will correspond to the following degrees of competence:

90 – 100	<i>Outstanding degree of competence</i>
80 – 89	<i>Good degree of competence</i>
70 – 79	<i>Adequate degree of competence</i>
60 – 69	<i>Basic degree of competence</i>
0 – 59	<i>Failure to demonstrate a basic degree of competence</i>

## 10. ATTENDANCE POLICY

Attendance is expected in all course meetings, course-related activities and visits/excursions on UCEAP

programs.

- Students should plan to arrive on time to all course meetings. Students will be marked absent if they are not present at the start of class. Students will also be marked absent if they skip out early.
- Roll will be called as a matter of course. The class register is the official record of student attendance.
- Absences will adversely affect course participation grades.  
Students will be required to meet with the Academic Director if it is determined that their lack of participation in a course has a negative impact on the other students in the class (e.g., group presentations). When appropriate, the Academic Director will confer with UCEAP on disciplinary measures to take, including probation and dismissal from the program.
- No MAKE-UPS for missed work: if a student is absent on a day when there is some form of assessment (quiz, test, presentation, exam, etc.), there will be no make-ups.
- NO LATE ASSIGNMENTS: No late assignments will be accepted and no extensions will be given.
- No guests are allowed to participate in any UCEAP courses or site visits.

## 11. CLASS ETIQUETTE

Students studying abroad are ambassadors for the University of California and as such, should act with decorum and respect for others at all times. As participants on the UCEAP Fall Semester Program in Paris, students are subject to student conduct policies of UCEAP and ACCENT.

Students should seek to play their part in making the class a success. Students should arrive punctually for classes, taking special care to allow for journey times between the various venues. They should come to class with the necessary materials for taking notes, and bringing with them any books or suchlike required for the class. Students will be responsible for obtaining their own copies of any missed assignments and materials.

Food and drink may NOT be brought into the classroom or consumed during class. Cell phones and other electronic devices should be switched off upon entering the classroom or lecture room.

For more information, please consult the UCEAP Student Conduct and Discipline Policy at [http://eap.ucop.edu/Documents/Policies/student\\_conduct\\_discipline.pdf](http://eap.ucop.edu/Documents/Policies/student_conduct_discipline.pdf).

## 12. ACADEMIC INTEGRITY

Students should remember that they are subject to the academic integrity provisions of the University of California. The principle of honesty must be upheld if the integrity of scholarship is to be maintained by an academic community.

All academic work—compositions, exams, and/or other assignments—must be done by the student to whom it is assigned, without unauthorized aid of any kind. Likewise, any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

For more information, please consult UCEAP Academic Conduct Policy at [http://eap.ucop.edu/Documents/Policies/academic\\_conduct.pdf](http://eap.ucop.edu/Documents/Policies/academic_conduct.pdf).

## 13. STUDENT ACCOMMODATIONS

UCEAP is committed to facilitating welcoming and reasonably accessible programs. Any student who because of a disability may require special arrangements in order to meet course requirements should present appropriate verification from the campus Student Disability Office to UCEAP advisors during the application process, and should contact Paris Director upon arrival to confirm the approved accommodations. No requirement exists that accommodations be granted prior to completion of this approved university procedure. Disability status is confidential and should always be discussed in private.

For more information, please consult UCEAP Official website at <http://eap.ucop.edu/Diversity/Pages/students-with-disabilities.aspx>

**14. COURSE SCHEDULE**




Date	Contents	Coursework & Site Visits
<p><i>SEMAINE 1</i> mardi 11 septembre</p>	<p><b>Module 9 : À la découverte du monde francophone (9.1, 9.2 et 9.5)</b></p> <ul style="list-style-type: none"> <li>➤ Les prépositions et la géographie.</li> <li>➤ Savoir et connaître.</li> <li>➤ Le pronom y. On y trouve.</li> </ul>	<p>❖ <b>Devoirs :</b></p> <ul style="list-style-type: none"> <li>✓ Étudier le vocabulaire pp.290-91 et les structures 9.1 à 9.5 (pp.280-88).</li> <li>✓ Exercices (autocorrigés) 1, 2, 3, 5, 6, 11, 12 (pp.281-89, réponses p.488).</li> </ul>
<p><i>SEMAINE 1</i> jeudi 13 septembre</p>	<p><b>Module 9 : À la découverte du monde francophone (9.3, 9.4 et 9.5 - reprise)</b></p> <ul style="list-style-type: none"> <li>➤ Les moyens de transport. Le métro parisien.</li> <li>➤ L'obligation : Il faut, Il vaut mieux + infinitif.</li> <li>➤ Comment organiser un voyage pp.276-77. <ul style="list-style-type: none"> <li>• Jeu de rôles : Partir en voyage.</li> </ul> </li> <li>➤ Le comparatif (suite) et le superlatif.</li> </ul>	<p>❖ <b>Devoirs :</b></p> <ul style="list-style-type: none"> <li>✓ Étudier le vocabulaire pp.290-91 et les structures 9.1 à 9.5 (pp.280-88).</li> <li>✓ Exercices (autocorrigés) 7, 8, 9 p. 286 et Tout ensemble ! p.289.</li> </ul>
<p><i>SEMAINE 2</i> mardi 18 septembre</p>	<p><b>Module 9 fin</b></p> <ul style="list-style-type: none"> <li>➤ Le comparatif et le superlatif. Reprise.</li> <li>➤ Exercices photocopiés avec le comparatif de qualité, de quantité et le superlatif.</li> <li>➤ La géographie et les prépositions. Reprise.</li> <li>➤ Activité orale : raconter un voyage (où, quand, avec qui, moyens de transport, météo, combien de temps, activités, aventures, retour).</li> <li>➤ Révision Test 3.</li> </ul>	<p>❖ <b>Devoirs :</b></p> <ul style="list-style-type: none"> <li>✓ Réviser les structures des Modules 8 et 9 pour le Test 1</li> <li>✓ <b>Apportez votre cahier d'exercices auto corrigés !</b></li> </ul>
<p><i>SEMAINE 2</i> jeudi 20 septembre</p>	<p><b>Module 10 : La maison et la routine quotidienne, la maison, les pièces et les meubles (10.1 et 10.2)</b></p> <ul style="list-style-type: none"> <li>➤ La vie de tous les jours. <ul style="list-style-type: none"> <li>• Les verbes pronominaux au présent (suite).</li> <li>• Les verbes pronominaux au passé.</li> <li>• L'accord au participe passé.</li> </ul> </li> <li>➤ La maison, les pièces et les meubles. <ul style="list-style-type: none"> <li>• Le verbe mettre.</li> </ul> </li> </ul>	<p>🚩 <b>TEST 1 (Module 9)</b></p> <p>❖ <b>Devoirs :</b></p> <ul style="list-style-type: none"> <li>✓ Étudier le vocabulaire pp.320-21 et la structure 10.1 (pp. 313-15).</li> <li>✓ Exercices (autocorrigés) 1, 2, 3, 4, 5 (pp.314-15, réponses p.489).</li> <li>✓ Lecture « Parlez-vous écolo ? » et écrivez les réponses « Avez-vous compris ? » pp.301-302.</li> </ul>
<p><i>SEMAINE 3</i> mardi 25 septembre</p>	<p><b>Module 10 : La maison et la routine quotidienne, la maison, les pièces et les meubles (10.1 et 10.2)</b></p> <p>Reprises. Exercices de vocabulaire.</p>	<p>❖ <b>Devoirs :</b></p> <ul style="list-style-type: none"> <li>✓ Réviser Module 4 (Structure 4.5) – Module 10 (Structures 10.1 et 10.2)</li> </ul>
<p><i>SEMAINE 3</i> mercredi 26 septembre  16h-17h30</p>		<p><b>Quartier Latin</b></p>

<p><b>SEMAINE 3</b></p> <p>jeudi 27 septembre</p>	<p><b>Module 10 suite (10.3 et 10.4)</b></p> <ul style="list-style-type: none"> <li>➢ Les tâches domestiques et les gestes écolos. <ul style="list-style-type: none"> <li>• L'impératif (suite)</li> </ul> </li> <li>➢ Lecture « Le travail de la maison » Discussion p.305.</li> <li>➢ Comment trouver le mot juste. <ul style="list-style-type: none"> <li>• Pour féliciter et pour souhaiter quelque chose.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Devoirs :</b></li> <li>✓ Exercices (auto corrigés) 6, 7 p.317.</li> </ul>
<p><b>SEMAINE 4</b></p> <p>Mardi 2 octobre</p>	<p><b>Module 10 suite et fin (10.3 et 10.4)</b></p> <ul style="list-style-type: none"> <li>➢ Comment se plaindre. La négation.</li> </ul>	<ul style="list-style-type: none"> <li>✚ <b>Présentations orales (1)</b></li> <li>❖ <b>Devoirs pour jeudi 8/11:</b></li> <li>✓ Exercices photocopiés avec la négation.</li> <li>✓ <b>Préparation orale</b></li> </ul>
<p><b>SEMAINE 4</b></p> <p>jeudi 4 octobre</p>	<p><b>Module 11 : « Voyager en France »</b></p> <ul style="list-style-type: none"> <li>➢ Le futur (11.1)</li> <li>➢ Le futur proche vs. le futur simple</li> <li>➢ Le futur simple avec <i>quand, lorsque</i> et <i>aussitôt que</i></li> <li>➢ Le futur simple avec des hypothèses : <i>si</i> + présent, futur</li> <li>➢ Lecture : « La France et ses régions » (pp.336-337)</li> <li>➢ Thème : « Explorons la France ! »</li> <li>➢ L'accord du participe passé avec <i>avoir</i> (11.3)</li> </ul>	<ul style="list-style-type: none"> <li>✚ <b>TEST 2 (Module 10)</b></li> <li>✚ <b>Présentations orales (2)</b></li> <li>❖ <b>Devoirs :</b></li> <li>✓ Étudier les structures 11.1, 11.2 et 11.3 (pp.346-350)</li> <li>✓ Exercices auto-corrigés 1, 2, 3, 6 et 7 (11.1-11.3 - pp.346-351, réponses p.489)</li> <li>✓ Étudier le vocabulaire pp.354-355</li> </ul>
<p><b>SEMAINE 5</b></p> <p>mardi 9 octobre</p>	<p><b>Module 11 suite</b></p> <ul style="list-style-type: none"> <li>➢ L'accord du participe passé avec <i>avoir</i> (11.3). Reprise.</li> <li>➢ Thème : Voyager pas cher</li> <li>➢ Expressions idiomatiques avec <i>avoir</i> (introduction) <ul style="list-style-type: none"> <li>• <i>Avoir besoin de</i> et les mots interrogatifs (11.2)</li> <li>• Comment réserver une chambre d'hôtel</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✚ <b>Remise des compositions n°1.</b></li> <li>❖ <b>Devoirs :</b></li> <li>✓ Réviser le vocabulaire pp.354-355 (Module 11)</li> <li>✓ Exercices photocopiés sur le Module 11</li> </ul>
<p><b>SEMAINE 5</b></p> <p>jeudi 11 octobre</p>	<p><b>Module 11</b></p> <ul style="list-style-type: none"> <li>➢ Lecture : « Les Québécois et l'identité francophone » (pp.342-343)</li> <li>➢ Thème : Les symboles de la France et l'identité nationale</li> <li>➢ Les verbes <i>croire</i> et <i>voir</i> (11.4) <ul style="list-style-type: none"> <li>• <i>Tout ensemble !</i> (p.353)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Devoirs :</b></li> <li>✓ Exercices photocopiés sur le Module 11</li> </ul>
<p><b>SEMAINE 6</b></p> <p>lundi 15 octobre 20h45-22h15</p>		<p><b>Piano vache</b></p>
<p><b>SEMAINE 6</b></p> <p>mardi 16 octobre</p>	<p><b>Module 12 : « Les jeunes face à l'avenir »</b></p> <ul style="list-style-type: none"> <li>➢ Lecture : « Témoignages d'étudiants » (p.361)</li> <li>➢ Comparaisons entre les systèmes éducatifs français et américains (p.363)</li> </ul>	<ul style="list-style-type: none"> <li>✚ <b>TEST 3 (Module 11)</b></li> <li>✚ <b>Remise des compositions n°2.</b></li> <li>✚ <b>Présentations orales (3)</b></li> <li>❖ <b>Devoirs :</b></li> <li>✓ Étudier la structure 12.1 (p.376)</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Les pronoms relatifs <i>ce qui</i> et <i>ce que</i> (12.1)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Exercices auto-corrigés 1 et 2 p.376 (12.1 - réponses p.489)</li> <li>✓ <b>Préparation orale</b> : « Notre arrivée à Paris » Avec un(e) camarade, préparez une saynète à jouer revenant sur une situation comique ou embarrassante que vous avez rencontrée lors de votre arrivée à Paris. Essayez de réutiliser les structures et le vocabulaire dernièrement étudiés.</li> </ul>
<p><b>SEMAINE 6</b></p> <p>jeudi 18 octobre</p>	<p><b>Module 12 suite</b></p> <ul style="list-style-type: none"> <li>➤ Thème : La mode – tendances. Comment faire des achats</li> <li>➤ Les pronoms interrogatifs et les adjectifs démonstratifs (12.2)</li> <li>➤ Les verbes comme <i>payer</i> (12.4)</li> <li>➤ L'ordre des pronoms (12.3 - introduction)</li> <li>➤ Comment parler jeune</li> <li>➤ Lecture : « Kiffe kiffe demain », de Faïza Guène (p.374)</li> <li>➤ Discussion : L'objet qui représente ma génération (p. 375)</li> </ul>	<ul style="list-style-type: none"> <li>✚ <b>Présentations orales (4)</b></li> <li>❖ <b>Devoirs</b> :</li> <li>✓ Réviser le vocabulaire pp.382-383 (Module 12)</li> <li>✓ Etudier les structures 12.2, 12.3 et 12.4</li> <li>✓ Exercices auto-corrigés 3, 4, 5, 6 et 7 pp.377-380 (12.2, 12.3 et 12.4 - réponses pp. 489-490)</li> </ul>
<p><b>SEMAINE 7</b></p> <p>mardi 23 octobre</p>	<p><b>Module 12 fin</b></p> <ul style="list-style-type: none"> <li>➤ L'ordre des pronoms (12.3 - approfondissement et activités)</li> <li>➤ L'accord du participe passé avec les auxiliaires être et avoir (pronoms - approfondissement)</li> </ul> <p>Révision pour l'examen partiel</p>	<ul style="list-style-type: none"> <li>❖ <b>Devoirs</b> :</li> <li>Réviser pour l'examen partiel</li> </ul>
<p><b>SEMAINE 7</b></p> <p>jeudi 25 octobre</p>	<ul style="list-style-type: none"> <li>✚ <b>EXAMEN MIDTERM (120 minutes)</b></li> </ul>	
<p><b>SEMAINE 8</b></p> <p>mardi 6 novembre</p>	<p><b>Module 13</b></p> <ul style="list-style-type: none"> <li>➤ Les parties du corps</li> <li>➤ Expressions idiomatiques avec avoir (13.1)</li> <li>➤ <b>Le subjonctif (13.4)</b></li> <li>➤ <b>Les adverbes (13.3)</b></li> <li>➤ Reprise des pronoms <i>ce qui</i> et <i>ce que</i></li> <li>➤ <b>Le bonheur, qu'est-ce que c'est ?</b> <ul style="list-style-type: none"> <li>• « Voix en direct » (p.399)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✚ <b>Remise des compositions n°2 corrigées.</b></li> <li>❖ <b>Devoirs</b> :</li> <li>✓ Étudier les structures 13.1, 13.3 et 13.4</li> <li>✓ Compléter la photocopie distribuée sur le visage et le corps</li> <li>✓ <b>Composition n°3 pour lundi 26/11:</b> « Ma définition du bonheur » En vous inspirant des témoignages de « Voix en direct » (p 399) et de la « situation à jouer 1 (p. 403), vous expliquerez ce qui fait votre bonheur. Quelles sont les composantes essentielles à votre bien-être ? Celles de votre bonheur ? Quelle est votre définition du bonheur pour votre vie d'adulte, après vos études ? Utilisez 4 expressions suivies du subjonctif, 4 adverbes, « ce que » et « ce qui ». <b>200-225 mots.</b></li> </ul>

<p><i>SEMAINE 8</i></p> <p>jeudi 8 novembre</p>	<p><b>Module 13</b></p> <ul style="list-style-type: none"> <li>➤ Comment parler au médecin</li> <li>➤ L'emploi de depuis (13.2)</li> <li>➤ Lecture : « Le rôle du gouvernement dans la santé » (p.395)</li> <li>➤ Pour se sentir bien dans sa peau</li> <li>➤ Le subjonctif - suite</li> </ul> <p>Comment donner des conseils</p>	<p>🚩 <b>Remise des compositions n°3.</b></p> <p>❖ <b>Devoirs :</b></p> <ul style="list-style-type: none"> <li>✓ Exercices autocorrigés 1, 2, 3 et 4 pp.407-408 (13.1 et 13.2 - réponses pp.490)</li> </ul>
<p><i>SEMAINE 9</i></p> <p>mardi 13 novembre</p>	<p><b>Atelier :</b> Parler de la Cuisine et gastronomie</p>	
<p><i>SEMAINE 9</i></p> <p>mercredi 14 novembre</p> <p>16h-18h</p>		<p><b>Atelier de cuisine – la pâte à choux salée/sucrée</b></p>
<p><i>SEMAINE 9</i></p> <p>jeudi 15 novembre</p>	<p><b>Module 13 reprises et fin</b></p> <ul style="list-style-type: none"> <li>➤ Lecture : « Les 10 commandements de la bonne santé » (p. 404)</li> <li>➤ Révisions en vue du Test n°3 <ul style="list-style-type: none"> <li>• Exercices photocopiés sur le Module 13</li> <li>• <i>Tout ensemble !</i> (p. 413)</li> <li>• Activités orales et écrites</li> </ul> </li> </ul>	<p>❖ <b>Devoirs pour jeudi 29/11:</b></p> <ul style="list-style-type: none"> <li>✓ Réviser le vocabulaire pp.382-383 et pp.414-415</li> <li>✓ Réviser les structures pp.376-381 et pp.406-413</li> <li>✓ <b>Corriger la composition n°3 pour jeudi 22/11.</b></li> <li>✓ <b>Apportez votre cahier d'exercices auto corrigés !</b></li> </ul>
<p><i>SEMAINE 10</i></p> <p>mardi 20 novembre</p>	<p><b>Module 14</b></p> <ul style="list-style-type: none"> <li>➤ Les verbes pronominaux (14.1)</li> <li>➤ Le subjonctif avec des expressions de sentiment (14.4)</li> <li>➤ Les pronoms démonstratifs (14.2)</li> <li>➤ Comment dire qu'on est d'accord ou qu'on n'est pas d'accord</li> </ul> <p>Lecture : « Le couple en transition » (p.422)</p>	<p>🚩 <b>TEST 4 (Module 13)</b></p> <p><b>Remise des compositions n°4.</b></p> <p>❖ <b>Devoirs :</b></p> <ul style="list-style-type: none"> <li>✓ Étudier le vocabulaire pp.446-447 (Module 14)</li> <li>✓ Étudier les structures 14.1, 14.2 et 14.4 (pp.439-444)</li> <li>✓ Exercices auto-corrigés 1, 3, 4, 7, 8 et 9 p.440-445 (14.1, 14.2 et 14.4- réponses p.490)</li> </ul>
<p><i>SEMAINE 10</i></p> <p>jeudi 22 novembre</p>	<p><b>Module 14 fin</b></p> <ul style="list-style-type: none"> <li>➤ C'est ça, l'amitié !</li> <li>➤ Le conditionnel (14.3) <ul style="list-style-type: none"> <li>• Activités orales et écrites</li> <li>• <i>Tout ensemble !</i> (p.445)</li> <li>• Exercices photocopiés avec le conditionnel</li> </ul> </li> </ul>	<p>❖ <b>Devoirs :</b></p> <ul style="list-style-type: none"> <li>✓ Réviser le Module 14 pour le Test 5</li> </ul>



<p><i>SEMAINE 11</i></p> <p>mardi 27 novembre</p>	<p><b>Module de récapitulation</b></p> <ul style="list-style-type: none"> <li>➤ Comment raconter une histoire.</li> <li>➤ La chanson française : l'art de raconter à travers la musique</li> <li>➤ L'art de raconter à travers la photographie.</li> <li>➤ Le septième art : l'art de raconter à travers le film.</li> </ul>	<p> <b>TEST 5 (Module 14)</b></p> <p>❖ <b>Devoirs :</b></p> <ul style="list-style-type: none"> <li>✓ Étudier le vocabulaire p.467</li> <li>✓ <b>Corriger la composition n°4 pour jeudi 6/12.</b></li> </ul>
<p><i>SEMAINE 11</i></p> <p>jeudi 29 novembre</p>	<p><b>Module de récapitulation</b></p> <ul style="list-style-type: none"> <li>➤ Discussion sur les contes traditionnels</li> <li>➤ Comment parler de la littérature.</li> </ul> <p>La bande dessinée</p>	<p> <b>Remise des compositions n°4 corrigées.</b></p> <p>❖ <b>Devoirs :</b></p> <ul style="list-style-type: none"> <li>✓ Réviser pour l'examen final (Modules 10 à 14) :</li> <li>✓ Réviser le vocabulaire pp.320-321, pp.354-355, 382-383, 414-415, 446-447 et 467</li> <li>✓ Réviser les structures.313-319, pp.346-353, 376-381, 406-413 et 439-445</li> </ul>
<p><i>SEMAINE 12</i></p> <p>mardi 4 décembre</p>	<p>Atelier : L'histoire du commerce à Paris</p>	
<p><i>SEMAINE 12</i></p> <p>mercredi 5 décembre</p> <p>16h-17h30</p>		<p><b>Les passages</b></p>
<p><i>SEMAINE 12</i></p> <p>jeudi 6 décembre</p>	<p><b>Révisions</b></p>	<p>Réviser en vue de l'examen final</p>
<p><i>SEMAINE 13</i></p> <p>mardi 11 décembre</p>	<p> <b>EXAMEN FINAL (120 minutes)</b></p>	
<p><i>SEMAINE 13</i></p> <p>jeudi 13 décembre</p>	<p><b>Pot de fin de session</b></p>	