

**UCEAP ONLY IN PARIS
PARIS, FRANCE**

**ADVANCED INTERMEDIATE CONVERSATION, GRAMMAR AND LITERATURE
FRENCH 16**

FALL 2019

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: Léa Scattolin, M.Phil.

Faculty Contact Information: choupska@hotmail.com

Office: UC Paris Study Center

Office Hours: by appointment

3. COURSE DESCRIPTION

This thirteen-week advanced intermediate conversation, reading and writing 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 a wide variety of topics, such as politics, literature, and the arts, as well as activities relating to their daily lives. 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

Schultz, J.M. and M.P. Tranvouez, *Réseau: Communication, Intégration, Intersections*, Prentice Hall, 2nd Ed., 2015.

Ionesco, Eugène, *La Cantatrice chauve*, Gallimard Folio, 2009. Print.

Begag, Azouz, *Le gone du Chaâba*, Editions du Seuil, 2005. Print.

de Maupassant, Guy, *Boule de suif*, Librio, 1994. Print.

5. COURSE LEARNING OUTCOMES

The goal of the FR16 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 an intermediate-high learner (ACTFL scale):

- Understand and use all the verb tenses of high-frequency regular and irregular verbs, including reflexive verbs; use the indicative, imperative, conditional, subjunctive and infinitive moods; as well as use subject, stressed and object pronouns, articles, expressions of quantity, prepositions, possessive and demonstrative adjectives and pronouns, negative and interrogative expressions, relative pronouns, hypothetical sentences and the passive voice, etc.
- Apply the above-mentioned aspects of French grammar (such as verb tense, mode, and conjugation) to written and oral communication

- Possess a working vocabulary and engage in conversations with an interlocutor in French, using both simple and more complex sentences and vocabulary, with use of past and future tenses as well as conditional and subjunctive moods, on familiar topics and to express their basic everyday needs, as well as on topics relating a variety of contemporary sociological and cultural issues that touch on questions of family structures, the distribution of household chores, housing, health, politics, the education system, leisure activities, the arts, multicultural society, vernacular French, etc., and to discuss themes in contemporary French culture and society
- Employ the listening strategies and skills necessary to understanding a wide variety of discourse
- Understand information on French and Francophone culture on the following topics: health and illness, 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, multi-ethnic society, youth culture, and the geography, music and cuisine of the francophone world
- Individually and/or collectively present orally information, concepts, and ideas to an audience of sympathetic listeners on a variety of topics
- Read, understand, answer questions and discuss selected literary and journalistic texts as well as multimedia material
- Write summaries, dialogues or skits, as well as produce short (2½-3 pages) compositions
- 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 FR16 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 + FR16	Quarters 5-6	Semester 4	Campus specific: Typically an upper-division "bridge" course that prepares students for upper-division coursework

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 2: Atelier de cuisine
- Week 4: Pièce de théâtre
- Week 8: Visite des passages parisiens
- Week 11: Soirée/concert au Piano Vache

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

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.

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 bi-lingual 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 FR16 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.

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.

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>SEMAINE 1</p> <p>mardi 10 septembre</p>	<p>Chapitre 11 – La France vue d’ailleurs</p> <ul style="list-style-type: none"> - Vocabulaire : Identité nationale et ses effets (p. 384) ; jugements (p. 386) <p>Retour sur le film vu en classe</p> <ul style="list-style-type: none"> - Discussion - Partage des « premières impressions » - Grammaire : les pronoms relatifs <i>ce que</i>, <i>ce qui</i> et <i>ce dont</i> (p. 200) (6-15) <p>Organisation des exposés</p>	<p>❖ Devoirs :</p> <ul style="list-style-type: none"> ✓ Etudier le vocabulaire p.384 et 386 et faire les exercices 11-2 et 11-4 ✓ Etudier p. 200 et faire l'exercice 6-14
<p>SEMAINE 1</p> <p>jeudi 12 septembre</p>	<p>Retour sur l’examen final du Practicum</p> <p>Chapitre 11 (suite)</p> <ul style="list-style-type: none"> - Grammaire : les adjectifs et pronoms démonstratifs (p. 389-391) (11-7 ; 11-9) - Stratégie orale : comment exprimer son désaccord ou une divergence d’opinion (p. 399) 	<p>❖ Devoirs :</p> <ul style="list-style-type: none"> ✓ Etudier p. 389-391 et faire les exercices 11-1 ; 11-5 ; 11-8 et 11-10
<p>SEMAINE 2</p> <p>mardi 17 septembre</p>	<p>Exposé en binôme A1</p> <p>Chapitre 11 (suite)</p> <ul style="list-style-type: none"> - Grammaire : les verbes de perception <i>laisser</i>, <i>entendre</i>, <i>voir</i>, etc. (p. 411) (11-22) <p>Activité d’expression orale</p>	<p>❖ Devoirs :</p> <ul style="list-style-type: none"> ✓ Etudier p. 411 ✓ Etudier p. 400-402 et faire l’exercice 11-18 ✓ Compléter le document sur Eugène Ionesco
<p>SEMAINE 2</p> <p>mercredi 18 septembre 16h30-18h30</p>		<p>Atelier de cuisine (la pâte à choux salée/sucrée) Rendez-vous à 16h30 à ACCENT</p>
<p>SEMAINE 2</p> <p>jeudi 19 septembre</p>	<p>Exposé en binôme A2</p> <p>Chapitre 11 (suite)</p> <ul style="list-style-type: none"> - Grammaire : // impersonnel (p. 400-402) <ul style="list-style-type: none"> ▪ 11-14 et 11-15 ▪ Correction de l’exercice 11-18 - Révisions (6-16 ; 11-13) en vue du Test 1 <p>Lecture de la première scène de <i>La Cantatrice chauve</i> d’Eugène Ionesco</p>	<p>❖ Devoirs :</p> <ul style="list-style-type: none"> ✓ Lecture et étude de <i>La Cantatrice chauve</i> (1) ✓ Réviser pour le Test 1 : <ul style="list-style-type: none"> • le vocabulaire du chapitre 11 (p.384 et 386) • les structures p. 200 ; p. 389-391 ; p. 400-402 ; p. 411
<p>SEMAINE 3</p> <p>mardi 24 septembre</p>	<p>Chapitre 11 (suite et fin)</p> <ul style="list-style-type: none"> - Grammaire : le <i>faire</i> causatif (p. 410) <ul style="list-style-type: none"> ▪ Activité de compréhension orale (11-19) ▪ Discussion (11-21) <p>Discussion sur <i>La Cantatrice chauve</i></p>	<p>🚩 TEST 1</p> <p>❖ Devoirs :</p> <ul style="list-style-type: none"> ✓ Lecture et étude de <i>La Cantatrice chauve</i> (2) ; mémoriser des répliques de la pièce ✓ Etudier p. 410 et faire l’exercice 11-20

<p><i>SEMAINE 3</i></p> <p>jeudi 26 septembre</p>	<p>Exposé individuel n°1</p> <p>Correction du Test 1</p> <p>« Théâtre »</p> <p>Verbes et locutions suivis d'un infinitif (p. 316-317)</p>	<p>❖ Devoirs :</p> <ul style="list-style-type: none"> ✓ Lecture et étude de <i>La Cantatrice chauve</i> (3) ✓ Mémoriser les constructions verbales p. 316-317 et faire l'exercice 9-16 ✓ Compléter le questionnaire de civilisation
<p><i>SEMAINE 4</i></p> <p>mardi 1^{er} octobre</p>	<p>Chapitre 8 – La francophonie</p> <ul style="list-style-type: none"> - Vocabulaire : le voyage ; étrangers, indigènes et francophonie (p. 256) ; pays et régions (p. 257) - Grammaire : les pronoms toniques (p. 283-284) (8-20) 	<p>❖ Devoirs :</p> <ul style="list-style-type: none"> ✓ Etudier le vocabulaire p. 256-257 et 258 et faire les exercices 8-2 et 8-4 ✓ Etudier p. 283-284 et faire l'exercice 8-19 ✓ Lecture et étude de <i>La Cantatrice chauve</i> (4)
<p><i>SEMAINE 4</i></p> <p>mercredi 2 octobre 19h-20h30</p>		<p>Représentation de <i>La Cantatrice chauve</i> au théâtre de La Huchette</p> <p>Rendez-vous au 23, rue de la Huchette, (dans le 5^{ème} arrondissement) à 18h45.</p>
<p><i>SEMAINE 4</i></p> <p>jeudi 3 octobre</p>	<p>Discussion sur la représentation et visionnage d'autres extraits de la pièce</p> <p>Chapitre 8 (suite)</p> <ul style="list-style-type: none"> - Vocabulaire : « Elargissons notre vocabulaire » (p. 258) - Les pronoms y et en (p. 265-267) (1) - Révisions en vue du Test 2 	<p>❖ Devoirs :</p> <ul style="list-style-type: none"> ✓ Réviser pour le Test 2 : <ul style="list-style-type: none"> • le vocabulaire du chapitre 8 (256-257 et 258) • les structures p. 410 ; p. 316-317 ; p. 283-284 ; p. 265-267
<p><i>SEMAINE 5</i></p> <p>mardi 8 octobre</p>	<p>Chapitre 8 (suite)</p> <ul style="list-style-type: none"> - Les pronoms y et en (p. 265-267) (2) <p>« Stratégie d'écriture : l'essai dialectique » (p. 413-414)</p>	<p>🚩 TEST 2</p> <p>❖ Devoirs :</p> <ul style="list-style-type: none"> ✓ Etudier p. 413-414 et préparer le plan de la composition sur <i>La Cantatrice chauve</i> ✓ Faire les exercices 8-12 et 8-13
<p><i>SEMAINE 5</i></p> <p>jeudi 10 octobre</p>	<p>Exposé individuel n°2</p> <p>Chapitre 8 (suite)</p> <ul style="list-style-type: none"> - Grammaire : les pronoms personnels COD et COI (p. 262-263) (8-7 ; 8-8) <p>Correction du Test 2</p>	<p>❖ Devoirs :</p> <ul style="list-style-type: none"> ✓ Etudier p. 262-263 et faire l'exercice 8-9 ✓ Rédiger la composition sur <i>La Cantatrice chauve</i> ✓ Lecture et étude du <i>Gone du Chaâba</i> (1)
<p><i>SEMAINE 6</i></p> <p>mardi 15 octobre</p>	<p>Exposé en binôme B1</p> <p>Etude des premières pages du <i>Gone du Chaâba</i> d'Azouz Begag (1)</p> <p>Chapitre 8 (suite et fin)</p> <ul style="list-style-type: none"> - Grammaire : la place des pronoms compléments (p. 274-275) 	<p>🚩 Remise de la composition sur <i>La Cantatrice chauve</i></p> <p>❖ Devoirs :</p> <ul style="list-style-type: none"> ✓ Etudier p. 274-275 et faire l'exercice 8-16 ✓ Etudier le vocabulaire p. 216-217 et faire les exercices 7-1 et 7-2 (suite p. 7)

		✓ Finir la lecture et l'étude du <i>Gone du Chaâba</i> (1)
<p>SEMAINE 6</p> <p>jeudi 17 octobre</p>	<p>Exposé en binôme B2</p> <p>Chapitre 7 – la France bigarrée : un pays métissé et multiculturel</p> <ul style="list-style-type: none"> - Vocabulaire : immigration (p. 216) ; religion ; adaptation et mal du pays ; effets du déménagement et de l'emménagement (p. 217) <p>Etude d'un extrait du <i>Gone du Chaâba</i> (2)</p>	<p>❖ Devoirs :</p> <ul style="list-style-type: none"> ✓ Etudier le vocabulaire p. 219 ✓ Faire les exercices 7-4 ; 7-5 ; 8-17 ✓ Lecture et étude du <i>Gone du Chaâba</i> (2)
<p>SEMAINE 7</p> <p>mardi 22 octobre</p>	<p>Etude d'un extrait du <i>Gone du Chaâba</i> (3)</p> <p>Jeu de rôles</p> <p>Chapitre 7 (suite)</p> <ul style="list-style-type: none"> - Vocabulaire : installation dans le pays (p. 219) - Révisions en vue de l'examen de mi-semestre 	<p>❖ Devoirs :</p> <ul style="list-style-type: none"> ✓ Réviser pour l'examen de mi-semestre : <ul style="list-style-type: none"> • le vocabulaire des chapitres : 11 (p.384 et 386) et 8 (p. 256-257 et 258) • les structures p. 200 ; p. 389-391 ; p. 400-402 ; p. 411 ; p. 410 ; p. 316-317 ; p. 283-284 ; p. 265-267 ; p. 262-263 ; p. 274-275 ✓ Corriger la composition sur <i>La Cantatrice chauve</i> (pour le mardi 6 novembre) ✓ Lecture et étude du <i>Gone du Chaâba</i> (3) (pour le mardi 6 novembre)
<p>SEMAINE 7</p> <p>jeudi 24 octobre</p>	 EXAMEN DE MI-SEMESTRE (120 minutes)	
<p>SEMAINE 8</p> <p>mardi 5 novembre</p>	<p>Discussion sur les vacances</p> <p>Etude d'un extrait du <i>Gone du Chaâba</i> (4)</p> <p>Retour sur l'examen de mi-semestre</p>	<p> Remise de la composition sur <i>La Cantatrice chauve</i> corrigée (accompagnée de la 1^{ère} version)</p> <p>❖ Devoirs :</p> <ul style="list-style-type: none"> ✓ Lecture et étude du <i>Gone du Chaâba</i> (4) ✓ Corriger l'examen de mi-semestre
<p>SEMAINE 8</p> <p>mercredi 6 novembre 16h-17h30</p>	Visite des passages parisiens	
<p>SEMAINE 8</p> <p>jeudi 7 novembre</p>	<p>Exposé individuel n°3</p> <p>Etude d'un extrait du <i>Gone du Chaâba</i> (5) et visionnage d'un extrait du film</p> <p>Chapitre 7 (suite)</p> <ul style="list-style-type: none"> - Grammaire : le subjonctif présent et passé (p. 222-225) (7-8 et 7-11) 	<p>❖ Devoirs :</p> <ul style="list-style-type: none"> ✓ Rédiger la composition sur le <i>Gone du Chaâba</i> ✓ Etudier p. 222-225 et faire les exercices 7-7 ; 7-9 ; 7-12

<p><i>SEMAINE 9</i></p> <p>mardi 12 novembre</p>	<p>Exposé en binôme C1</p> <p>Chapitre 7 (suite)</p> <ul style="list-style-type: none"> - Grammaire : l'emploi du subjonctif (p. 233-237) (7-16) 	<p> Remise de la composition sur le <i>Gone du Chaâba</i></p> <p>❖ Devoirs :</p> <ul style="list-style-type: none"> ✓ Lecture et étude de <i>Boule de Suif</i> (1) ✓ Etudier p. 233-237 et faire les exercices 7-13 ; 7-15 (écrire 6 phrases) ; 7-18
<p><i>SEMAINE 9</i></p> <p>jeudi 14 novembre</p>	<p>Exposé en binôme C2</p> <p>Etude des premières pages de <i>Boule de Suif</i>, de Guy de Maupassant</p> <p>Chapitre 7 (suite et fin)</p> <ul style="list-style-type: none"> - Grammaire : le subjonctif après certaines conjonctions (p. 245-246) (7-22 ; 7-23) - Révisions en vue du Test 3 	<p>❖ Devoirs :</p> <ul style="list-style-type: none"> ✓ Lecture et étude de <i>Boule de Suif</i> (2) ✓ Etudier p. 245-246 et faire l'exercice 7-25 ✓ Réviser pour le Test 3 : <ul style="list-style-type: none"> • le vocabulaire du chapitre 7 (p. 216-217 et 219) • les structures p. 222-225 ; p. 233-237 ; p. 245-246
<p><i>SEMAINE 10</i></p> <p>mardi 19 novembre</p>	<p>Etude de <i>Boule de Suif</i> (2)</p> <p>Chapitre 12 – La France et l'Europe</p> <ul style="list-style-type: none"> - Vocabulaire : la politique ; composition de l'Europe (p. 420) 	<p> Test 3</p> <p>❖ Devoirs :</p> <ul style="list-style-type: none"> ✓ Etudier le vocabulaire p. 420 et faire les exercices 12-1 et 12-2 ✓ Lecture et étude de <i>Boule de Suif</i> (3) ✓ Corriger la composition sur le <i>Gone du Chaâba</i>
<p><i>SEMAINE 10</i></p> <p>jeudi 21 novembre</p>	<p>Etude de <i>Boule de Suif</i> (3)</p> <p>Chapitre 12 (suite)</p> <ul style="list-style-type: none"> - Grammaire : la voix passive (p. 425-427) <p>Correction du Test 3</p>	<p> Remise de la composition sur le <i>Gone du Chaâba</i> corrigée (accompagnée de la 1^{ère} version)</p> <p>❖ Devoirs :</p> <ul style="list-style-type: none"> ✓ Etudier p. 425-427 et faire les exercices 12-9 et 12-10 ✓ Etudier le vocabulaire p. 422 ✓ Lecture et étude de <i>Boule de Suif</i> (4)
<p><i>SEMAINE 11</i></p> <p>lundi 25 novembre 20h45-22h15</p>		<p>Soirée/concert au Piano Vache Rendez-vous au 8, rue Laplace (dans le 5^{ème} arrondissement) à 20h45.</p>
<p><i>SEMAINE 11</i></p> <p>mardi 26 novembre</p>	<p>Exposé individuel n°4</p> <p>Etude de <i>Boule de Suif</i> (4)</p> <p>Chapitre 12 (suite)</p> <ul style="list-style-type: none"> - Grammaire : les adjectifs et pronoms indéfinis (p. 433-434) (12-16) - Vocabulaire : l'économie ; mission de l'Union (p. 422) 	<p>❖ Devoirs :</p> <ul style="list-style-type: none"> ✓ Etudier p. 433-434 et faire les exercices 12-13 ; 12-22 ; 12-23 ✓ Lecture et étude de <i>Boule de Suif</i> (5)

<p><i>SEMAINE 11</i></p> <p>jeudi 28 novembre</p>	<p>Chapitre 12 (suite et fin)</p> <ul style="list-style-type: none"> - Grammaire : les prépositions (p. 446-450) (12-27) - Révisions en vue du Test 4 	<ul style="list-style-type: none"> ❖ Devoirs : ✓ Rédiger la composition sur <i>Boule de Suif</i> ✓ Etudier p. 446-447 et faire les exercices 12-28 et 12-29 ✓ Réviser pour le Test 4 : <ul style="list-style-type: none"> • le vocabulaire du chapitre 12 (p. 420 et 422) • les structures p. 425-427; p. 433-434 ; p. 446-447
<p><i>SEMAINE 12</i></p> <p>mardi 3 décembre</p>	<p>Extrait de film</p> <p>Le participe présent et le gérondif (p. 331-332) (9-19)</p>	<ul style="list-style-type: none"> ✚ Remise de la composition sur <i>Boule de suif</i> ✚ TEST 4 ❖ Devoirs : ✓ Etudier p. 331-332 et faire les exercices 9-20 et 9-21 ✓ Commencer à révision pour l'examen final
<p><i>SEMAINE 12</i></p> <p>jeudi 5 décembre</p>	<p>Correction du Test 4</p> <p>Révisions en vue de l'examen final</p>	<ul style="list-style-type: none"> ❖ Devoirs : ✓ Corriger la composition sur <i>Boule de Suif</i> ✓ Réviser pour l'examen final
<p><i>SEMAINE 13</i></p> <p>mardi 10 décembre</p>	<p>✚ EXAMEN FINAL (120 minutes)</p>	<ul style="list-style-type: none"> ✚ Remise de la composition sur <i>Boule de suif</i> corrigée (accompagnée de la 1^{ère} version)
<p><i>SEMAINE 13</i></p> <p>jeudi 12 décembre</p>	<p>Retour sur l'examen final</p> <p>Pot de fin de session</p>	