

BRESCIA UNIVERSITY
COLLEGE

CANADA'S WOMEN'S UNIVERSITY

2011-2012

FRENCH 1910 (SECTIONS 530, 531 & 532)

COURSE OUTLINE, UNIVERSITY INFORMATION & COURSE TIMETABLE



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CURRENT CALENDAR COURSE DESCRIPTION:

French 1910 University French (Level I): a study of the French language based on cultural, written material and basic grammar problems.

Antirequisite: French 1900E

Prerequisite: French 1010 or Grade 12U French or permission of the Department based on Placement Test

4 tutorial hours / laboratory hours, 1.0 course

HOURS PER WEEK:

Lectures:

Tuesday 4:30-6:30, room 202

Thursday 8:30-9:30, room 202

Laboratory:

Thursday (section 531): 5:30-6:30, Language Lab Room 206

Thursday (section 532): 6:30-7:30, Language Lab Room 206

GENERAL DESCRIPTION:

French 1910 answers the needs of students who already have a basic formation in French:

Immersion, Grade 12U French, French 1010, or equivalent. This course is intended:

- to give you a solid review of the fundamental elements of French grammar
- to provide you with a more in-depth knowledge and understanding of these elements
- to teach you how to express yourself correctly in both oral and written French.

PLACE OF FRENCH 1910 IN THE VARIOUS FRENCH MODULES:

French 1910 is the first year university level language course. It is a prerequisite for all French modules and certificates: Honors Specializations, Specialization, Major in French for Teaching, Major, Minor, ACS Combined with French, and the “Certificat de français des affaires.”

LEARNING OBJECTIVES:

By the end of French 1910 you will be more competent in the various language skills:

Grammar Skills - you will:

- understand better the fundamentals of French grammar which will help you avoid making the most common errors
- possess a basic knowledge of the nature and function of words which will improve your understanding of French grammar

Reading and Writing Skills - you will:

- be better able to read and understand different types of texts
- express your thoughts more easily in written French
- increase your active and passive vocabulary

Listening and Speaking Skills - you will:

- understand better French spoken at a normal rhythm
- speak correct French more easily
- have fewer errors in pronunciation

COURSE CONTENT:

As French 1910 is the first university level language course, great importance is given to the written language. Correct oral and written French is essential for students who wish to use French in their future career. For this reason a considerable amount of time is devoted to the following activities:

- a systematic study of grammar
- the writing of correct French through a variety of exercises from En Bonne Forme (EBF), the Student Activities Manual (SAM) and team assignments (*travaux d'équipe*), consisting of exercises of application and review

- the reading of a variety of short texts for comprehension and class presentations
- the reading and discussion of a novel with compositions based on some of the chapters
- the practice of listening to and speaking French:

1) in the classroom, particularly in activities such as discussions, group work, and oral presentations (*exposés*) in which the class as a whole will be invited to participate actively

2) approximately one hour per week will be spent in the Language Lab where you will be able to improve your ability to express yourself orally in French and to understand French spoken by a variety of native speakers

3) videos will be shown from time to time during the Lab hour to let you hear French spoken in real life situations

REQUIRED TEXTS:

- Dietiker and Van Hooff. En Bonne Forme. 8th Edition. Houghton Mifflin, 2007.
- Dietiker and Van Hooff. Student Activities Manual. En Bonne Forme. 8th Edition. Houghton Mifflin, 2007.
- Roy, Gabrielle. Ces Enfants de ma vie. Boréal.
- Collins-Robert French/English dictionary (hardcover - not the little paperback version!)

DISTRIBUTION OF MARKS:

Cahier Exercices 5%

4 Compositions 12%

Language Lab 10%

Participation 5%

Presentation(*Exposé*) 5%

Team Assignments (*Travaux d'équipe*) 8%

4 One Hour Tests 20%

Lab Test (to be conducted during the last lab session in late March or early April) 5%

Final Exam 30%

TEST SCHEDULE:

TEST	DATE & TIME
Test 1	Thursday, October 13 (4:30-5:30)
Test 2	Thursday, November 24 (4:30-5:30)
Test 3	Tuesday, January 31 (5:30-6:30)
Test 4	Thursday, March 15 (4:30-5:30)

N.B. - TESTS MUST BE WRITTEN ON THE ASSIGNED DAY AND TIME.

- THERE ARE NO MAKEUP TESTS.

COMPOSITION SCHEDULE:

COMPOSITIONS	DATE DUE
Composition 1 - choice of topic from a selection of topics of general interest	September 29
Composition 2 - choice of topic from a selection of topics from a chapter or two in <u>Ces Enfants de ma vie</u>	November 03
Composition 3 - choice of topic from a selection of topics from a chapter or two in <u>Ces Enfants de ma vie</u>	January 19
Composition 4 - choice of topic from a selection of topics from a chapter in <u>Ces Enfants de ma vie</u>	March 01

TEAM WORK:

You will be placed in teams of 3-4 to work on grammar review exercises. The mark for each assignment will be an average of the team's work. There will be an opportunity during the year to change teams if so desired. Team assignments will generally be based on exercises reviewing the grammar points explained in the chapters indicated:

TEAM WORK SCHEDULE:

NUMBER	ASSIGNMENTS	DATE DUE
#1	Chapters 1 & 2: le présent, l'impératif, le passé composé	October 06
#2	Chapters 3 & 4: l'imparfait, le plus-que-parfait	October 27
#3	Chapters 5: le passé simple, le récit au passé	November 10
#4	Chapters 6 & 7: le nom et l'adjectif, l'article	December 01
#5	Chapters 8 & 9: la comparaison, la négation, le récit au passé	January 12
#6	Chapters 10: la négation, révision	February 09
#7	Chapters 11 & 12: les pronoms personnels, le verbe pronominal	March 08
#8	Chapters 13 & 14: l'infinitif, le futur, révision	March 22

LANGUAGE LABORATORY SCHEDULE:

The Lab Hour will be on Thursdays: **from 5:30-6:30 for section 531 students;** and **from 6:30-7:30 for section 532 students.** The content of each session will be announced a few days prior to the session. The lab sessions will, for the most part, consist of a series of tapes based on the lessons in the **Student Activities Manual**, additional tapes, videos, and exercises of an oral nature.

ATTENDANCE IS COMPULSORY AT ALL SESSIONS.

N.B. - THERE ARE NO MAKEUP LABS.

- LABS NOT ATTENDED WILL BE RECORDED AS "0".

CLASS ATTENDANCE:

In order to achieve the Learning Objectives for French 1910, you are expected to attend class and complete the homework assignments. Each hour of class missed, including one hour of a two hour class, is counted as an absence.

Daily active participation in the classroom is essential for success in a foreign language. The classroom provides you with an excellent environment to hear and speak the language as well as the opportunity to expand your knowledge of French culture and of the basic grammatical structures of the French language. You are expected to have the assigned homework exercises done and to become actively involved in class discussion.

- If you choose not to come to class, you must accept the consequence of not having a clear understanding of the material taught during the class you missed.

If you choose not to do homework assignments, you must accept the consequence of not knowing whether or not you understand the material taught. Simply copying the correct answers when they are taken up in class does not mean that you could have done them just as well on your own.

If you choose not to do homework consistently, you must accept the possibility of not doing as

well in the course as you would like to do.

French 1910 is an **intensive language course**, which means that course content is covered much more quickly in a university class than in a high school class. There is little or no time for review. You are responsible for your own learning and progress. For this reason, as a university student, you can expect to spend more time on homework than you did in high school. **Two hours of homework per class hour are recommended by university professors as the minimum amount of time to spend on a course.** In French you will be asked to do a considerable amount of grammar exercises, reading, and vocabulary study outside of class. Grammar rules and vocabulary cannot be crammed the night before a test. To achieve success in learning French it is important that you keep up on a daily basis with the assigned exercises and reading assignments in En Bonne Forme and Ces Enfants de ma vie. Most of all, **do not let yourself fall behind, as there is little or no time to get caught up during the university year.** Assignments in all courses and programs tend to be quite heavy in November and March and final exams are in December (half courses) and April (full year and second term half courses).

PLEASE PAY STRICT ATTENTION TO THE PAGES ON PLAGIARISM AND ACADEMIC ACCOMMODATION FOR 10% OR MORE WHICH ARE ATTACHED TO THIS OUTLINE.

THE WEBSITE FOR APPEALS FOR MEDICAL ACCOMMODATION IS:

<http://www.uwo.ca/univsec/handbook/appeals/medical.pdf>

ACADEMIC ACCOMMODATION FOR A VALID REASON FOR MISSING WORK WORTH LESS THAN 10% WILL BE DETERMINED BY THE INSTRUCTOR ON AN INDIVIDUAL BASIS. DOCUMENTATION MAY BE REQUIRED.

AND LAST BUT NOT LEAST!

Here is some helpful information:

1) The reference section in the Beryl Ivey Library (Brescia) has various types of dictionaries and some books to help you study French.

2) Here are some excellent French websites you might like to try:

a) <http://french.about.com/> This website belongs to Laura K Lawless who has an online newsletter to which you can subscribe.

b) <http://www.laits.utexas.edu/tex/gr/> This website is otherwise known as “Tex’s French Grammar” or “Grammaire de l’absurde.” It provides excellent grammar explanations in English with interactive exercises. Some of these explanations and exercises will be used in class.

c) <http://www.utm.edu/departments/french/french.html> This website is generally known as “Tennessee Bob’s Famous French Links.” It has many helpful links, one of which is “French Grammar Central” - a site which has 10,000 links to various aspects of French Grammar.

d) <http://www.uni.edu/becker> This website offers selected websites to help you learn about French and French culture.

e) <http://www.studygs.net/> This website offers some useful study guides and strategies.

f) <http://bonpatron.com> This website identifies but does not correct spelling and grammar errors in your written assignments. Just type in your work. Errors are indicated and the explanations given will help you correct and revise your work.

g) <http://www.?> if you find some good websites, please let us all know.

PROFESSOR: K. Fanni
Office: 301E
elephone: 519-438-8451 (home)
e-mail: kfanni@uwo.ca

OFFICE HOURS: Monday evening: 6:30-7:30

Often, it is easier and more efficient to arrange before or after class, a date and a time to meet with me. I invite you to do so.

**BON SUCCÈS DANS
VOS ÉTUDES DE
FRANÇAIS !**

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

If supporting documentation is from a family physician, Hospital Urgent Care Centre or Emergency Department, or a walk-in clinic a UWO Student Medical Certificate (SMC) is **required**. To download an SMC go to <https://studentservices.uwo.ca/secure/index.cfm> and follow the link under "Medical Documentation". Documentation should be obtained at the time of the initial visit. If it is not possible to have an SMC completed by the attending physician, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations document-ation stating simply that the student "was seen for a medical reason" or "was ill" is **not** considered adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2011/pg117.html>.

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at http://www.brescia.uwo.ca/academics/registrar_services/index.html.

The University of Western Ontario Registrar's website is at <http://www.registrar.uwo.ca/index.cfm>

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.

<u>Semaine du</u>	<u>Grammaire, Vocabulaire & Structure Phrastique</u>	<u>Lecture</u>	<u>Devoirs & Tests</u>
	<i>En Bonne Forme</i> (EBF) 8 th édition; Vidéos sur le Web	<i>En Bonne Forme</i> 8 th édition; <i>Ces Enfants de ma vie</i> ; polycopiés	tests de grammaire ; tests de compréhension orale ; compositions; exposés
début des classes: le 8 septembre	prise de contact introduction : faire prendre connaissance du descriptif du cours	prise de contact introduction : faire prendre connaissance du descriptif du cours	prise de contact introduction : faire prendre connaissance du descriptif du cours
1 12-15 sept.	nature et fonction des mots; EBF - ch. préliminaire ch. 1 - présent: verbes réguliers et irréguliers	lecture d'EBF - ch. 1 " <i>Le Symbole</i> " (de Climbié); poème de Jacques Prévert; préparation à la 1 ^{re} composition: "Ma Première Semaine à l'université"; distribution du polycopié : comment rédiger une composition: quelques conseils	pas de séance de laboratoire; briser la glace: se présenter et faire connaissance invité : professeur du <i>Writing Centre</i> (à confirmer) ; polycopié : comment rédiger une composition: quelques conseils (suite et fin)
2 19-23 sept.	ch. 1 – impératif; ch. 2 - passé composé	lecture d'EBF: poème de Jacques Prévert (ch.2); préparation au travail d'équipe #1;	distribution du polycopié: introduction au laboratoire de langues ; audition du texte enregistré sur cassette: <i>Introduction to Vowel Sounds of French</i>
3 26- 30 sept.	ch. 2 (suite); ch. 3 – imparfait; - passé composé & imparfait	préparation aux exposés ; introduction à <u>Ces Enfants de ma vie</u> : notice biographique de Gabrielle Roy; sa carrière d'institutrice; introduction à "Vincento", pp. 9-16	1re composition: 29 sept. ; bande: ch. 1 (31min.); exposé: distribution des polycopiés; page de question pour "Vincento"
4 3-7 oct.	ch. 3 (suite et fin)	lecture du ch. 2: "Une demande en mariage"; <u>Ces Enfants de ma vie</u> : suite de "Vincento" pp. 9-16	1er travail d'équipe (ch. 1 & 2): date de remise: 6 oct. ; bande: ch. 2 (25min.) alphabet phonétique international : transcription des mots en symboles phonétiques
5 10-14 oct.	ch. 4 - plus-que-parfait - temps du passé - "venir de", expressions avec "avoir"	révision	test 1: 13 oct. ; bande: ch. 3 (30min.); Fête de l'Action de grâces : lundi 10 oct.

6	ch. 4 (suite et fin)	1 ^{er} exposé - ch. 3: " <i>Les Fêtes en Indochine</i> " de <u>La Petite Tonkinoise</u>); préparation à la 2e composition; temps alloué au travail d'équipe #2	bande: ch. 4 (25min)
17-21 oct.			
7	ch. 5 - passé simple; - verbes: "savoir", "connaître"	2e composition; lecture de: "L'Enfant de Noël", pp. 19-34 de <u>Les Enfants de ma vie</u>	2e travail d'équipe (ch. 3 & 4): date de remise: 27 oct.; bande: LLPPII - "Renard et Isengrin"
24-28 oct.			
8	ch. 6 – nom; - adjectif	2e xposé - ch. 4: " <i>Une humiliation mémorable</i> " de <u>Le Gone du Cha'ba</u> questions portant sur: "L'Enfant de Noël", pp. 19-34; temps alloué au travail d'équipe #3	2e composition: 3 nov.; bande: ch. 5 (28 min.)
31oct.-4 nov.			
9	ch. 6 (suite et fin); ch. 7 - articles définis, indéfinis & partitifs : - emplois - "de" vs pas d'article; - expressions de quantité ; - en, au, aux, à, dans	<u>Ces enfants de ma vie:</u> poursuivre la lecture de "L'Enfant de Noël"; 3e exposé - ch. 5: "Les transports parisiens"	3e travail d'équipe: ch. 5 & récit au passé: date de remise: 10 nov.; bande: ch. 6 (24min.)
7-11 nov.			
10	ch. 7 (suite et fin);	4e exposé - ch. 6: " <i>Un grand malade</i> " de <u>Le voyage en France</u>); commencer la lecture de "L'Alouette", pp. 37-52; temps alloué au travail d'équipe #4	bande: ch. 7 (31min.); polycopié à distribuer: discussion-questionnaire sur "L'Alouette"
14-18 nov.			
11	ch. 8 – comparatif; - superlatif	révision; discussion sur le récit "L'Alouette", pp. 37-52	test 2: 24 nov.; vidéo (à confirmer): "La Gloire de mon père", 1 ^{re} partie
21-25 nov.			
12	ch. 8 (suite et fin); ch. 9 - négation	5e exposé - ch. 7: "Festin étranger" de <u>Nord perdu</u> ; compréhension orale: écoute d'une cassette en classe ; poursuivre la discussion sur "L'Alouette", pp. 37-52; 3e composition: distribution des sujets	4e travail d'équipe: ch. 6 & 7: date de remise: 1^{er} déc.; vidéo (à confirmer): "La Gloire de mon père", 2e partie
28 nov.-2 déc.			

13	ch. 9 - (suite et fin)	6e exposé - ch. 8 - "Mobs, deux-roues, gros cubes"; textes sur Noël	pas de séance de laboratoire
5-9 décembre			
fin du 1er trimestre: le 7 décembre			
JOYEUX	NOËL & BONNE & HEUREUSE ANNÉE !	BONHEUR, SANTÉ &	PROSPÉRITÉ EN 2012!
14	ch. 9 – révision; ch. 10 - pronoms d'interrogation; - adverbes d'interrogation - "penser" + de VS "penser" + à	temps alloué au travail d'équipe #5; "L'Alouette", pp. 37-52 – dernière discussion en groupe en vue de la 3e composition	bande: ch. 8 (27min.); nouvelle vidéo (à confirmer)
9-13 jan.			
15	ch. 10 (suite et fin)	lecture: texte de compréhension proposé	5e travail d'équipe: ch. 8, 9 & récit au passé: date de remise: 12 jan.; bande: ch. 9 (25min.); nouvelle vidéo (à confirmer)
16-20 jan.			
16	ch. 11 – pronoms personnels	7e exposé - ch. 9 - " <i>Un Père inflexible</i> ", de <u>L'Africain</u> ; texte de compréhension proposé; pronoms: exercices supplémentaires	3e composition: 19 jan.; bande: ch. 10 (30min.); nouvelle vidéo (à confirmer)
23-27 jan.			
17	ch. 11 (suite et fin)	8e exposé - ch. 10 - "Enquêtes-minute", de <u>Les Choses</u> ; temps alloué au travail d'équipe #6	bande: ch. 11 (26min.); nouvelle vidéo (à confirmer)
30 jan-3fév			
18	ch. 12 - verbes pronominaux - "tout" adjective, adverbe et pronom	9e exposé - ch. 11 - " <i>La lettre de Marius</i> ", de <u>Fanny</u> ; temps alloué au travail d'équipe #6	test 3: 31 jan.; vidéo (à confirmer): "Les Parapluies de Cherbourg", 1re partie
6-10 fév.			
19	ch. 12 (suite et fin)	"De la truite dans l'eau glacée": discussion en groupe en vue de la 4e composition	6e travail d'équipe: ch. 10, 11 & récit au passé: date de remise: 9 fév.; vidéo (à confirmer): "Les Parapluies de Cherbourg", 2e partie
13-17 fév.			
20	SEMAINE D'ÉTUDES	SEMAINE D'ÉTUDES	SEMAINE D'ÉTUDES
20-24 fév.			
21	ch. 13 – infinitif; - "faire" causatif - "laisser" et verbes de perception	court travail écrit en groupe: sujet au choix tiré d'EBF	bande: ch. 12 (35min.)
27fév.-2 mars			

22	ch. 13 (suite et fin)	10e exposé - ch. 12 - " <i>Premier Contact avec la télévision</i> ", de <u>La goutte d'or</u> ; temps alloué au travail d'équipe #7	4e composition: 1er mars; bande: ch. 13 (31min.)
5-9 mars			
23	ch. 14 - futur simple et futur antérieur	11e exposé -ch. 13 - " <i>Le Chandail</i> ", de <u>Le Chandail de hockey</u> ; court travail écrit en groupe: sujet au choix tiré d'EBF; temps alloué au travail d'équipe #8	7e travail d'équipe: ch. 11 & 12 : date de remise: 8 mars; bande: ch. 14 (29min.); nouvelle vidéo (à confirmer)
12-16 mars			
24	ch. 14 - (suite et fin); révision	révision; court travail écrit en groupe: sujet au choix tiré d'EBF; temps alloué au travail d'équipe #8	test 4: 15 mars; bande: ch. 15 (36min.)
19-23 mars			
25	ch. 15 - conditionnel présent & passé; - propositions hypothétiques avec la conjonction "si"; - devoir	12e exposé - ch. 14 - " <i>L'Étoile jaune</i> ", de <u>Un Sac de billes</u> ; court travail écrit en groupe: sujet au choix tiré d'EBF	8e travail d'équipe: ch. 13 & 14 : date de remise: 22 mars ; bande: ch. 16 (36min.)
26-30 mars			
26	ch. 15 (suite et fin); révision	13e exposé - ch. 15 - " <i>Si j'étais à ta place</i> ", de <u>Le bal du dodo</u> ; court travail écrit en groupe: sujet au choix tiré d'EBF; révision: exercices sur les phrases au conditional	test de laboratoire (pendant l'heure habituelle des séances): 5 avril; révision: distribution des copies d'examens des années passées (à confirmer); fin des séances de laboratoire
2-6 avril			
27	révision: revoir des copies d'examens des années passées (à confirmer)	révision: revoir des copies d'examens des années passées	fin du 2e trimestre: le mercredi 11 avril; journées d'études: le jeudi 12 avril & le vendredi 13 avril; période des examens: le 14 avril au 30 avril
9-13 avril			
fin du 2e trimestre: le mercredi 11 avril			