

FSL 221Y – FRENCH LANGUAGE II
SECTION: 5101

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TA for the oral section (January-April 2017): **Anna Frolova**

Description: The main objective of this course is the development of written and oral comprehension and expression. Emphasis is placed on the consolidation of grammar concepts through an exhaustive review of French grammar and through a variety of related written activities. Emphasis will also be placed on the development of comprehension (reading and listening) and speaking skills. The particular cultural theme of this course is francophone culture and media.

Required texts:

→ The books (i), (iii) and (iv) are available at the U of T Bookstore, Koffler Students Centre:

(i) Vercollier, Vercollier & Kay, *Difficultés expliquées du français (niveau avancé)*, Paris : CLE International, 2004.

(ii) *Bien parler: guide de prononciation et d'orthoépie françaises*

(<http://homes.chass.utoronto.ca/~jsteele/textbook.htm>, ID: prononciation, Password: orthoepie0708).

Recommended texts:

(iii) Maurice Grevisse, *Le Petit Grevisse. Grammaire française*, Bruxelles, Deboeck-Duculot, 32^e édition, 2009.

(iv) *Le petit Robert* (monolingual dictionary), *Le Robert-Collins* (French-English dictionary), *Bescherelle 1 – L'art de conjuguer* (conjugation guide).

Evaluation: 60% Term work + 40% Final university examination

- **60% Term work – Ten tests and 2 cultural projects + overall assessment**
 - 10% 2 Reading comprehension tests (2 x 5%)
 - 10%: 2 Dictation & listening comprehension tests (2 x 5%)
 - 20%: 2 Oral production tests (2 x 10%)
 - 20%: 2 Grammatical analysis tests + use of reference tools (2 x 10%)
 - 20%: 2 Compositions (2 x 10%)
 - 10%: 2 Cultural studies project (oral: 5%, written: 5%)
 - 10%: Overall assessment (2 x 5% per term)

- **40% Final university examination (3 hours in Apr; date to be announced)**

Pre-requisites: FSL 121Y1 or equivalent as determined by the French Placement Test.

Exclusion: FSL 321Y1 and higher.

IMPORTANT: FSL 221Y is our 1st language course which is mandatory for all our minor, major and specialist programs. In order to ensure that students have a solid knowledge of the structure of the French language (written and oral) by the end of their program, **a minimum grade of 63% is required in FSL221Y in order to move on to FSL321Y.**

Students may retake course or upgrade through a transfer credit obtained at a program such as Explore or Summer Abroad.

Course structure and organization

Each week of class (3 hours) will cover a combination of different activities targeting the four core language skills:

- **Grammar and Writing:** grammar lessons and exercises from the course manual *Difficultés expliquées du français* and practical documents and activities on writing in French.
- **Reading Comprehension:** Reading comprehension and vocabulary exercises based on various contemporary articles. Students should read the texts before coming to class, if those texts have not been read during the “oral et lecture” session.
- **Listening Comprehension:** activities based on audio/video documents and articles.
- **Oral Production including Pronunciation:** on alternate weeks, students will participate in oral activities and discussions based on the course’s program; and will participate in pronunciation activities based on the online book *Bien parler: guide de prononciation*.

Tests and overall assessment – Fall Semester:

- ✓ Reading Comprehension Test #1 (5%) – Wednesday, October 12
- ✓ Dictation and Listening Comprehension Test #1 (5%) – Wednesday, October 26
- ✓ Cultural Studies Project #1 – written (5%) – Monday, October 31
- ✓ Oral Production Test #1 (10%) – Monday, November 14
- ✓ Grammar Test #1 (10%) – Wednesday, November 30
- ✓ Composition #1 (10%) – Wednesday, December 7
- ✓ Overall Assessment #1 (5%)

Tests and overall assessment – Spring Semester:

- ✓ Reading Comprehension Test #2 (5%) – Monday, February 6
- ✓ Dictation and Listening Comprehension Test #2 (5%) – Wednesday, March 8
- ✓ Oral Production Test #2 (10%) – Monday, March 27
- ✓ Composition #2 (10%) – Monday, April 3
- ✓ Grammar Test #2 (10%) – Wednesday, April 5
- ✓ Cultural Studies Project #2 – oral (5%) – Monday, March 20
- ✓ Overall Assessment #2 (5%)

IMPORTANT:

Because of limited in-class time, students are expected to have read all of the grammatical and vocabulary material covered each week before coming to class.

Your instructor will not present all of this material, but rather review the most important topics, providing further examples and opportunities for practice.

“HOW MANY HOURS DO I NEED TO STUDY?”

First-year university students are often academically successful in French language (and other subjects) in high school without spending much time studying outside of class. In fact, spending time in academic pursuits is frequently viewed within high school peer groups as “nerdy” or only for the “unintelligent.” Consequently, there can be a good deal of pressure to not study and you may hold a similar paradigm. It is helpful to realize that you came by this view honestly, as it is the framework under which high school often operates – a framework that has been the foundation of your academic learning process until now (Balduf 2009).

However, now that you are at the University of Toronto, you should understand that the **rules of the game have changed.**

You may have heard that for every hour spent in a university class, you need or are expected to spend **two hours outside of class** studying.

- ➔ Have you taken the time to figure out exactly how many study hours this totals for you personally in a given week, for this French class, for example?
- ➔ Learning a language is very much like learning how to play a musical instrument. You cannot limit yourself to practicing 3 times a week with your instructor if you want to progress.

You also need to practice regularly at home, if you want to improve. A minimum involvement will result in an absence of progress and a stagnation of your marks.

You may be surprised to find that although you feel like you study “all the time”, your disappointing grade on a particular exam is often due to underestimating the time and study strategies it takes to learn university-level material.

According to the article, “Underachievement Among College Students,” in the *Journal of Advanced Academics*, a research study of college freshman on academic probation, but who were successful in high school, summarized (Balduf 2009):

Participants attributed their high school successes to minor efforts. Not needing to do much to earn the success they wanted, these students were never taught, nor ever taught themselves, how to work through challenging issues. When these participants encountered challenging coursework in college, they were unprepared to deal with it. Additionally, several other aspects of participants’ experiences contributed to their college underachievement: inadequate study skills, poor time management, and internal versus external motivation.

Also, remember that every student is unique, and that all of them have specific talents and needs. Rather than focusing on the arbitrary two hours of study for every hour in class method, you may need to consider your needed study hours per week, which is based on course difficulty. In classes that are more difficult for you, it is not unusual to spend three to four hours a day in study and fewer in the classes with

which you are more familiar. In other words, you may have more background knowledge and experience in English than you do in French and, as a result, may need to spend more time working on your French courses than on your English courses.

Basic preparation of course material includes (*cf.* weekly program for more details):

- **Reading and preparing grammar lessons, preparing grammar exercises, reading articles for each “reading comprehension” session.**

Students taking French classes and interested in French/Francophone cultures are also expected to:

- **Read and listen to French and or francophone documents outside of classroom (movies, songs, YouTube videos, online newspapers, etc.).**
- **Participate in Departmental activities and workshops (table française, ateliers de soutien, etc.).**
- **Be aware and involved in French-related activities outside of the Department (French clubs, French Theatre, Alliance Française, etc.)**

➔ **For more details, check the “resources” page at the end of the syllabus.**

In any case, never forget: **your Instructors are here to help you. Don’t wait until it is too late to contact them and ask for advice!**

(adapted from: www.usu.edu/arc/idea_sheets/pdf/estimate_study_hours.pdf)

Description of tests and evaluations:

1) Cultural Studies Project (each worth 5% of the course mark):

Both Cultural Studies Projects (written and oral) will allow students to work on the interdisciplinary area of French and/or Francophone cultures outside of the classroom. Through a written critical “compte rendu” based on francophone cinema during the first semester, and an oral presentation based on web-based research on French/francophone culture and medias, students will not only investigate the wealth of francophone cultures, but will also learn how to stay in touch with French language outside of the classroom.

- **Written** project (200 words): a description inspired by a recent francophone movie seen at home.
- **Oral** project: presentation in groups of 2 or 3 in which students will identify and introduce to the rest of the class ways of staying in touch with French outside of classes, by sharing documents that interest them (online cartoons, webseries, francophone artists’ websites and songs, etc.)

2) Reading comprehension Test (50 minutes, each worth 5% of the course mark)

The Reading comprehension test will be based on a 2-page text (first semester) and a 3-page text (second semester) taken from a newspaper, magazine, Internet site or the like. You will be required to answer questions related to the main and secondary themes of the text as well as questions on vocabulary. No notes, dictionary, grammar book or conjugation guides are allowed during this test.

3) Listening comprehension Test (50 minutes, each worth 5% of the course mark)

For the *Listening comprehension test*, real audio documents (e.g., news reports, interviews) will be used to test your comprehension of spoken French. The test will have two parts: (i) a *dictée à trous* for which you will need to complete sentences with individual words and phrases based on a document read by the instructor (note: the text will be taken from a document previously seen in class by students); (ii) questions on the vocabulary and thematic content of the audio document. No notes, dictionary, grammar book or conjugation guides are allowed in this test.

4) Oral Production (1 & 5 minutes, each worth 10% of the course mark)

- ➔ In the first term, the *Oral Production test* will be held at the Carr Hall Multimedia Center (3rd floor, Carr Hall, St Michael's College). You will be asked to give 1-minute (semester 1) spoken answers to a question chosen from among 3 or 4 questions provided at the time of the test; all questions will be related to the topics studied in class.
- ➔ In the second term, the test will take the form of a 5-minute interview conducted by the Instructor. 3 short articles will be posted online on Blackboard 24 hours before the interview, and students will have to read them (but they don't need to memorize them). On the day of evaluation, questions will be asked on one of the texts to test students' fluency and mastery of French in a one-on-one environment.

For both terms, grading will reflect your mastery of spoken French rather than knowledge of facts related to the topics studied in class. The evaluation will be based on *Expression* (60%; grammar, sentence complexity, vocabulary, pronunciation, expressivity and clarity) and *Structure* (40%; introduction, development, conclusion and originality). No notes, dictionary, grammar book or conjugation guides are allowed in this test.

5) Composition (90 minutes, each worth 10% of the course mark)

For each *composition*, students will be given 4 possible composition topics (2 based on pictures, 2 based on written scenarios) and will write a 200-word description (Fall semester) and a 250-word narration (Winter semester). A half-point will be deducted for every word less than the minimum.

- Grading will take into account the content and creativity (ideas, organization, style: 40%) and the written expression: grammar, vocabulary and spelling (60%; deductions as follows: grammar -1 pts., vocabulary -0.5 pt., spelling, accents, punctuation -0.25 pt.; sentence structure, syntax error, incomprehensible sentence -1.5 pts).
- Students will also have to use a "grille d'autocorrection" at the end of the hour to review their texts.
- While you may use a dictionary, no notes, grammar book or conjugation guides are allowed.

6) Grammatical analysis test (50 minutes, each worth 10% of the course mark)

Grammatical analysis & Use of reference tools tests: these tests will cover all of the grammatical structures covered in the semester as well as test skills related to the use of dictionaries and thesauruses and grammatical analysis.

7) Overall assessment

This portion of the grade (10%) includes overall oral and written language improvement and class participation. You are expected to be on time for class, to leave class when it ends, and to give your full attention to the class.

Participation includes:

- Regular attendance,
- Level of preparedness for each class (preparation of grammar exercises, reading of material),
- Active participation in class discussions and group work, including regular presentation of grammatical/writing aspects of the course.

IMPORTANT NOTES

You are reminded that the university condemns plagiarism.

Please refer to U of T's *How Not to Plagiarize* at

www.writing.utoronto.ca/advice/using_sources/how_not_to_plagiarize

If you do not write a test on the scheduled date, you will not be allowed to take a make-up test unless you present a medical certificate or a letter from the Registrar of your college justifying your absence.

As outlined in the *Student Guidelines for FSL Courses*,

- 1) **Your final mark will be based solely on the tests, final examination, and overall assessment mentioned above** – no additional assignments are possible under any circumstances;
- 2) Should you miss any of the tests due to illness or major circumstances beyond your control, **you must contact your instructor within a maximum of one week to arrange a retake**. After this date, you must contact the course instructor to see what, if anything, is possible. For tests missed due to illness, you must provide an official University of Toronto *Verification of Student Illness* form signed by a physician. For tests missed due to any other major circumstance, you must provide a letter from your registrar. Any test missed and not made up **will be assigned a grade of '0'**.

Important dates:

Sep 12	Classes begin in F and Y section code courses
Sep 25	Last day to add courses with F and Y section code courses
Sep 26-30	Late enrolment for Y section code courses ONLY
Oct 10	Thanksgiving: University closed
Nov 7-8	Fall break (no classes)

Jan 5	Classes resume
Feb 17	Final examination timetable for S/Y courses posted
Feb 20	Family Day: University closed
Feb 21	Last day to drop Y courses
Feb 21-24	Reading Week
Apr 5	Classes end
April 10-28	Final examinations

FSL221Y – OBJECTIVES & CULTURAL THEME

Written skills & grammar

- complex sentences and subordinate clauses
- grammatical analysis of sentences (identification of phrases and their relationships)
- French word order (inversion, anteposition, place of adjectives and pronouns)
- pronouns and their use
- verb tenses and agreement (both use and spelling)
- indirect questions
- gender and number agreement
- punctuation
- writing of short descriptive, narrative, and informative/expressive passages (200-word minimum)

Listening comprehension and oral production

- production of complex structures
- effective participation in short conversations (5-10 minutes)
- identification of overall meaning of a spoken passage
- summary of a situation or short passage
- retelling of a short event (*présent, passé composé, imparfait, plus-que-parfait, futur simple et antérieur, présent du conditionnel*)
- communication in French in everyday situations with appropriate use of Level 2 thematic vocabulary

Corrective phonetics (Pronunciation)

- vowels: nasal vowels and /y/; consonants: review of silent graphemes and pronunciation of words with variable final consonants (e.g., *six/dix, plus/tous*)
- prosody: rhythmic groups and stress, linking
- introduction to phonetic transcription
- pronunciation of cardinal and ordinal numbers, fractions, and time

Reading

- identification of discourse structure (chronological order, narrative templates, expressiveness)
- identification of a 3-4-page passage's theme (descriptive, narrative or expressive)

- understanding an unfamiliar expression's meaning using morphological or syntactic cues
- use of specialized reference tools including thesauruses

Cultural theme

Francophone media and cultures: mass media; mainstream press, television, radio; freedom of expression and advertising; techniques and technologies: the Internet and "traditional" media; access to knowledge; cinema: festivals and popular culture in the French-speaking world

SEMESTRE D'AUTOMNE

DEF = *Difficultés expliquées du français*

GPF = *Bien parler: guide de prononciation et d'orthoépie françaises*

THÈMES	LECTURE	EXERCICES / TESTS
12 septembre – 16 septembre		
<ul style="list-style-type: none"> • <i>Présentation du cours, introduction.</i> • <i>Grammaire</i> <ul style="list-style-type: none"> - Analyse grammaticale – Les parties du discours et de la phrase (Nature & Fonction) • <i>Lecture et compréhension (group A&B : Instructor)</i> <ul style="list-style-type: none"> - « La disparition du livre à l'ère du numérique » + introduction à la lecture méthodique. 	Fiche d'introduction	Exercices photocopiés
19 septembre – 23 septembre		
<ul style="list-style-type: none"> • <i>Grammaire + Écrit</i> <ul style="list-style-type: none"> - Rédaction I – conseils pour la composition - Auto-correction : Introduction & texte fautif • <i>Compréhension auditive</i> <ul style="list-style-type: none"> - Audio/vidéo : Le « Fnacbook » et l'avenir du livre + comment bien écouter un document. • <i>Oral (Group A : Instructor, Group B : TA)</i> <ul style="list-style-type: none"> <i>Phonétique corrective et lecture</i> <ul style="list-style-type: none"> - Se présenter à l'oral - Introduction à la phonétique corrective 		
26 septembre – 30 septembre		
<ul style="list-style-type: none"> • <i>Grammaire</i> <ul style="list-style-type: none"> - Le verbe I – Formes et temps (introduction) • <i>Lecture et compréhension</i> <ul style="list-style-type: none"> - « Les Canadiens au Festival de Cannes » • <i>Oral (Group A : Instructor, Group B : TA)</i> 	Fiche d'introduction	Exercices photocopiés

<i>Production orale</i> - Introduction à la lecture à haute voix		
3 octobre – 7 octobre		
<ul style="list-style-type: none"> • <i>Grammaire + Écrit</i> - Rédaction II – Le passage descriptif : introduction - Auto-correction – conjugaison verbale : personne et nombre • <i>Compréhension auditive</i> - La « Cité du Cinéma » - dictée et compréhension • <i>Oral (Group B : Instructor, Group A : TA)</i> <i>Phonétique corrective et lecture</i> - Introduction à la transcription phonétique. 	GPF 3 : 25/27	GPF 3 : 28B, 32, 39
10 octobre – 14 octobre		
<ul style="list-style-type: none"> • <i>Pratique/correction de la composition</i> - La description de la chambre 	THANKSGIVING MONDAY OCTOBER 10TH (NO CLASSES) READING COMPREHENSION TEST (5%)	
17 octobre – 21 octobre		
<ul style="list-style-type: none"> • <i>Grammaire</i> - Le verbe II – <i>le présent et l'imparfait</i> • <i>Compréhension auditive</i> - Audio/vidéo : Les « Trophées Francophones » & « Cinéfranco » • <i>Oral (Group B : Instructor, Group A : TA)</i> <i>Production orale</i> Raconter un cours événement (décrire au présent et au passé) 	DEF 23 : pages 182-187 DEF 26 : pages 200-204 Intro du projet culturel #1	Exercices polycopiés
24 octobre – 28 octobre		
<ul style="list-style-type: none"> • <i>Grammaire</i> - Le verbe III : le passé composé et le plus-queparfait. • <i>Lecture et compréhension</i> - « Les enfants modèles du Web » <p>PAS D'ORAL CETTE SEMAINE</p>	DEF 25 : pages 195-198 DEF 29 : page 219-222 LISTENING COMPREHENSION TEST (5%)	Exercices Polycopiés
31 octobre – 4 novembre		
<ul style="list-style-type: none"> • <i>Grammaire + Écrit</i> - Rédaction IV – Le passage descriptif : production - Auto-correction : conjugaison verbale (temps) • <i>Compréhension auditive</i> 	→ Rendre le CULTURAL	

<ul style="list-style-type: none"> - Audio/vidéo : La musique Rai • <i>Oral (Group A : Instructor, Group B : TA)</i> <i>Phonétique corrective et lecture</i> - Enchaînement 	<p>STUDIES PROJECT # 1 (WRITTEN)</p> <p>GPF 5:47-53</p>	<p>GPF 5: 5-1, 5-2, 5-3, 5-4</p>
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7 novembre – 11 novembre		
<ul style="list-style-type: none"> • <i>Grammaire</i> - Le verbe IV – le futur simple, le futur antérieur et le conditionnel - Exercice de recherche dans un dictionnaire - Révision des temps/modes 	<p>NOVEMBER BREAK: November 7 & 8</p> <p>DEF 28: pages 213-217 DEF 32: pages 243-247</p>	
14 novembre – 18 novembre		
<ul style="list-style-type: none"> ➔ <i>Oral Production test (1h au labo)</i> ➔ <i>Pratique de la composition (1h au labo)</i> • <i>Oral (Group B : Instructor, Group A : TA)</i> <i>Phonétique corrective et lecture</i> - Raconter un court événement III (Futur + conditionnel) 	<p>ORAL PRODUCTION TEST (10%)</p>	
21 novembre – 25 novembre		
<ul style="list-style-type: none"> • <i>Grammaire</i> - Le verbe V – Introduction du subjonctif • <i>Lecture et compréhension</i> - « Le Grand déménagement au Canada » • <i>Oral (Group A : Instructor, Group B : TA)</i> <i>Phonétique corrective et lecture</i> - Voyelles nasales 	<p>DEF 30 : pages 226-233</p>	<p>GPF 15:185-194 GPF 15-1 à 15-6</p>
28 novembre – 2 décembre		
<ul style="list-style-type: none"> Raconter un court événement IV (subjonctif) 	<p>GRAMMAR TEST (10%)</p>	
5 décembre – 7 décembre*		
<ul style="list-style-type: none"> • Rattrapages Thanksgiving et November Break • <i>Lecture et compréhension</i> - « French Sugar Babies » • <i>Phonétique corrective et lecture</i> - Groupes rythmiques et accentuation 	<p>GPF 2 : 13-23</p>	<p>COMPOSITION (10%)</p>

***December 7: Make-up Monday**

SEMESTRE D'HIVER

THÈMES	LECTURE	EXERCICES / TESTS
Du jeudi 5 janvier au mercredi 11 janvier		
<ul style="list-style-type: none"> • <i>Grammaire</i> - Le pronom I – pronoms personnels et possessifs • <i>Lecture et compréhension</i> - « Avons-nous de vrais amis sur les sites sociaux ? » - Vocabulaire : BD sur Facebook (langage familier) • <i>Oral (Group A : Instructor, Group B : TA)</i> <i>Production orale</i> - Rappels, présentations, discussions (les vacances) - utiliser tous les temps) 	<p>DEF 10 : pages 74-82 DEF 13 : pages 106-111</p>	
Du jeudi 12 janvier au mercredi 18 janvier		
<ul style="list-style-type: none"> • <i>Grammaire + Écrit</i> - Rédaction V – Le passage narratif (intro) - Auto-correction : pronoms personnels et possessifs • <i>Compréhension auditive</i> - Les mots voyageurs (Henriette Walter) • <i>Oral (Group B : Instructor, Group A : TA)</i> <i>Production orale</i> - Les pronoms personnels/possessifs 		
Du jeudi 19 janvier au mercredi 25 janvier		
<ul style="list-style-type: none"> • <i>Grammaire</i> - Le pronom II – pronoms relatifs, démonstratifs et indéfinis • <i>Lecture et compréhension</i> - « Amour virtuel, du fantasme à la réalité » • <i>Oral (Group B : Instructor, Group A : TA)</i> <i>Production orale</i> - Les pronoms relatifs 	<p>DEF 12 : pages 94-101 DEF 14 : pages 116-118 DEF 14 : pages 122-130</p>	
Du jeudi 26 janvier au mercredi 1er février		
<ul style="list-style-type: none"> • <i>Grammaire + Écrit</i> - Rédaction VI – Le passage narratif (production) - Auto-correction : pronoms relatifs, interrogatifs et indéfinis • <i>Compréhension auditive</i> - Chanson : « Petites annonces » (Raphaël) • <i>Oral (Group B : Instructor, Group A : TA)</i> 		

Phonétique corrective et lecture - Voyelles /y/ et /u/	GPF 7: 77-82	GPF 7-3 à 7-8
Du jeudi 2 février au mercredi 8 février		
<ul style="list-style-type: none"> • <i>Grammaire</i> - L'accord I – L'adjectif qualificatif • <i>Oral (Group A : Instructor, Group B : TA)</i> <i>Production orale</i> - « les petites annonces » (les adjectifs) 	DEF 6: pages 46 – 52 DEF 7: pages 55-58	READING COMPREHENSION TEST (5%) – Monday, February 6
Du jeudi 9 février au mercredi 15 février		
<ul style="list-style-type: none"> • <i>Grammaire + Écrit</i> - Rédaction VII – Le passage informatif (intro) - Auto-correction : accord des adjectifs • <i>Compréhension auditive</i> - « Anna Moï » et « La Francophonie » • <i>Oral (Group A : Instructor, Group B : TA)</i> <i>Phonétique corrective et lecture</i> - Consonnes finales 	GPF 12:151-152	
Du jeudi 16 février au vendredi 17 février		
Lundi 20 février (family day) ; du mardi 21 au vendredi 24 février : reading week		
Du lundi 27 février au mercredi 1er mars		
<ul style="list-style-type: none"> • <i>Grammaire + Écrit</i> - Rédaction VIII – Le passage informatif (prod.) - Auto-correction : accord des participes passés • <i>Compréhension auditive</i> - « Destination Francophonie » • <i>Oral (Group B : Instructor, Group A : TA)</i> <i>Production orale</i> - La communication orale (préparation au test/présentations) 		
Du jeudi 2 mars au mercredi 8 mars		
<ul style="list-style-type: none"> • <i>Grammaire</i> - L'accord II – verbes et participes passés • <i>Lecture et compréhension</i> - « Zachary Richard, en anglais comme en français » 	DEF 27: pages 206-209	Sujet du projet culturel # 2 LISTENING COMPREHENSION TEST (5%) – Wednesday, March 8
Du jeudi 9 mars au mercredi 15 mars		
<ul style="list-style-type: none"> • <i>Grammaire</i> - La phrase complexe I – Subordination (sujet, attribut, apposition) • <i>Lecture et compréhension</i> - « Initiation et rituels en francophonie » • <i>Oral (Group A : Instructor, Group B : TA)</i> 	Fiche polycopiée	

<i>Phonétique corrective et lecture</i> - Mots à consonnes finales variables : <i>six, dix...</i> - Pratique de la composition 2; rappel sur le texte narratif	GPF 14:175-178	GPF 14-5
Du jeudi 16 mars au mercredi 22 mars		
• <i>Grammaire</i> CULTURAL STUDIES PROJECT # 2 (TOUTES LES ÉQUIPES) (5%) – Monday, March 20 • <i>Oral</i> (Group B : Instructor, Group A : TA) - Lecture et vocabulaire (World Press Photo)	Fiche photocopiee	
Du jeudi 23 mars au mercredi 29 mars		
• <i>Grammaire</i> ORAL PRODUCTION TEST (10%) – Monday, March 27 → Pendant les 2 heures du cours magistral, mais aussi l'heure de bureau de 17h à 18h si ncessaire • <i>Oral</i> (Group A : Instructor, Group B : TA) -La phrase complexe II – Subordination (objets directs et indirects, complments circonstanciels)	Fiche photocopiee	
Du jeudi 30 mars au mercredi 5 avril		
• <i>Grammaire</i> COMPOSITION (10%) – Monday, April 3 • <i>Oral</i> (Group A : Instructor, Group B : TA) GRAMMAR TEST (10%) – Wednesday, April 5	COMPOSITION (10%) – Monday, April 3 GRAMMAR TEST (10%) – Wednesday, April 5	

POUR FAIRE DU FRANCAIS EN DEHORS DES COURS

Pour continuer votre apprentissage du franais, pour enrichir votre vocabulaire, pour affiner vos habiletés de lecture, pour vous tenir au courant de l'actualit... Lire des journaux publiés en franais, disponibles gratuitement sur internet, est une bonne habitude à prendre. De mme, vous pouvez dsormais couter la radio et voir de nombreuses vidéos en ligne.

C'est gratuit, ça sort tous les jours et c'est au bout de vos doigts.

I. Les journaux en ligne

Actualit africaine

Magazine Jeune Afrique: www.jeuneafrique.com/

Belgique

La libre Belgique: www.lalibre.be/

Canada

La Presse (Montréal): www.lapresse.ca/

Le Droit (Ottawa): www.lapresse.ca/le-droit/

Le Devoir (Montréal): www.ledevoir.com/

Le Huffington Post (en français): quebec.huffingtonpost.ca/

Magazine *L'Actualité*: www.lactualite.com/

France

Le Monde: www.lemonde.fr/

Libération: www.liberation.fr/

Le Figaro: www.lefigaro.fr/

Rue89: www.rue89.com/

Suisse

La Tribune de Genève: www.tdg.ch/

II. Sources sonores recommandées

- ➔ **Le site de RFI (Radio France International), un site proposant diverses ressources. Vous pouvez écouter spécifiquement le « journal en français facile ».**

<http://www.rfi.fr/lfen/statiques/accueil.asp>

- ➔ **Pour l'actualité de la chanson française (entre autres), vous pouvez écouter « NRJ radio » au Québec ou en France.**

<http://montreal.radionrj.ca/>

<http://www.nrj.fr/>

- ➔ **Pour les chansons « classiques » françaises, écoutez Radio Nostalgie :**

<http://www.nostalgie.fr/>

➔ Autres radios

• Radio: Société Radio-Canada: AM 860

• Télévision: Société Radio-Canada, la chaîne (TV Ontario le dimanche) TV5, RDI.

CIUT – Radio communautaire de l'université de Toronto – 89,5FM

Pot-pourri - Le dimanche de 11h00 à 13h00

Radio-Canada (radio) CJBC 860AM, 90,3FM

Radio-Canada (télévision) - CBLFT Chaîne 25

TFO (TV Ontario French)

TVA (CFMT Montréal)

TV5 Monde (Francophone)

LIENS INTÉRESSANTS ET UTILES sur la francophonie

La francophonie dans le monde	www.tlfq.ulaval.ca/axl/francophonie/francophonieacc.htm
Réseau France Outre-mer	www.rfo.fr
Organisation Internationale de la Francophonie	www.francophonie.org
Dossier « La Francophonie », La Documentation française	www.ladocumentationfrancaise.fr/dossiers/francophonie
Encyclopédie de la Francophonie	http://agora.qc.ca/francophonie.nsf
Mondes Francophones.com	www.mondesfrancophones.com
Dictionnaires francophones en ligne	www.lexilogos.com/francophonie_dictionnaires.htm