

FSL 221Y – FRENCH LANGUAGE II

FSL221 Y F L0701 TC W 1-3, F 1 LA 248

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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), (ii) and (iv) are available at the U of T Bookstore, Koffler Students Centre:

- (i) Maurice Grevisse, *Le Petit Grevisse. Grammaire française*, Bruxelles, Deboeck-Duculot, 32^e édition, 2009.
- (ii) Maurice Grevisse, *Exercices de grammaire française et corrigé*, Bruxelles, Deboeck-Duculot, 4^e édition, 2010.
- (iii) *Bien parler: guide de prononciation et d'orthoépie françaises*
(<http://homes.chass.utoronto.ca/~jsteele/textbook.htm>, ID: pronunciation, Password: orthoepie0708)

Recommended texts:

- (iv) Eric Koseff & Patrick Karsenti, *The Student's Guide to French Grammar*, Toronto: Pearson Canada, 2011.
- (v) *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 April; date to be announced)

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

Exclusion: FSL 161Y1+

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 *Le Petit Grevisse* and practical documents and activities on writing in French.

→ Each week, two students in the class will present a grammar/writing lesson to the rest of the class, and explain the difficulties they may have encountered.

_ **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:** each week, alternatively, 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 (5%) – Wednesday, October 9 (one hour).
- Dictation and Listening Comprehension Test (5%) – Wednesday, October 23 (one hour).
- Oral Production Test (10%) – Friday, November 22
- Composition (10%) – Wednesday, November 27
- Grammar Test (10%) – Friday, November 29
- Cultural Studies Project – written (5%) – Wednesday, October 30
- Overall Assessment (5%)

Tests and overall assessment – Spring Semester:

- Reading Comprehension Test (5%) – Wednesday, February 5, 2014
- Dictation and Listening Comprehension Test (5%) – Wednesday, February 26
- Oral Production Test (10%) – Friday, March 21
- Composition (10%) – Wednesday, April 2
- Grammar Test (10%) – Friday, April 9
- Cultural Studies Project – oral (5%) – due weeks of March 17th, 24th or 31st.
- Overall Assessment (5%)

The Department takes into account the quality if students' French as one of the criteria in the evaluation of assignments and examinations. A minimum of 20% of the grade will be allocated to this aspect of written assignments.

IMPORTANT:

Because of limited in-class time and the availability of the answer key for all grammar exercises on the CD offered with Maurice Grevisse's *Exercices de grammaire française et corrigé*, students are expected to have read all of the grammatical and vocabulary material covered each week (cf. Course schedule, pp. 6-11) before coming to class.

Each week, two students will present to the rest of the class the grammar or writing component, and the problems they may have encountered.

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: http://www.usu.edu/arc/idea_sheets/pdf/estimate_study_hours.pdf

Description of tests and evaluations:

1) Cultural Studies Project (written essay and oral presentation):

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: a “compte rendu” (critical review) of a recent francophone movie.

- **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 interests them (online cartoons, webseries, francophone artists' websites and songs, etc.)**

2) Reading comprehension (*Test de compréhension de l'écrit*; 50 minutes)

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) Dictation and Listening comprehension (*Test de compréhension aurale*; 50 minutes)

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 (*Test de production orale*; 25 minutes and 5 minutes)

→ 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 an 5-minute interview conducted by the Instructor. 3 short articles will be posted online on Blackboard 24hours 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)

For each **composition**, students will be given three possible composition topics. These topics will be related to the main vocabulary and/or cultural themes covered in the course to that point. Students will write a minimum of 200 words (Fall semester)/250 words (Winter semester) on one of the three topics. 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 & Use of reference tools (50 minutes)

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.

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 *Student Medical Certificate* 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:

September 15 th :	Waiting lists for F and Y section code courses close at end of day
September 22 nd :	Last day to add courses with F and Y section codes
October 14 th :	Thanksgiving (no classes)
November 11-12:	Fall break (no classes)
December 3:	Classes end
December 4:	Make-up Monday classes
January 6:	Classes resume
February 14:	Final examination timetable posted for Y courses
February 17:	Last day to drop courses with Y section codes from academic record and GPA.
February 18-21:	Reading week (no classes)
April 4 th :	Classes end
April 9-30:	Final examinations in Y courses

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

THÈMES	LECTURE	EXERCICES / TESTS
1: 9 septembre		
<ul style="list-style-type: none"> • <i>Grammaire</i> <ul style="list-style-type: none"> - Analyse grammaticale – Les parties du discours et de la phrase • <i>Lecture et compréhension</i> <ul style="list-style-type: none"> - « Les Canadiens au Festival de Cannes » • <i>Oral</i> <ul style="list-style-type: none"> <i>Production orale</i> <ul style="list-style-type: none"> - Raconter un court évènement I (Présent) : se présenter. 		
2: 16 septembre		
<ul style="list-style-type: none"> • <i>Grammaire + Écrit</i> <ul style="list-style-type: none"> - Rédaction I – Intro : Types d'activités d'écriture - Auto-correction : Introduction • <i>Compréhension auditive</i> <ul style="list-style-type: none"> - « L'Empire Dukan » article + document audio • <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"> - Les sons du français - Introduction à la transcription phonétique - Introduction à la lecture 	PG 23, 39-44, 46-53, 55 GPF 3: 28, 32, 39	EX 13, 23a, 47, 54
3: 23 septembre		
<ul style="list-style-type: none"> • <i>Grammaire</i> <ul style="list-style-type: none"> - Le verbe I – Formes et temps • <i>Lecture et compréhension</i> <ul style="list-style-type: none"> - « La disparition du livre à l'ère du numérique » • <i>Oral(Group A : Instructor, Group B : TA)</i> <ul style="list-style-type: none"> <i>Production orale</i> <ul style="list-style-type: none"> - Raconter un court évènement II (Futur et conditionnel) 	PG 289-303 GPF 3: 25-27	EX 383, 392, 399a, 403a,
4: 30 septembre		
<ul style="list-style-type: none"> • <i>Grammaire + Écrit</i> <ul style="list-style-type: none"> - Rédaction II – Intro : Types de textes - Auto-correction – Mise en pratique: passage fautif • <i>Compréhension auditive</i> <ul style="list-style-type: none"> - Audio/vidéo : Le « Fnacbook » et l'avenir du livre + introduction aux techniques d'écoute • <i>Oral(Group B : Instructor, Group A : TA)</i> <ul style="list-style-type: none"> <i>Phonétique corrective et lecture</i> <ul style="list-style-type: none"> - Enchaînement 	GPF 5:47-53	GPF 5: 5-1, 5-2, 5-3, 5-4

5: 7 octobre

- **Grammaire**
 - Le verbe II – La conjugaison : *avoir, être*, verbes en *-er* PG 304-308, 314-320, 327-332 409, 410, 421a, 422b, 423(1-4), 427, 428 (1-4), 429 (1-4), 434a
- **Oral(Group B : Instructor, Group A : TA)**
Production orale
Raconter un cours évènement III (passé) **READING COMPREHENSION TEST (5%) Wed. Oct. 9**

6: 14 octobre

- **Grammaire + Écrit**
 - Rédaction III – Le passage descriptif : introduction
 - Auto-correction – conjugaison verbale : personne et nombre
- **Compréhension auditive**
 - Audio/vidéo : La musique Rai GPF 15:185-194
- **Oral(Group A : Instructor, Group B : TA)**
Phonétique corrective et lecture
 - Voyelles nasales GPF 15-1 à 15-6

7: 21 octobre

- **Grammaire**
 - **Le verbe III – La conjugaison : verbes en *-ir, -oir et -re*** PG 309-312, 333-341 EX 436, 439, 440, 441, 443 444
- **Lecture et compréhension**
 - « Des manuels encore un peu trop blancs »

**LISTENING COMPREHENSION TEST (5%)
Wed. Oct. 23**

8: 28 octobre

- **Grammaire + Écrit**
 - Rédaction IV – Le passage descriptif : production
 - Auto-correction : conjugaison verbale (temps)
- **Compréhension auditive**
 - Audio/vidéo sur la « Croix Rouge »
- **Oral(Group A : Instructor, Group B : TA)**
Production orale
Raconter un cours évènement III (subjonctif) **→ Submit CULTURAL STUDIES PROJECT # 1 (WRITTEN) Wed. Oct. 30**

9 : 4 novembre

- **Grammaire**
 - Le verbe IV – La conjugaison : verbes irréguliers et défectifs; La syntaxe des temps (indicatif – présent, imparfait)
 - Exercice de recherche dans un dictionnaire
- **Lecture et compréhension**

- « Miss Black France »		
• Oral(<i>Group B : Instructor, Group A : TA</i>)	GPF 7 : 77-82	GPF 7-3 à 7-8
<i>Phonétique corrective et lecture</i>		
- Voyelles /y/ et /u/		

10 : 11 novembre

NOVEMBER BREAK: November 11th and 12th

- *Grammaire + Écrit*
 - La ponctuation
 - Autocorrection : la ponctuation
- *Lecture + vocabulaire*
 - « Le Grand déménagement au Canada »

11 : 18 novembre

- *Grammaire*
 - Le verbe V – La syntaxe des temps (indicatif – passé composé, plus-que-parfait, futurs simple et antérieur); Ordre phrasique – inversion; placement des adjectifs

ORAL PRODUCTION TEST (10%) Fri. Nov.22→ *Pratique de la composition*

12: 25 novembre

GRAMMAR TEST (10%) Fri. Nov.29**COMPOSITION (10%) Wed. Oct.30**

13 : 2 décembre

- **Révisions de cours/fin d'année**

SEMESTRE D'HIVER

THÈMES	LECTURE	EXERCICES / TESTS
1: 6 janvier		
<ul style="list-style-type: none"> • <i>Grammaire</i> <ul style="list-style-type: none"> - Le pronom I – Définition, emploi; pronoms personnels, et possessifs • <i>Lecture et compréhension</i> <ul style="list-style-type: none"> - « 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> <ul style="list-style-type: none"> - Les pronoms personnels/possessifs 	PG 226-247	EX 318, 320, 323, 328, 329, 332, 334
2: 13 janvier		
<ul style="list-style-type: none"> • <i>Grammaire + Écrit</i> <ul style="list-style-type: none"> - Rédaction V – Le passage narratif (intro) - Auto-correction : pronoms possessifs et démonstratifs • <i>Compréhension auditive</i> <ul style="list-style-type: none"> - Les mots voyageurs (Henriette Walter) • <i>Oral(Group A : Instructor, Group B : TA)</i> <i>Phonétique corrective et lecture</i> <ul style="list-style-type: none"> - Groupes rythmiques 	GPF 1: 5-11	GPF 1-6 à 1-11
3: 20 janvier		
<ul style="list-style-type: none"> • <i>Grammaire</i> <ul style="list-style-type: none"> - Le pronom II – pronoms démonstratifs, relatifs, interrogatifs et indéfinis • <i>Lecture et compréhension</i> <ul style="list-style-type: none"> - « Amour virtuel, du fantasme à la réalité » • <i>Oral(Group B : Instructor, Group A : TA)</i> <i>Production orale</i> <ul style="list-style-type: none"> - Les pronoms relatifs 	PG 248-281	EX 336, 338, 341, 346, 349, 352, 353, 355, 358b
4: 27 janvier		
<ul style="list-style-type: none"> • <i>Grammaire + Écrit</i> <ul style="list-style-type: none"> - Rédaction VI – Le passage narratif (production) - Auto-correction : pronoms relatifs, interrogatifs et indéfinis • <i>Compréhension auditive</i> <ul style="list-style-type: none"> - Chanson : « Petites annonces » (Raphaël) • <i>Oral(Group B : Instructor, Group A : TA)</i> <i>Phonétique corrective et lecture</i> <ul style="list-style-type: none"> - Accentuation: accent tonique 	GPF 2: 13-19	GPF 2-1 à 2-5
5: 3 février		
<ul style="list-style-type: none"> • <i>Grammaire</i> <ul style="list-style-type: none"> - L'accord I – adjectifs • <i>Oral(Group A : Instructor, Group B : TA)</i> <i>Production orale</i> <ul style="list-style-type: none"> - «les petites annonces » (les adjectifs) 	PG 177, 184-196, 213, 223a,b 223a,b	EX 217, 220, 225b, 236, 245a, 250a, 255a, 280, 307a, 315a
READING COMPREHENSION TEST (5%)		

6: 10 février

- *Grammaire + Écrit*
 - Rédaction VII – Le passage informatif (intro)
 - Auto-correction : accord des adjectifs
- *Compréhension auditive*
 - « Cœur de Pirate, une chanteuse québécoise »
- *Oral(Group A : Instructor, Group B : TA)*
- Phonétique corrective et lecture*
 - Consonnes finales

GPF 12:151-152

GPF 12-2

7 : 17-23 février : Semaine de lecture (PAS DE COURS)

8: 24 février

- *Grammaire*
 - L'accord II – verbes et participes passés
- *Lecture et compréhension*
 - « Zachary, en anglais comme en français »

LISTENING COMPREHENSION TEST (5%)

9: 3 mars

- *Grammaire + Écrit*
 - Rédaction VIII – Le passage informatif (prod.)
 - Auto-correction : accord des participes passés
- *Compréhension auditive*
 - « Les BD reporters » (Guy Delisle)
- *Oral(Group B : Instructor, Group A : TA)*
- Production orale*
 - La communication orale (introduction)

10: 10 mars

- *Grammaire*
 - La phrase complexe I – Subordination (sujet, attribut, apposition)
- *Lecture et compréhension*
 - « Initiation et rituels en francophonie »
- *Oral(Group B : Instructor, Group A : TA)*
- Phonétique corrective et lecture*
 - Mots à consonnes finales variables : *six, dix...*

PG 71, 448-449, 454-455, 457,
459EX 112a, 642a,
644, 648, 652,
653, 654

GPF 14:175-178

GPF 14-5

11: 17 mars

→ Pratique de la composition**ORAL PRODUCTION TEST (10%)****→ CULTURAL STUDIES PROJECT # 2 (ORAL)**

12: 24 mars

- *Grammaire*
 - La phrase complexe II – Subordination (objets directs et indirects, compléments circonstanciels)
- *Lecture + vocabulaire*
 - « Prendre son temps, une subversion du quotidien »

PG 461, 465-466, 468, 470, 472,
474, 476EX 658a,
661a(1-3), 668(1-
3), 671(1-3),
675(1-3), 677a,
681, 685(1-2)**→ CULTURAL STUDIES PROJECT # 2 (ORAL)**

13: 31 mars

GRAMMAR TEST (10%)

→ CULTURAL STUDIES PROJECT # 2 (ORAL)**COMPOSITION (10%)****POUR FAIRE DU FRANCAIS EN DEHORS DES COURS**

Pour continuer votre apprentissage du français, pour enrichir votre vocabulaire, pour affiner vos habiletés de lecture, pour vous tenir au courant de l'actualité... Lire des journaux publiés en français, disponibles gratuitement sur l'internet, c'est une bonne habitude à prendre. De même, vous pouvez désormais écouter 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**Actualité africaine**

Magazine Jeune Afrique: <http://www.jeuneafrique.com/>

Belgique

La libre Belgique: <http://www.lalibre.be/>

Canada

La Presse (Montréal): <http://www.lapresse.ca/>

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

Le Devoir (Montréal): <http://www.ledevoir.com/>

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

Magazine L'Actualité: <http://www.lactualite.com/>

France

Le Monde: <http://www.lemonde.fr/>

Libération: <http://www.liberation.fr/>

Le Figaro: <http://www.lefigaro.fr/>

Rue89: <http://www.rue89.com/>

Suisse

La Tribune de Genève: <http://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
 Réseau France Outre-mer

<http://www.tlfq.ulaval.ca/axl/francophonie/francophonieacc.htm>
<http://www.rfo.fr>

Organisation Internationale de la Francophonie

<http://www.francophonie.org>

Dossier « La Francophonie », La Documentation française

<http://www.ladocumentationfrancaise.fr/dossiers/francophonie>

Encyclopédie de la Francophonie

<http://agora.qc.ca/francophonie.nsf>

Mondes Francophones.com

<http://www.mondesfrancophones.com>

Dictionnaires francophones en ligne

http://www.lexilogos.com/francophonie_dictionnaires.htm