

French 2202

Intermediate French II

Student Course Materials

Flexible Learning in the
Learning Commons

College of DuPage

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Section 1: Syllabus

Catalog Description Including Prerequisites

Course prefix and number: **French 2202**

Course title: **Intermediate French II**

Number of credit hours: 4

Course Description: Continues to develop basic understanding of elements of French language: knowledge and skill in pronunciation, vocabulary, grammar, and elementary reading and writing. Oral presentations in dialogue form including role playing are a key part of the course. For students who have successfully completed French 2201 or equivalent or three years of high school French.

This course is the second in a two semester sequence of an intermediate level French course based on Imaginez, a multimedia and communicative approach to learning French pronunciation, grammar, reading, conversation and writing. Once immersed in the language and cultural setting of the Imaginez materials, you will make the language your own with the help of self-study materials which include a textbook, and a “Maestro Supersite” online student activities/lab manual. A once a week required class meeting of 50 minutes provides the opportunity to use newly acquired language skills with other students in a communicative and task-based context.

Prerequisites: French 1101, 1102, 2201 or equivalent

Course Goals & Expected Student Outcomes

- A. To learn the subjunctive, demonstrative pronouns, and irregular “re” verbs in order to discuss personality, family life, generations of family, and life stages.
- B. To study the comparative/superlative, the future simple tense, and the subjunctive with expressions of doubt to talk about technology, science, and research.
- C. To use the infinitives, prepositions with geographical names, and the conditional to discuss pastimes, extreme sports, and other leisure time activities.
- D. To become familiar with relative pronouns, the present participle, and irregular “oir” verbs in order to talk about the world of work and finances.
- E. To use “si” clauses, the future perfect, and the past conditional in discussing animals, nature, natural phenomena and the choice to preserve or destroy nature.

Course Objectives

Demonstrate an intermediate-level proficiency in **speaking** by

- producing the sound system accurately
- conversing on a more advanced level about more varied topics

Demonstrate an intermediate-level proficiency in **listening** by

- recognizing the sound system of the language
- understanding more advanced conversation and vocabulary
- participating in more advanced conversations, based on a communicative approach

Demonstrate an intermediate-level proficiency in **reading** by

- recognizing more advanced vocabulary, and longer narrative works
- understanding lesson content and culture readings
- interpreting intermediate-level written instructions and directions

Demonstrate an intermediate-level proficiency in **writing** by

- producing the sound system of the language in written form
- transcribing the language from oral to written form
- composing more advanced level compositions

Demonstrate a basic awareness of **culture** by

- explaining some differences between American and various francophone cultures.

Course Materials

You will need the following materials to complete this course. They are sold in the bookstore on campus.

Textbook

Imaginez, Mitschke, Vista Higher Learning, 2012.

Imaginez “Maestro Supersite” online student activities/lab manual, (imaginez.vhlcentral.com)

Video Lessons

Imaginez DVD. View by video streaming online through Supersite account. Supersite access code provided with new textbook purchase. If a used textbook is purchased then an access code may be purchased on the publisher’s website, (imaginez.vhlcentral.com). Students may also view DVD lessons at the main campus Library in Glen Ellyn.

Computers are available for use in completing student coursework in the Learning Commons or the COD library. For more information about the Library, visit www.cod.edu/library.

Delivery System

The student attends a 50-minute conversation session and works independently with the course materials to complete assignments due at each conversation session. For questions outside the weekly conversation sessions, students can contact their instructor via voicemail, email, or in person.

Orientation

An orientation to this course will be completed during the first class meeting.

Exams and Evaluations

Tests

Lessons 6 through 10 must be completed for French 2202. All tests will be taken in the Testing Center On-Campus or the Off-Campus Learning Commons.

Test #1	Lesson 6
Test #2	Lesson 7
Test #3	Lesson 8
Test #4	Lesson 9
Test #5	Lesson 10

Conversation Session/Conversation Session Guidelines

One fifty-minute conversation session per week is required. During the first conversation session you will receive an orientation to the course, and in subsequent sessions you will practice your newly acquired skills in French with your instructor and your classmates using your lesson conversation session guidelines. The conversation session guidelines serve as a useful guide of each lesson's main discussion topics. They also provide a great review for the exams.

Written Assignments

The student will complete lesson handbook exercises located in this student course manual (SCM). Once completed, the student will make a copy of the assignment and submit it to the instructor.

Compositions

At the end of Lessons 8 and 10, the student will write a composition of at least 15-20 sentences. The composition topics for Lessons 8 and 10 are located in this student course manual.

Oral Interview

You will speak French with your instructor using vocabulary and grammatical structures learned in each lesson. The Conversation Session Guidelines, found at the end of this packet, should be used as a review for the oral interview. You will receive more information about the oral interview towards the end of the semester.

Grading Policy

Your final grade will be based on the following required activities which total 840 points.

- Five (5) tests valued at 100 points each.
- Five (5) homework assignments (Handbook exercises) valued at 10 pts. each.
- Two (2) compositions valued at 20 pts. each.
- Fifteen (15) conversation sessions valued at 10 pts. each.
- One (1) oral interview valued at 50 pts.
- Maestro Supersite exercises valued at 10 pts. each per lesson.

A	= 756 points
B	= 672 points
C	= 588 points
D	= 504 points
F	= 503 points and below

Testing Locations

Tests for this course may be taken at the Testing Center in Glen Ellyn (BIC 2405) or one of the Off-Campus Learning Commons in Bloomingdale, Naperville and Westmont. Students are required to comply with the Deadline Dates, posted on Blackboard in the Deadline Dates link and comply with specific testing instructions provided by the instructor. Appointments are not required for testing.

When you are ready to take a test, sign in at the front desk. You will be expected to write in the date, course name and number, the instructor's name, test number, and time the exam is taken. You must present a photo ID as well. You may not use notes or books during the exam. No food, drink, pagers or cell phones are allowed in the testing room.

All tests must be completed in one sitting. All tests will be collected 10 minutes prior to closing. It is important for you to plan sufficient time to complete your test within the Center's hours. No additional time will be given to complete a test. No tests are distributed 30 minutes prior to closing.

Satisfactory/Fail (S/F) Grade Option

The S/F grade option is available to students in this course. It may be issued under the following conditions:

1. The student must request it prior to mid-term.
2. A written statement must be completed and signed by the student and the instructor. The Satisfactory/Fail Grading Option Contract must be submitted to the Registration Office no later than 1 week prior to the end of the course.
3. The student must have achieved the equivalent of a grade of "C" or better in the course to receive a Satisfactory ("S") grade. If a student's course work is valued at a "D" level or less, it will be given an "F" grade.
4. Once an S/F grade has been registered with the Records office, it cannot be changed.
5. An "S" grade will not be computed in the GPA; the "F" grade will be used in computing the GPA.

Incomplete Policy

In order to request an incomplete grade, you must obtain permission from the instructor, satisfy minimum completion requirements, and sign an incomplete contract. A minimum amount of completed work may be required to request an incomplete grade. Contact the instructor if you are interested in receiving an incomplete grade. You should be aware that an "I" grade on a transcript may be interpreted by other colleges as an "F". If you do not complete the remaining course work by the deadline specified in the incomplete contract, then you will receive an "F".

An "I" grade will be given only when all the following conditions are met:

1. A contract must be filled out and signed, indicating work to be completed and the completion date. This date is around midterm of the following term.
2. The student must have completed one-half of the course requirements by the end of the original semester with a grade of "C" or better.
3. At least three tests and 3 of the 5 handbook assignments are completed with a grade of "C" or better by the tenth week of enrollment in the course.

All incomplete work must be completed by the contracted date around midterm of the following term.

Exceptions to the above may be made by special arrangements with the instructor. Students should be aware that an “I” grade left on a transcript may be interpreted by other colleges as an “F”. It may also affect other aspects of a student’s college experience, such as financial aid.

Withdrawal Policy

Course Withdrawals

Students are encouraged to consult directly with the instructor when considering a course withdrawal. The student may withdraw from a course by contacting the Registration office up to the mid-term date of the class. Thereafter, a grade will be assigned which reflects the student’s actual performance in the class. Exceptions require an agreement with the instructor and the student. Written permission to withdraw signed by the instructor must be presented to the Registration office by the student prior to the end of the semester.

Please see your instructor for the specific date.

Medical Withdrawals

Requests for medical withdrawals should be made to the Dean of Enrollment Services. Send medical forms to Student Registration Services, SSC 2221, (630) 942-2687. Requests should be made in writing and accompanied by documentation from a physician or medical institution to verify the medical condition, date of onset and estimated length of treatment. [Request forms for medical withdrawals](#) are reviewed individually. Refunds are issued when appropriate within the guidelines of the College of DuPage refund policy. You will receive written notification of the decision within three (3) weeks from the office of the Student Registration Services.

Administrative Withdrawals

Students not actively pursuing the completion of course objectives may be withdrawn from the class by the instructor, any time up to two weeks prior to the end of the semester and given a grade of “W”. Instructors of courses numbered below 100 may assign a final grade of “W” without an official withdrawal through the Registration office.

Plagiarism/Academic Dishonesty Policy

All work submitted for credit must be completed by the student who is registered for the course. Disciplinary action will be pursued in all instances in which it is determined that academic dishonesty has occurred. Academic dishonesty can include the dishonest use of course materials such as student papers and exams.

Library Information

The College of DuPage Library has a wealth of information in both print and online formats. The Library homepage is found at <http://www.cod.edu/library>. To access the online sources, click on Databases. You may access these databases from within the Library or from the Off-Campus Learning Commons with a College of DuPage library card. You will need to come to the Library or an Off-Campus Learning Commons to get a card.

The Library is located in the Student Resource Center (SRC) building at the Glen Ellyn campus.

Additional information regarding the current Library hours and services can be obtained by visiting their web site at www.cod.edu/library.

Computer Use

The Library computers may be used for more than accessing the Library Catalog and online sources. You can also use Microsoft Word, Excel, PowerPoint, and Access.

Academic Computing Center (ACC) is located in the Student Resource Center (SRC) room 3600. The Academic Computing Center is open for use by individuals registered at College of DuPage, as well as, community residents.

Off-Campus Learning Commons welcome Flexible Learning students to use the computers. Access is granted on a first-come, first serve basis. To use computers at an Off-Campus Learning Commons, the person must be currently enrolled at the College of DuPage and have a photo ID.

At all College of DuPage computer labs, you are expected to work independently and bring your own storage media for your work. No peripheral equipment (e.g. calculators, laptop computers, or mice) may be attached to any computer. Students may NOT install software or programs on any computer in the computer labs.

Section 2: Course Map

UNIT Number	READ & VIEW/LISTEN		DO	TEST
	Texts /Course Handbook	Video/Audio Tapes	Assignment/Activity	Exam Number
1.	<u>Imaginez</u> text /student activites manual/ Course Handbook pages		Orientation	
2.	<u>Imaginez</u> text /student activites manual/ Course Handbook pages	Video Audio	Lesson 6	
3.	<u>Imaginez</u> text /student activites manual/ Course Handbook pages	Video Audio	Lesson 6	1
4.	<u>Imaginez</u> text /student activites manual/ Course Handbook pages	Video Audio	Lesson 7	
5.	<u>Imaginez</u> text /student activites manual/ Course Handbook pages	Video Audio	Lesson 7	2
6.	<u>Imaginez</u> text /student activites manual/ Course Handbook pages	Video Audio	Lesson 8	
7.	<u>Imaginez</u> text /student activites manual/ Course Handbook pages	Video Audio	Lesson 8	3
8.	<u>Imaginez</u> text /student activites manual/ Course Handbook pages	Video Audio	Mid Semester Review 1 st Composition Due	
9.	<u>Imaginez</u> text /student activites manual/ Course Handbook pages	Video Audio	Lesson 9	
10.	<u>Imaginez</u> text /student activites manual/ Course Handbook pages	Video Audio	Lesson 9	4
11.	<u>Imaginez</u> text /student activites manual/ Course Handbook pages	Video Audio	Lesson 10	
12.	<u>Imaginez</u> text /student activites manual/ Course Handbook pages	Video Audio	Lesson 10	5
13.	<u>Imaginez</u> text /student activites manual/ Course Handbook pages	Video Audio	Semester review 2 nd Composition Due	
14.	<u>Imaginez</u> text /student activites manual/ Course Handbook pages	Video Audio	Final oral interview	
15.			Assessment TBA	

Section 3: Course Handbook

Foreword

How to use the Handbook Section

This course handbook should serve as the guide to direct you to the readings and assignments that are required for this course.

If you are starting the course late then your instructor can assist you in setting up a time schedule that would allow you to complete the course on time. Check the Contact Information and Availability Sheet or the Orientation and Deadline Date sheet for deadline dates and instructor information.

As you begin your study of French through the use of a self study program, it is important to understand how to proceed through each lesson. For each lesson of Imaginez, you will use the following components: Text, Course Handbook Exercises, Maestro Supersite online student activities/lab manual. (imaginez.vhlcentral.com).

As you will be working independently, it is essential to follow the instructions for working through each lesson which are given in the textbook, SCM and online student activities/lab manual.

Your weekly classroom sessions will focus on the communicative use of vocabulary and grammatical structures that you are learning in your self-guided study. Bring your textbook, completed Course Handbook Exercises, and Conversation Session Guidelines to your classroom sessions. Come prepared to speak French with your classmates and your instructor during each session. The attached calendar outlines the preparation necessary for each discussion period and the focus of each session.

The following steps are designed to guide you through each lesson as you work independently: you will see this outline repeated on the first page of each lesson section in the SCM.

1. Read the learning objectives on the first page of each lesson in the textbook.
2. Work through each lesson, per instructions.
3. Work through the “Structure” sections in order to understand the grammar.
4. Read the culture notes for each lesson.

5. Follow the instructions and complete the assigned activities in the online student activities and lab manual.
6. Complete the accompanying Course Handbook exercises in this student course manual.
7. Read and review the conversation session guidelines for each lesson in this student course manual.
8. Be ready to take the lesson test in the Testing Center On-Campus or the Off-campus Learning Commons.

Leçon 6 Les Générations qui Bougent

Objectives:

- Vocabulary:** To discuss family life, character traits of members, cuisine tradition and stages of life.
- Grammar:** To use the subjunctive in order to express attitude, opinion, personal will, hypothesis and doubt. To master demonstrative pronouns in conversation when pointing out people and things that are close by, farther away or preferred. To learn irregular “re” verbs to talk about writing, reading, driving, laughing, promising, taking a class and other activities.
- Culture:** To talk about the religious, social, and family traditions involved in the preparation and realization of an Algerian marriage ceremony.

Learning activities

1. Follow the steps for completion of the lesson found in the foreword of this Student Course Manual.
2. Read the **sommaire** on p. 197, for Leçon 6, and work through “Pour Commencer” vocabulary and exercises on p. 198-199.
3. Complete “Préparation”, on p. 200 before viewing “Court Métrage”. Watch “De l’autre Coté”, and prepare “Analyse”, ex. 1, p. 204.
4. Read and study “Structures” sections, p. 212-224.
5. Using the Maestro Supersite (imaginez.vhlcentral.com) for the online version of the Student Activities Manual, complete the odd-numbered sentences of each exercise of Sections 6.1 through 6.3. For the lab manual, complete in their entirety, the odd-numbered exercises.
6. Read “Jour de Mariage” p. 226-227, in the text. Be prepared to discuss Ex. 1, p. 228.
7. Complete the accompanying Course Handbook Exercises for Leçon 6 and submit them to your instructor.
8. Read and review Conversation Session Guidelines for Leçon 6.
9. Be ready to take the lesson test.

Leçon 6 Comprenez-vous ?

Structures

- A. The subjunctive mood - used to express attitude, opinion, personal will, doubt, p. 212-13.
- Attitude - Il est dommage que . . .
 - Opinion - Il est important que . . .
 - Will - Je veux que . . .
 - Doubt - Je doute que . . .
 - Impersonal expressions - Il est nécessaire que . . .
 - Pattern - main clause + que + subordinate clause
 - Endings - regularly, irregular
- B. Relative pronouns—used to link two ideas containing a common element into a single, complex sentence, p. 216-217.
- C. Irregular “re” verbs. Refer to p. 220-221, for lists and common ending patterns.

Leçon 6 Course Handbook Exercises

The following assignment is to be turned in to your instructor on a separate sheet.

Exercise A: Referencing the “En Famille” vocabulary on p. 198, complete Ex. 1, p. 199. Then, model the analogy forms and create 2 additional examples.

Exercise B: As seen in “Court Métrage”, family relationships are often fluid and change according to circumstances. After viewing “De l’autre Coté”, write a six sentence paragraph considering the following question:

Pour quelles raisons est-ce que la famille (ou les amis) s’inquiète de vous? C’est pour les mêmes raisons que la famille avait quand vous étiez plus jeune?

Be certain to use the subjunctive when possible.

Exercise C: Use the subjunctive, and follow the directions for Ex. #3 “L’Homme Idéal”, p. 214. Explain to Ahmed what he must do in order to convince Sarah to visit Byblos with him.

Exercise D: List only the correct relative pronouns in completing the story of Mohamed’s grandfather on p. 218, Ex. 2.

Exercise E: Use irregular “re” verbs in their correct forms to complete the conversation on p. 222, Ex. 1. The characters in this conversation use the suggested “re” verbs to discuss their different cultures.

Leçon 6 Conversation Session Guidelines

- A. Exercise 4, on p. 205 in the text, suggests 4 themes presented in the film clip, “De l’Autre Coté”. Practice the vocabulary of “En Famille”, p. 198, and, in groups of 2, make a case as to why the ideas listed are, indeed, thematic to the “Court Métrage”. Then, cite one statement supporting your reflection to the class. Practice the relative pronouns on p. 216-217 when you speak to the class.

- B. “Dialogue” on p. 215, #6, quotes a family conversation between parent and child. With a new partner, model the spirit of the conversation, changing the relationship to two friends or an individual and significant other. The subjunctive expressions on p. 213 will help you communicate attitude, opinion, personal will, or doubt, etc. in creating a dynamic exchange!

- C. Practice using the relative pronouns on p. 216-217. Create 3 short conversations similar to the example in ex. 4, p. 219. Use the photos as inspiration!

- D. Use irregular “ir” verbs listed on p. 220-221 in answering the questions of ex. 4, p. 223. Be ready to share your answers to #1, 4, and 7. “Survey” another conversation group and compare answers to these 3 questions regarding computer communication, family dynamic, and first time driving experience.

- E. The Culture section, “Jour de Mariage”, discusses, as a major life event, the preparation for an Algerian ceremony of marriage. On a provided piece of paper, sketch out the chart found on p. 228, ex. 4. In addition to the three important events listed, you and your partner discuss and add another 4 to the list. Rank them according to their significance to you, and explain the choices to your partner. The impersonal expressions on p. 213 that require the subjunctive will help you to express your point of view.

Leçon 7 Les Sciences et la Technologie

Objectives:

Vocabulary: To discuss computer science and technology. To talk about astronomy, the universe, and various scientists and research.

Grammar: To use the comparative and superlative of adjectives and adverbs in expressing similarities and differences among people and things. To use the future simple to say that something will happen in a time frame further ahead than in the immediate future. To use the subjunctive and past subjunctive with certain conjunctions and expressions of doubt to discuss technology, inventions, and the work of science.

Culture: To discuss the Swiss national priority for research and scientific innovation. To talk about Switzerland's scientific centers that attract international students and researchers.

Learning activities

1. Follow the steps for completion of the lesson found in the foreword of this Student Course Manual.
2. Read the **sommaire** on p. 235 and work through "Pour Commencer" vocabulary and exercises on p. 236-237.
3. Complete "Préparation", on p. 238-239 before viewing "Court Métrage". Watch "Dépendance", and prepare "Analyse", ex. 1, p. 242.
4. Read and study "Structures" sections, p. 250-262.
5. Using the Maestro Supersite (imaginez.vhlcentral.com) for the online version of the Student Activities Manual, complete the odd-numbered sentences of Sections 7.1 through 7.3. For the lab manual, complete in their entirety, the odd-numbered exercises.
6. Read "CERN" p. 266, in the text. Be prepared to discuss questions "Compréhension", Ex. 1, p. 265.
7. Complete the accompanying Course Handbook Exercises for Leçon 7 and submit them to your instructor.
8. Read and review Conversation Session Guidelines for Leçon 7.
9. Be ready to take the lesson test.

Leçon 7 Comprenez-vous ?

Structures

- A. Comparative and superlative of adjectives
- Comparisons between people or things using “plus”, “moins”, “aussi” + “que”, p. 250.
 - For superlative, use above comparative form with appropriate definite article.
- B. Comparative and superlative of adverbs
- Compare adverbs using “plus”, “moins”, “aussi” before adverbs and “que” after, p. 251.
- C. Future Simple
- Add appropriate endings to regular “er”, “ir”, and “re” infinitives (Remove “e” from “re” verbs) p. 254.

ai	ons
as	ez
a	ont
 - Add appropriate (above) endings to irregular roots. See p. 255.
- D. Subjunctive in subordinate clause with expressions of doubt and certain conjunctions, p. 258.
- Ex.: Il est douteux que . . .
- Ex.: Bien qu’elle soit malade elle vient en classe.
- E. Past Subjunctive, p. 259.
- Correct form of “avoir” or “être” with past participle of main verb.
- Ex.: Nous doutons qu’ils aient réussi à l’examen.

Leçon 7 Course Handbook Exercises

The following written exercises are to be turned in to your instructor on a separate sheet.

Exercise A: In “Mots Mélanges”, work with the theme “Les Science et Technologie”. Complete exercise 2 p. 237 by writing complete sentences using the definition and the appropriate new vocabulary word.

Ex.: La personne qui étudie et nous explique les cieux, c’est l’astronome.

Finish by choosing two of the definitions and converting them to questions.

Ex.: Quel est le mot qui décrit un travail qu’on fait dans le laboratoire?

Exercise B:

1. Practice the superlative by writing “À former”, p. 252. Use the superlative to create complete sentences using the suggested elements for comparison. Remember that your topic for consideration is “Le progrès et la recherche”.
2. Create one superlative sentence of your own using a well known person, or place, as basis for the comparison.

Exercise C: Using the future simple, write a newspaper horoscope prediction: Write one sentence for each of the following:

Ex.: Les vacances: vous voyagerez dans un pays exotique et fera la connaissance d’une personne intéressante.

Travail: _____

Argent: _____

Santé: _____

Amour: _____

Famille: _____

Profession: _____

Exercise D: “À choisir”, Ex. 1, p. 260, requires that you decide why the subjunctive is necessary or unnecessary. Complete the sentences, and practice expressing certainty and uncertainty by writing your verb choices. Consult p. 258-259 as needed.

Exercise E: Ex. 4, p. 266, lists 7 inventions originating in francophone nations. Select one and write a small paragraph of 5 sentences presenting your choice and offering your view as to its importance. Be sure to include the use of the comparative or superlative of an adjective or adverb. “Le progrès et la recherche” vocabulary, p. 236, should also be helpful.

Leçon 7 Conversation Session Guidelines

- A. Practice “Le Progrès et la Recherche” vocabulary on p. 236 of the text in discussing the following topics with a conversation partner.
- Use words from “la technologie” and explain how you take advantage or don’t take advantage of contemporary technology and advancements.
 - “Les gens dans les sciences” vocabulary allows you to name various scientists. Each partner, choose 2 scientific professionals and explain their jobs, in as much detail as possible.
 - Explain your point of view regarding one practice that you consider ethical or unethical in the current world of medicine/research.
- B. Work in groups of 2. Each person, make a list of eight famous persons or places. Practice the comparative/superlative by telling something about each list entry. (sports, newscasters, former statesmen, industry or business magnates, movie actresses, N.Y.C, Rocky Mountains, cornfields of the Midwest, etc.)
- Ex.: L’Océan Pacifique est plus grand que l’Océan Atlantique.
- C. Choose one of the four “Situations”, Ex. 7, p. 257. Practice the future simple, with a classmate, in creating a short conversation (6-8 lines) that you will present to the class. Topics remain technology, space, research, etc.
- D. The future encourages thoughts of fear and hopeful possibilities. Complete “Voyage dans l’Espace”, p. 261, #6, wherein you will practice the subjunctive using both conjunctions and impersonal expressions. You and your partner can recite the list to a second conversation group.
- E. The motto of Switzerland, as you read in the culture section, is “Un pour tous. Tous pour un”. You and your partner represent two other “sovereign nations”. Create 2 mottos, and be able to explain their significance to your instructor.
- Ex.: Notre pays, c’est le futur!

Leçon 8 S'Évader et s'Amuser

Objectives:

- Vocabulary:** To talk about sports, entertainment, games, people's pastimes and leisure activities. To discuss the clothing used for these activities.
- Grammar:** To use "infinitives" directly after certain conjugated verbs and after some impersonal expressions such as "il est important de", "il faut" to describe a general opinion. To use prepositions with geographical names to talk about a country, a state or a place that you go "to, in, at or from". To use "the conditionnel" to soften a request and to indicate that a statement might be contrary to reality.
- Culture:** To discuss "La Réunion, Île Intense", an article that exposes the practice of extreme sports on a far away island.

Learning activities

1. Follow the steps for completion of the lesson found in the foreword of this Student Course Manual.
2. Read the **sommaire** on p. 272 and work through "Pour Commencer" vocabulary and exercises on p. 274-275.
3. Complete "Préparation", on p. 276 before viewing "Court Métrage". Watch "Le Ballon Prisonnier", and prepare "Analyse", ex. 1, p. 280.
4. Read and study "Structures" sections, p. 288-300.
5. Using the Maestro Supersite (imaginez.vhlcentral.com) for the online version of the Student Activities Manual, complete the odd-numbered sentences of each exercise of Sections 8.1 through 8.3. For the lab manual, complete in their entirety, the odd-numbered exercises.
6. Read "La Réunion, Île Intense" p. 302-303, in the text. Be prepared to discuss questions of Section 1 "Compréhension", p. 304.
7. Complete the accompanying Course Handbook Exercises for Leçon 8 and submit them to your instructor.
8. Read and review Conversation Session Guidelines for Leçon 8.
9. Be ready to take the lesson test.

Leçon 8 Comprenez-vous ?

Structures

- A. Infinitives - It is the most basic, unconjugated form of a verb, p. 288-289.
- Can follow many conjugated verbs directly.
 - Many verbs are used with a preposition, usually “à” or “de”, before the infinitive.
 - To negate an infinitive after a conjugated verb, place both “ne” and “pas” directly before the infinitive.
 - Impersonal expressions of the type “il est . . . + (adjective)” are followed by “de + (infinitive)”. “Il faut . . .” and “il vaut mieux . . .” can be followed directly by an infinitive.
- B. Prepositions with geographical names, p. 292-293.
- Countries that end in “-e” are feminine, except . . .
 - Countries that do *not* end in “-e” are masculine, except . . .
 - Some country names are plural.
 - Masculine islands like Cuba, Haïti . . . never take an article.
 - Provinces and regions generally follow the same rule as countries.
 - Do not use an article with a city unless the article is a part of the name.
- C. The conditionnel - used to soften a request, to indicate that a statement might be contrary to reality . . . , p. 296-297.
- Formation.
 - Any “-er” verbs with spelling changes in their futur simple stem have the same changes in the conditionnel.
 - To describe hypothetical events.
 - To express uncertainty about a fact.
 - To indicate what was to happen in the future.
 - Form contrary-to-fact statements by using the imparfait and the conditionnel.

Leçon 8 Course Handbook Exercises

The following written exercises are to be turned in to your instructor on a separate sheet.

Exercise A: To help you to understand the usage of new vocabulary, finish Ex. 1, “Les Catégories” p. 275. In addition, choose 3 activities you will do during your summer/winter vacation by using the vocabulary sheet p. 274. (use as many new vocabulary as possible).

Ex.: Pendant les vacances d’été, je veux aller à un parc d’attractions avec mes amis. Je me demande s’il y a un saut à l’élastique.

Exercise B: Using your knowledge of infinitives, complete Ex. 3, “Projets de Week-end”, p. 290. Practice the expressions in order to be complete in Conversation Session Activities.

Exercise C: Use the postcard in the Ex. 2, “L’Océan Indien”, p. 294, as example, write your own brief post card to your parents. Be sure to use at least 6 geographical prepositions.

Exercise D: One of the uses of conditionnel is to form contrary to fact situations, apply this knowledge to complete Ex. 2, “Si vous étiez la . . .” p. 298.

Leçon 8 Conversation Session Guidelines

- A. In groups of two, answer the questions on Ex. 3, “Conversez”, p. 275 in complete sentences. Try to use the new vocabulary on p. 274 as much as possible. Practice using infinitives as much as possible.

- B. You have now watched the “Court Métrage”, “Le Ballon Prisonnier”, with a different partner, discuss the questions of Ex. 1, “Compréhension”, p. 280. Use the “Préparation” vocabulary in order to best talk about the answers.

- C. Find “Découvrons des Merveilles de la Nature” on p. 283. You and your partner will concentrate on 2 of 4 natural wonders. Read together the two sections of your choice. Then, each person choose one of the two readings and compose 2 questions for your partner. At least one of your questions will use a preposition with a geographical name, p. 292-293 will help.

- D. Read “La Réunion, Île Intense”, p. 302-303, discuss the questions with your partner on Ex. 1, “Compréhension”, p. 304. After answering the questions, talk about what extreme sport you would try. Here is a great opportunity to practice the conditional!

Rédaction
Étape 1

Nom _____

Date _____

Imaginez qu'un groupe d'étudiants de votre classe fasse un voyage dans un pays ou une région francophone de votre choix. Malheureusement, un de vos camarades s'est cassé la jambe juste avant le départ et il n'a pas pu vous accompagner. Vous lui avez donc promis d'écrire un carnet de voyage (travel book) dans lequel vous lui raconterez toutes les aventures du groupe. Pour cette rédaction, vous allez écrire une page de ce carnet de voyage.

Tout d'abord, choisissez un lieu pour votre voyage: _____

Maintenant, faites une liste des sites à visiter et des activités qu'on peut y pratiquer. Vous pouvez consulter votre livre pour trouver des informations sur l'endroit que vous avez choisi.

Votre rédaction devra comporter ces éléments:

- un maximum de vocabulaire de cette leçon
- des infinitifs (dont certains utilisés avec le passé récent et le futur proche)
- des prépositions avec des lieux géographiques
- des formes verbales au conditionnel
- des informations culturelles sur le pays que vous avez choisi

Étape 2

Maintenant, à vous d'écrire! Vous pouvez vous inspirer de l'activité 1, à la page 301 de votre livre si vous le désirez. Écrivez huit à dix phrases au sujet du voyage suggéré ci-dessus et n'oubliez pas d'employer le conditionnel.

mercredi 14 août

Leçon 9 Perspectives de Travail

Objectives:

- Vocabulary:** To use “Le Travail et les Finances” to talk about working, hiring, firing and managing. To discuss banking activities, financial situations and those who work, consult, address and direct.
- Grammar:** To use relative pronouns to link two ideas containing a common element into a single sentence to represent the object of a preposition. To use present participles, often expression how something occurred. To use irregular “oir” verbs to express ideas about knowing, wanting, receiving, noticing, seeing and more.
- Culture:** To talk about womens’ entrepreneurial organizations and their efforts to improve the financial and domestic conditions of the Camerounaises.

Learning activities

1. Follow the steps for completion of the lesson found in the foreword of this Student Course Manual.
2. Read the **sommaire** on p. 313 and work through “Pour Commencer” vocabulary and exercises on p. 314-315.
3. Complete “Préparation”, on p. 316-317 before viewing “Court Métrage”. Watch “Bonbon au Poivre”, and prepare “Analyse”, ex. 1, p. 320.
4. Read and study “Structures” sections, p. 328-340.
5. Using the Maestro Supersite (imaginez.vhlcentral.com) for the online version of the Student Activities Manual, complete the odd-numbered sentences of each exercise of Sections 9.1 through 9.3. For the lab manual, complete in their entirety, the odd-numbered exercises.
6. Read “Des Africaines Entrepreneuses” p. 342, in the text. Be prepared to discuss questions of Section 1 “Compréhension”, p. 344.
7. Complete the accompanying Course Handbook Exercises for Leçon 9 and submit them to your instructor.
8. Read and review Conversation Session Guidelines for Leçon 9.
9. Be ready to take the lesson test.

Leçon 9 Comprenez-vous ?

Structures

- A. Demonstrative pronouns used to point something out or indicate a preference.
- celui > ceux
celle > celles
- B. Present participle, equivalent of English verbs ending in “ing”. Used to express how something occurred. P. 332-333
- En parlant, while speaking
 - En lisant, while reading
- C. Irregular “oir” verb patterns. P. 336-337
- pouvoir, vouloir
 - voir, devoir
 - recevoir, apercevoir
 - pleuvoir, falloir

Leçon 9 Course Handbook Exercises

The following written exercises are to be turned in to your instructor on a separate sheet.

Exercise A: In preparation for the conversation guidelines exercises, become more familiar with the vocabulary on p. 314. Use “le travail et les finances” words to prepare 5 true sentences about yourself. Be ready to use them by way of introduction to a conversation partner.

Exercise B: In “Quel désordre” p. 321 you put several events from the film in order. Now, write a short summary of “Bonbon au Poivre” using the information you just organized. Write between 8-12 sentences. Practice the vocabulary on p. 316 in completing this exercise.

Exercise C: Practice demonstrative pronouns by completing Ex. 3, p. 330 as directed.

Exercise D: In a list format, write the present participles that properly finish the eight sentences of “À trouver #2”, p. 334. Next to each of the answers, also indicate whether the participles act as a noun or an adjective. In doing so you will practice expressing how something happened.

Exercise E: Use “Un nouveau règlement #2”, p. 338, as a model, you are the new Président Directeur Général and intend to communicate some revised policies to your employees. Use the vocabulary on p. 314 and post 5 important company rules, using irregular “oir” verbs.

Ex: On ne peut pas chanter entre 8h et 5h.

Leçon 9 Conversation Session Guidelines

- A. Using the “travail et finances” vocabulary on p. 314 as a guide, work with a partner to discuss a dream job or a job at which you would be ill-suited. What are the advantages of the better one? The unpleasantness of the other? Be sure to use “oir” verbs and relative pronouns in the discussion.
- B. To complete “A propos de vos camarades” p. 339 in the text, form groups of four. Practice the irregular verbs p. 336-337.
- C. In groups of two or three, follow the directions for ex. 5, p. 335, “Qu’est-il arrivé?”. Use the present participle to tell each other what you were doing or how you reacted during the events listed.
- Ex.: En pleurant de bonheur, j’ai reçu une lettre d’acceptation.
- D. Consider establishing a business from the list in ex. 4, p. 344, or propose your own dream enterprise. With a different classmate, propose your profit or nonprofit business plan to your banker. Be ready to present the scenario to the class. Practice the vocabulary of “le travail et les finances”.

Leçon 10 Les Richesses Naturelles

Objectives:

- Vocabulary:** To discuss nature and its richness, animals, natural phenomenons and whether we need to use the nature responsibly or destroy it.
- Grammar:** To use “si clauses” to express a condition or event upon which another condition or event depends. To use the future perfect tense to describe an action that will have occurred before another action in the future. To use the past conditional to express an action that would have occurred in the past.
- Culture:** To discuss “Les Richesses du Pacifique”, an article that talks about the greatest natural richness in Pacific Islands.

Learning activities

1. Follow the steps for completion of the lesson found in the foreword of this Student Course Manual.
2. Read the **sommaire** on p. 351 and work through “Pour Commencer” vocabulary and exercises on p. 352-353.
3. Complete “Préparation”, on p. 354 before viewing “Court Métrage”. Watch “L’Homme qui Plantait des Arbres”, and prepare “Analyse”, ex. 1, p. 358.
4. Read and study “Structures” sections, p. 366-377.
5. Using the Maestro Supersite (imaginez.vhlcentral.com) for the online version of the Student Activities Manual, complete the odd-numbered sentences of each exercise of Sections 10.1 through 10.3. For the lab manual, complete in their entirety, the odd-numbered exercises.
6. Read “Les Richesses du Pacifique” p. 380-381, in the text. Be prepared to discuss questions of Section 1 “Compréhension”, p. 382.
7. Complete the accompanying Course Handbook Exercises for Leçon 10 and submit them to your instructor.
8. Read and review Conversation Session Guidelines for Leçon 10.
9. Be ready to take the lesson test.

Leçon 10 Comprenez-vous ?

Structures

- A. The past conditional – used to express an action that would have occurred in the past, p. 366-367.
- Formation of the past conditional (le conditionnel passé).
 - Use the past conditional with certain verbs to express regret or reproach.
 - Use le conditionnel or le conditionnel passé with the expression “au cas où” (in case).
 - To express uncertainty about events in the past.
 - To speculate about what would have happened if something else were to occur or had occurred.
- B. The future perfect – used to describe an action that will have occurred before another action in the future, p. 370-371.
- Formation of the future perfect (le futur antérieur).
 - To establish that one event will happen before another, use le futur antérieur and le futur simple.
 - The future perfect is almost always used after the conjunctions “après que” and “une fois que” (once).
 - Use “après” with the past infinitive when the subjects of both clauses are the same.
- C. “Si clauses” – used to express a condition or event upon which another condition or event depends, p. 374-375.
- To talk about possible events using futur proche, futur simple.
 - To speculate on what would happen if a condition or event were to occur, using imparfait and conditionnel.
 - To make a suggestion or to express a wish or request using imparfait.
 - To make a contrary-to-fact statement about a condition or event that occurred in the past, use plus-que-parfait and conditionnel.

Leçon 10 Course Handbook Exercises

The following written exercises are to be turned in to your instructor on a separate sheet of paper.

Exercise A: To practice your new vocabulary in regards to preserving nature, complete the postcard on Ex. 2, “Un Bonjour de la Polynésie”, p. 353. Then, follow the model of this postcard, choose 5 new vocabulary from p. 352 and write your own postcard to your friend using different verb tense.

Exercise B: To apply your understanding of “si clauses”, complete Ex. 1, “Situation”, p. 376. Then, follow the model of this exercise, write out your own sentence for each. Your sentences (3), all nature-theme based, are to be written in the future, the present, and the past.

Exercise C: To apply your understanding of “the future perfect” (le futur antérieur), give solutions to the ecological problems listed on Ex. 4, “En 2030”, p. 373. Be sure to use vocabulary from p. 352 and use a different verb for each problem. Use the present and the future perfect.

Exercise D: To apply the “past conditional” (le conditionnel passé) which can be used to express a contrary-to-fact situation, uncertainty and events that were to have taken place at a later point, complete Ex. 1, “À compléter”, p. 368. In this exercise, you will be writing about animal life, pollution, and recycling.

Leçon 10 Conversation Session Guidelines

- A. In groups of two, discuss the questions on Ex. 1, “Vrai ou Faux”, p. 353 in complete sentence. Then write out two more true/false statements on your own using the new vocabulary listed on p. 352. Read your statements to your classmates and have them answer “vrai” or “faux”. Use the vocabulary that allows you to talk about energy consumption, and waste of natural resources.

- B. You have now watched the “Court Métrage”, “L’Homme Qui Plantait des Arbres”. With a different partner, discuss the questions on Ex. 1, “Compréhension”, p. 358. Use, in your conversation, the new “expressions” on p. 354.

- C. Listen to the reading p. 385 “Baobab.” On p. 386, discuss #1 and 2 with a small group.

- D. Read “Les Richesses du Pacifique”, p. 380-381, discuss the questions with your classmate on Ex. 1, “Compréhension”, p. 381. Try to use the new vocabulary from this lesson and use a “si” clause and the present conditional in at least one response.

- E. In a group of 2 or 3, complete Ex. 4, “Que feriez-vous?” p. 377.

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