

**French 3003. French Conversation**  
**(Section 1)**  
Fall 2019  
Dr. Alain Lescart



<b>Class time and Place:</b>	<b>Contact Information:</b>
<i>Period:</i> 9/ 04 – 12/20	<i>Office:</i> Bond Academic Center 108
<i>Class Hours:</i> 1:30 - 2:25 PM	<i>Phone :</i> (619) 849-2727
MWTh	<i>e-mail:</i> alescart@ptloma.edu
<i>Classroom:</i> RLC 112	<i>Office hours:</i> MWTh, 9:30-10:50 AM

**Required Texts** (available at PLNU bookstore)

- *Street French 1 : The Best of French Slang*
- *Street French 2 : The Best French Idioms*

-101 French Idioms

**Recommended supplemental texts**

- A French Dictionary. Like: *Collins Robert French Unabridged Dictionary, 7<sup>th</sup> edition* (Harper Collins).

**But du Cours (Goals and Objectives)**

Le but du cours est de développer les compétences orales de l'étudiant par la pratique de la conversation et par l'étude des expressions de base.

**LJML DEPARTMENT MISSION STATEMENT**

Welcome to the Department of Literature, Journalism and Modern Languages. Embodying the core values of a Christian liberal arts education in the Wesleyan theological tradition, and focusing on the power of language and story to shape us and our world, the LJML Department and programs will provide students with knowledge, skills, and experiences to equip them to understand, interpret, analyze, evaluate, and create texts as linguistic and/or artistic expressions of diverse human experiences. We value reading, writing, researching, speaking, and discussing as profound means of participating in the redemptive work of God in all of creation. The following document will provide you with the information sources and information guidelines to University and Departmental policies that apply to all courses taken in this Department.

## UNIVERSITY WRITTEN STATEMENTS

**ACADEMIC ACCOMMODATIONS:** While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, students requesting academic accommodations must file documentation with the Disability Resource Center (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with disabilities and guarantee all qualified students equal access to and benefits of PLNU programs and activities.

**FERPA:** In compliance with federal law, neither PLNU student ID nor social security number should be used in publically posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by distributing all grades and papers individually. Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See [Policy Statements](#) in the undergrad student catalog.

## UNIVERSITY REQUIREMENTS & POLICIES

(<http://www.pointloma.edu/experience/academics/catalogs/undergraduate-catalog/point-loma-education/academic-policies>)

### **ACADEMIC HONESTY:**

The Point Loma Nazarene University community holds the highest standards of honesty and integrity in all aspects of university life. Any violation of the university's commitment is a serious affront to the very nature of Point Loma's mission and purpose.

Violations of academic honesty include cheating, plagiarism, falsification, aiding academic dishonesty, and malicious interference.

***Cheating*** is the use of unauthorized assistance that results in an unfair advantage over other students. It includes but is not limited to: Bringing and/or using unauthorized notes, technology or other study aids during an examination; looking at other students' work during an exam or in an assignment where collaboration is not allowed; attempting to communicate with other students in order to get help during an exam or in an assignment where collaboration is not allowed; obtaining an examination prior to its administration;

allowing another person to do one's work and submitting it as one's own; submitting work done in one class for credit in another without the instructor's permission.

**Plagiarism** is the use of an idea, phrase or other materials from a source without proper acknowledgment of that source. It includes but is not limited to: The use of an idea, phrase, or other materials from a source without proper acknowledgment of that specific source in a work for which the student claims authorship; the misrepresentation and/or use of sources used in a work for which the student claims authorship; the use of papers purchased online as all or part of an assignment for which the student claims authorship; submitting written work, such as laboratory reports, computer programs, or papers, which have been copied from the work of other students, with or without their knowledge and consent.

**Falsification** is the alteration of information or forging of signatures on academic forms or documents. It includes but is not limited to: using improper methods of collecting or generating data and presenting them as legitimate; altering graded work and submitting it for re-grading; falsifying information on official academic documents such as drop/add forms, incomplete forms, petitions, recommendations, letters of permission, transcripts or any other university document; misrepresenting oneself or one's status in the university.

**Aiding academic dishonesty** is assisting another person in violating the standards of academic honesty. It includes but is not limited to: Allowing other students to look at one's own work during an exam or in an assignment where collaboration is not allowed; providing information, material, or assistance to another person knowing that it may be used in violation of academic honesty policies; providing false information in connection with any academic honesty inquiry.

**Malicious intent** is misuse of academic resources or interference with the legitimate academic work of other students. It includes but is not limited to: removing books, journals or pages of these from the library without formal checkout; hiding library materials; refusing to return reserve readings to the library; damaging or destroying the projects, lab or studio work or other academic product of fellow students.

A student remains responsible for the academic honesty of work submitted in PLNU courses and the consequences of academic dishonesty beyond receipt of the final grade in the class and beyond the awarding of the diploma. Ignorance of these catalog policies will not be considered a valid excuse or defense. Students may not withdraw from a course as a response to a consequence.

### **Response Procedure**

The following response procedure is recommended to faculty who discover a violation of academic honesty:

1. Fact-finding: The faculty member should attempt to speak or otherwise communicate informally with the student as a first step.
2. Communication of Consequence: Once the violation is discovered, the instructor should send a written communication to the student regarding the incident and the

- consequences. Instructors can give students an “F” on a specific assignment or an “F” in the course as a consequence of violations of academic honesty.
3. Internal Communication: The instructor should send a report of the incident to the department chair or school dean, the college dean, the Vice President for Student Development and the Vice Provost for Academic Administration. The report should include a description of the violation, the action taken, and evidence of the violation. The official record of the incident is maintained by the Office of the Vice President for Student Development.
  4. Further action: Prior instances of misconduct under this or other student conduct policies should be considered in determining disciplinary action for a present violation. As the Vice President for Student Development and the appropriate college dean consult, if additional action seems necessary it would be taken after consultation with the reporting instructor and communicated in writing to the student. Depending upon the seriousness of the incident or pattern of incidents, further actions can include probation, suspension or expulsion.

### **Appeal Procedure**

The following appeal procedure should be used by a student who wishes to appeal consequences associated with a finding of academic dishonesty:

1. Instructor: The student should present a written appeal of the penalty to the instructor involved. The instructor should respond in writing, with a copy of the response also sent to the department chair.
2. Department Chair or School Dean: In the event that satisfactory resolution to the appeal is not achieved between the student and the instructor, the student may submit the appeal in writing to the department chair or school dean, who will review the appeal and send a written ruling to the student and instructor.
3. College Dean: Student appeals not resolved at the departmental or school level should be taken to the appropriate college dean for review. The college dean will review the appeal and send a written ruling to the student, instructor and department chair or school dean.
4. Administrative Committee: Student appeals not resolved at the college dean level can be submitted to an administrative committee including an academic administrator of the student’s choice, the Provost or a designee, the Vice Provost for Academic Administration, and the Vice-President for Student Development or a designee. The appeal decision reached by this committee is final.

Revision based on review academic honesty policies at Purdue University, University of Notre Dame, Wheaton College, Azusa Pacific University and The University of Rochester. Definitions based on those at The University of Rochester and used by permission.

[http://catalog.pointloma.edu/content.php?catoid=8&navoid=864#Academic\\_Honesty](http://catalog.pointloma.edu/content.php?catoid=8&navoid=864#Academic_Honesty)

### **LJML ACADEMIC HONESTY POLICY**

The LJML Department deems intellectual and academic integrity critical to academic success and personal development; therefore, any unethical practice will be detrimental to

the student's academic record and moral character. Students who present the work of others as if it were their own commit plagiarism. Presenting another's work as one's own includes, but is not limited to, borrowing another student's work, buying a paper, and using the thoughts or ideas of others as one's own (using information in a paper without citation). Plagiarized work will result in a failing grade for the assignment and possibly for the course. In either event, a written report will be filed with the department chair and the area dean. The dean will review the report and submit it to the Provost and the Vice President for Student Development. It will then be placed in the student's academic file.

**ATTENDANCE:** Please read the [Class Attendance](#) section of your *PLNU Catalog*, carefully (see link above). If students miss more than 10% of class meetings (approx. 4 for a MWF course and 3 classes for a TTH course), faculty members may file a written report which may result in de-enrollment from the course. If you miss more than 20% of class meetings (approx. 8 for a MWF course and 6 classes for a TTH course), you may be de-enrolled without notice. De-enrollment may have serious consequences on residence, athletic, and scholarship requirements; it may also necessitate a reduction or loss in your financial aid.

**PUBLIC DISCOURSE:** Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus you should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed by others in the class. Thinking of our class work as public and shared also gives us the chance to treat one another with gentleness and compassion.

**MAINTAINING YOUR OWN CLASS SCHEDULE THROUGH ONLINE REGISTRATION:** You will be responsible for maintaining your own class schedule. Should you need to drop this or any course, please remember to drop the course before the November 4 deadline for 15-week classes and September 23 for Quad 1 classes. If you need to drop a class, be sure to fill out and submit the official forms; simply ceasing to attend may result in a grade of F on your transcript.

**FINAL EXAMINATIONS:** Final Examinations are the culminating learning event in a course, and they are scheduled to take into account all the different courses and departments across the university. The exam schedule varies from year to year. The final examination schedule is posted on the [Class Schedules](#) site. You are expected to arrange your personal affairs to fit the examination schedule. In the rare case that you may be scheduled for more than three (3) final examinations on the same day, you may work out an alternate time for one of your exams with your professors. This is the only university-sanctioned reason for taking a final exam at a time other than the officially scheduled time for the exam. Please confirm your final examination schedule the first week of classes, and schedule those exam times into your daily planners and calendars now. If you find that your final exam schedule is the one described above, please meet with your professors as soon as possible so that they may help you to make alternative arrangements for taking your exams. Department chairs/school deans and college deans need not be involved in the process of making this accommodation.

## OTHER STATEMENTS

**INCLUSIVE LANGUAGE:** Because the Literature, Journalism, and Modern Language department recognizes the power of language, in its essence and in the ways it may be used either for good or for ill, we ask that all public language used in this course, including written and spoken discourse, be inclusive. This standard is also outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work

- Information from the *MLA Handbook*: “Because good scholarship requires objectivity, careful writers of research papers avoid language that implies unsubstantiated or irrelevant generalizations about such personal qualities as age, economic class, ethnicity, sexual orientation, political or religious beliefs, race, or sex.” (MLA Handbook, Sections 1.10 and A.3 in the 7<sup>th</sup> ed.)
- Information from the *Chicago Manual of Style*: “Biased Language—language that is either sexist or suggestive of other conscious or subconscious prejudices that are not central to the meaning of the work—distracts and may even offend readers, and in their eyes makes the works less credible.” (Chicago Manual of Style, Section 5.203, p. 233 of the 15<sup>th</sup> ed.)
- *APA Manual*: <http://www.apastyle.org/>
- *Inclusive Language Handbook: A Practical Guide to Using Inclusive Language* by Don Thorsen & Vickie Becker, Wesleyan/Holiness Women Clergy: [http://www.whwomenclergy.org/booklets/inclusive\\_language.php](http://www.whwomenclergy.org/booklets/inclusive_language.php)

## **CLASS SESSIONS, PREPARATION, ASSIGNMENTS, AND TECHNOLOGY:**

- a. If you wish to use your laptop during class, you need to sit in the front row/s. If you are using an electronic reader (Kindle, Nook, iPad etc.), please let me know and have no other “file” open on your reader other than the class text/reading.
- b. All other electronics must be muted or turned off for the entire class period.
- c. Completion of all assignments is required, and passing the course will be difficult without doing so. Readings and written responses must be prepared in advance of the date scheduled/due and of sufficient length and quality to meet the assignment’s requirements and intents. Missed work (quizzes and written responses) may be made up only in truly extenuating circumstances and only if you and I have had a conversation about your situation. No make-up work will be given for missed work.
- d. Late assignments will not be accepted either in person, by delivery, or in my mailbox (unless you and I have communicated prior to the deadline about extenuating circumstances).
- e. It is your responsibility to see to it that I receive your work.
- f. Always keep multiple disc copies and hardcopies of your work on hand so that you can provide duplicate copies if you need to.
- g. Handwritten assignments are never acceptable (unless so specified).
- h. You may be requested to attend office hours with the professor if a need arises.

**CLASSROOM DECORUM:** Please manage your electronic devices appropriately and with consideration for others—see a&b above. Please dress in appropriate academic attire out of consideration for others in our class. I do reserve the right to ask you to leave the classroom if I believe your attire to be offensive and/or an obstacle to a positive learning and teaching environment.

**EMAIL & ECLASS:** You are responsible for checking your *PLNU email account* and *Eclass* regularly for electronic messages from me (and sometimes from your classmates). You are fully accountable for all course material, announcements, communications that are distributed via email and *Eclass (CANVAS)*; and I will send messages only to these sites. Please let me know if you encounter any technical problems with these sites.

**EXTENUATING SITUATIONS & GRADES:** No “Incomplete” grades will be assigned unless extenuating circumstances (e.g., death in the family, automobile accidents, hospitalization) prevail. If you find yourself in such a situation, please contact me immediately. Also please submit any necessary and valid documents to help clarify and document your situation (e.g., doctor's letter on letterhead, funeral service program, police report, etc.). I am happy to help you in these difficult situations as best I can.

*By the end of the course, the student will be able to:*

1. Speak (**application**) French in various controlled situations with reasonable control of grammar, vocabulary usage and correct pronunciation.
2. Apply (**application**) basic phonetics to improve pronunciation.
3. Comprehend (**comprehension**) (the main idea of connected oral discourse in the target language.
4. Discuss (**knowledge, analysis**) with fellow students cultural mores and patterns of living as studied in and out of the classroom setting.

### **Course Activities and Resources**

We will use an instructional ensemble whose core program (vocabulary, conversation, grammar, and culture) is designed to prepare students to sample the menu of open-ended communicative and cultural expansion activities (video, literary and cultural readings, portraits and profiles, games) included at the end of each chapter.

The course is conducted entirely in French. The course also requires the completion of a workbook/laboratory manual that is part of the student package and included in the purchase of the textbook.

In addition there is a separate audio program on CDs that comes with your package. You must complete a chapter's audio/video activities in the lab manual as part of the lab assignment for each chapter. Homework is assigned on a daily basis **and should be turned in as listed in the daily schedule.**

### **Requirements**

1. Attendance. Your physical presence in class is very important to get the full immersion experience. If you are not present in class, you cannot perform oral exercises and you will lose participation points. Since this is a skill and performance class, students are expected to attend regularly and attendance, both active and passive, will be an important component in the student's participation mark (15%). Students, whether present or absent, are responsible for the material listed in the class, syllabus as well as for any extra material (vocabulary, idioms, etc.) presented in class. If a student misses a class, s/he should procure notes from another student and study the material in the book.
2. Participation in classroom assignments. It is not enough to come to class. You need to engage actively in the oral and written exercises presented in class. Class participation is measured by one's willingness to talk in class and to communicate as fully as possible. It is also measured by one's willingness to attend class regularly and to complete assignments. It is a measure of CO-OPERATION and RISK-TAKING, not of grammatical correctness.
3. Completion of daily workbook/laboratory manual assignments. Before you come to class, finish the workbook/laboratory manual lesson for the day and hand it in. You will need the audio files to do it. Late work will not be accepted for credit, though it will be corrected. Work is considered late if it is handed in after it has been handed back or discussed in class. Homework is to be turned in at the beginning of the class. No reminders will be provided since it is assumed that students are adults capable of reading the syllabus.
4. Regular studying of vocabulary and grammar. You will have to study around 120 words per chapter (3-4 lessons). For suggestion on ways to study French, see the **STUDY TIPS AND INTRO TO FRENCH LANGUAGE** manual.
5. Preparation for quizzes and exams. Get ready well in advance for the *dictées*, quizzes and exams. Quizzes are given almost every two weeks. They are marked in the class schedule. THERE ARE NO MAKE-UPS! A missed quiz counts as a zero. If the student has an official excuse (doctor's note or family tragedy) for an absence, the zero is deleted. Such excuses need to be given to the professor within a few days of the absence. If an absence is prolonged (more than three classes), the student must contact the professor immediately. One low mark will be dropped from the interrogations before they are averaged at the end of the semester.

### Grading of the class

Participation en classe	20%
24 Interrogations	40%
Examen mid-term	20%
Examen final	20%



95-100: A	90-95: A-	85-90: B+	80-85: B	75-80: B-
70-75: C+	65-70: C	60-65: C-	55-60: D+	50-55: D

### *Class Schedule*

The class schedule, provided at the end of this syllabus, includes 5 columns of information. Under **Date** is the date of class days. Under **Class Activities** are items to be covered in class for the corresponding day. In this column are included the scheduled grammar quizzes (**QUIZ CHAP. 1-2**) and vocabulary quizzes (**QUIZ VOCAB Chap.1**, etc.).

In the third column (**Study**) are items in the book to be studied for that day. Items are listed by chapter, lesson number and pages. When lessons are assigned, the related vocabulary should be studied as well.


In the fourth column (**Read**) are passages to be read, identified by the page in the text on which they appear. Reading passages are set in a boxed screen in the text.

In the last column (**Homework**) are exercises to be written and handed in for that date. These exercises are in the Workbook package-Lab book available at the bookstore. Exercises are identified by page number.

### **Schedule Changes**

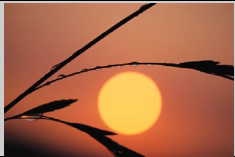
Changes can be made in the class schedule at any time, at the discretion of the professor. Changes may be necessitated by illness, class rhythm or by instructional need. Students are responsible to note all schedule changes.




<b>DATE</b>	<b>ACTIVITIES (en classe)</b>	<b>ETUDIER (at home)</b>	<b>LIRE (in Text Book)</b>	<b>HOMEWORK In Work Book (WB)</b>
Mardi, le 3 Septembre	ORIENTATION			
Mercredi, le 4 Septembre	Intro au syllabus et Study Guide. Bonjour. Présentations			
Vendredi le 6 Septembre	Street French I <b>SF1 : Leçon 1 – Il flotte encore</b>			Read thoroughly the <b>Study Guide &amp; Tips</b>
Lundi le 9 Septembre	<b>Exercices Pratiques de la semaine</b>			pp. 11-12 ; 14-16
Le Mercredi, le 11 Septembre	<b>SF1 : Leçon 2 – Quel Boui-Boui !</b>	<b>QUIZ # 1 (Vocab SF I = Leçon 1)</b>		
Vendredi, le 13 Septembre	<b>Exercices Pratiques de la semaine</b>			pp. 34-36 ; 40-42

<b>DATE</b>	<b>CLASS ACTIVITIES (in class)</b>	<b>STUDY (at home)</b>	<b>READ (in Text Book)</b>	<b>HOMEWORK In Work Book (WB)</b>
Lundi, le 16 Septembre	SF1 : Leçon 3 – On a pique ma téloche !	QUIZ # 2		
Mercredi, le 18 Septembre	SF1 : Leçon 4 – La Joie d'être Bouchon	QUIZ # 3		pp. 56-58 – 60-63
Vendredi, le 20 Septembre	Exercices Pratiques de la semaine			pp. 77-79 – 83-84
Lundi, le 23 Septembre	SF1 : Leçon 5 – La Grande Boum	QUIZ # 4		
Mercredi, le 25 Septembre	SF1 : Leçon 6 – Le Chouchou du prof !	QUIZ # 5		pp. 99-101 ; 103- 104
Vendredi, le 27 Septembre	Exercices Pratiques de la semaine			pp. 106-110
Lundi, le 30 Septembre	SF1 : Leçon 7 – La Vie de Cossard	QUIZ # 6		pp. 125-127 ; 129- 130
Mercredi, le 2 Octobre	SF1 : Leçon 8 – Dans le Zinc	QUIZ # 7		pp. 144-146
Vendredi, le 4 Octobre	Exercices Pratiques de la semaine			pp. 148-151

<b>DATE</b>	<b>CLASS ACTIVITIES (in class)</b>	<b>STUDY (at home)</b>	<b>READ (in Text Book)</b>	<b>HOMEWORK In Work Book (WB)</b>
Lundi, le 7 Octobre	SF1 : Leçon 9 – Un coup de fil	QUIZ # 8		pp. 164-166
Mercredi, le 9 Octobre	SF1 : Leçon 10 – J'ai la crève !	QUIZ # 9		pp. 181-184 – 186-187
Vendredi, le 11 Octobre	Exercices Pratiques de la semaine			pp. 198-200 ; 204
Lundi, le 14 Octobre	The Omission of The Possessive Adjective	QUIZ # 10		pp. 204-206 ; 209- 210
Mercredi, le 16 Octobre	<b>MID-TERM EXAM</b>			
Vendredi, le 18 Octobre	SF2 : Leçon 1 – Qu'est-ce qu'il chante la ?			

<b>DATE</b>	<b>CLASS ACTIVITIES (in class)</b>	<b>STUDY (at home)</b>	<b>READ (in Text Book)</b>	<b>HOMEWORK In Work Book (WB)</b>
Lundi, le 21 Octobre	<b>SF2 : Leçon 2 – Nancy est une vraie fée du logis</b>	QUIZ # 11		pp. 16-19 ; 21-26
Mercredi, le 23 Octobre	<b>SF2 : Leçon 3 – Georges semble avoir le cafard</b>	QUIZ # 12		pp. 41-43 ; 46
Vendredi, le 25 Octobre	<b>FALL BREAK</b>			
Lundi, le 28 Octobre	<b>SF2 : Leçon 4 – Il est rond comme une bille</b>	QUIZ # 13		pp. 59-62 ; 67-68
Mercredi, le 30 Octobre	<b>SF2 : Leçon 5 – Elle est laide à pleurer !</b>	QUIZ # 14		pp. 82-85 ; 90
Vendredi, le 1 Novembre	<b>Exercices Pratiques de la semaine</b>			
Lundi, le 4 Novembre	<b>SF2 : Leçon 6 – On n'apprend pas à un vieux singe à faire des grimaces !</b>	QUIZ # 15		pp. 102-104 ; 115-122
Mercredi, le 6 Novembre	<b>SF2 : Leçon 7 – Elle file un mauvais coton</b>	QUIZ # 16		pp. 135-137 ; 143
Vendredi, le 8 Novembre	<b>Exercices Pratiques de la semaine</b>			

<b>DATE</b>	<b>CLASS ACTIVITIES (in class)</b>	<b>STUDY (at home)</b>	<b>READ (in Text Book)</b>	<b>HOMEWORK In Work Book (WB)</b>
Lundi, le 11 Novembre	<b>SF2 : Leçon 8 – Je pète les plombs !</b>	QUIZ # 17		pp. 157-161 ; 168-69
Mercredi, le 13 Novembre	<b>SF2 : Leçon 9 – J'en ai gros sur la patate !</b>	QUIZ # 18		pp. 183-186 ; 191
Vendredi, le 15 Novembre	<b>Exercices Pratiques de la semaine</b>			
Lundi, le 18 Novembre	Le Langage Verlan			pp. 194-196
Mercredi, le 20 Novembre	<b>SF2 : Leçon 10 – Elle est enceinte jusqu'aux dents !</b>	QUIZ # 19		pp. 208-212
Vendredi, le 22 Novembre	<b>Exercices Pratiques de la semaine</b>			
	<b>Slang Affection</b>			pp. 215-219
Lundi, le 25 Novembre	Gesture : 238-244	Quiz # 20		pp.234-237
Mercredi, le 27 Novembre	<b>THANKS</b>	<b>GIVING</b>		
Vendredi, le 29 Novembre	<b>THANKS</b>	<b>GIVING</b>		

<b>DATE</b>	<b>CLASS ACTIVITIES (in class)</b>	<b>STUDY (at home)</b>	<b>READ (in Text Book)</b>	<b>HOMEWORK In Work Book (WB)</b>
Lundi, le 2 Décembre	French Idioms : Section 1 : Corps			
Mercredi, le 4 Décembre	French Idioms : Section 2 : Betes	Quiz 21		
Vendredi, le 6 Décembre	<b>Exercices Pratiques de la semaine</b>			

Lundi, le 9 Décembre	French Idioms : Section 3 : Nature	Quiz 22		
Mercredi, le 11 Décembre	French Idioms : Section 4 : Quotidien	Quizz 23		
Vendredi, le 13 Décembre	REVISIONS	Quizz 24		
Du 16 -20 Décembre	<b>FINAL EXAM</b> Check official schedule for exact date and hour.			