



## CIEE Toulouse, France

<b>Course name:</b>	French Beginning I
<b>Course Number:</b>	FRENCH 1001 TOFR
<b>Program offering Course:</b>	Toulouse Business and Culture
<b>Language of instruction:</b>	French
<b>US semester Credits:</b>	4
<b>Contact Hours:</b>	60 contact hours per session
<b>Term:</b>	Fall 2019

### Course Description

The beginning French I course exposes the learner for acquiring functional French language knowledge used in daily interactions. The course covers the needed grammar including present tense, basic past/future tense, interrogation, negation and some useful prepositions. In addition, the course helps students to learn speech acts essential to daily life (like speaking about oneself, asking for information and asking/giving information about places and localization).

### Learning Objectives

By the end of the course students should be able to understand some simple face-to-face conversations on practical issues as well as deal with practical everyday interactions using words and language frames learned in class.

### Course Prerequisites

None

### Methods of Instruction

Instruction will be supported by a mix of authentic and secondary materials, including films, ads, songs, daily documents and student's feedback on language used in Toulouse. The course will rely on interactions and role plays as well as outdoor activities such as market visit or "Treasure hunts" on specific subjects.

### Assessment and Final Grade

- I. 1 midterm (25%)
- II. 1 final exam (25%)
- III. Class presentation 1(10%)
- IV. Class presentation 2 (10%)
- V. Class participation (30%)

### Course Requirements

- I. Mid-term exam 25%
  1. Listening comprehension (25%): listening to the recording 3 times to answer → MCQ, true or false, short answers to open questions, item lists, etc.
  2. Grammar (30%): forming short sentences from dialogues, filling in blanks in short texts,



- conjugating given verbs, etc.
3. Reading comprehension (20%): answering short sentences to open questions about a given text (about 25 lines), explaining/listing lexicon, etc.
  4. Writing (25%): writing a 15 lines-long paragraph (description, memory, letter to a family member, etc.) about a subject from the syllabus → emphasis on grammatical aspects, syntax and lexicon.
- II. Final exam 25%
1. Listening comprehension (20%): listening to the recording 3 times to answer → MCQ, true or false, short answers to open questions, item lists, etc.
  2. Grammar (20%): forming short sentences from dialogues, filling in blanks in short texts, conjugating given verbs, etc.
  3. Reading comprehension (20%): answering short sentences to open questions about a given text (about 25 lines), explaining/listing lexicon, etc.
  4. Writing (20%): writing a 15-line-long paragraph (description, memory, letter to a family member, dialogue, etc.) about a subject from the syllabus → focus on grammatical points, syntax and lexicon.
  5. Interview and interaction (20%):
    - 1) One-to-one interview with the teacher, answering questions about oneself and introducing aspects from one's life.
    - 2) With a partner, imagining an interaction from a given situation developed in class → focus on syntax, lexicon, clearness of speech, attitude and posture, use of language level, politeness.
- III. Class presentation 1 10%
- Oral presentations based on a subject chosen by the student → news event, book or comic, film, etc.
- Synthetic description
  - Context
  - Personal response to support or media
- The student writes the presentation beforehand, the teacher corrects it and give it back so that the student can work on their presentation skills (no memorization) → 5-minute-long presentation.
- IV. Class presentation 2 10%
- Oral presentations based on a subject chosen by the student → news event, book or comic, film, etc.
- Synthetic description
  - Context
  - Personal response to support or media
- The student writes the presentation beforehand, the teacher corrects it and give it back so that the student can work on their presentation skills (no memorization) → 5-minute-long presentation.
- V. Class participation 30%



Regular participation during the class, attendance and punctuality are essential.

### **Attendance**

Regular class attendance is **required throughout the program**. Students must notify Center Director and instructor beforehand if they will miss class for any reason. Students are responsible for any materials covered in class in their absence. Students who miss class for medical reasons must inform the instructor and the Center Director and provide appropriate documentation. An absence in a CIEE course will only be considered excused if:

- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- evidence is provided of a family emergency

Attendance policies also apply to any required co-curricular class excursion or event. Students who miss class for personal travel will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Persistent absenteeism (students exceeding 10% of total course hours missed, or violations of the attendance policies in more than one class) will lead to a written warning from the Center Director, notification to the student's home school, and/or dismissal from the program in addition to reduction in class grade(s). Students with unexcused absences exceeding 20% of the total course hours will fail the course.

Late papers will be marked down 5% after the first day and 1% every day afterwards

Being late is disruptive to the entire class and will negatively affect a student's participation grade. Being 10 minutes late just once is still disruptive but can happen to all. Being late more than once, however, will have consequences for the student's participation grade. Students arriving more than ten minutes late to the class will be considered absent for the session.

### **Weekly Schedule**

Week 1

#### **1.1**

##### **Course Introduction. Introducing oneself.**

- Introducing myself to someone.
- Spelling
- Counting

Assignment: Writing a dialogue between two people meeting for the first time.

#### **1.2 Language frames for classroom. Greeting peers**

- Greeting and leaving people in a polite way
- Communicating in class.



Assignment: Writing a greeting dialogue and a departing one

Week 2

### 2.1

#### **Asking for identity information.**

- Asking questions about identity, nationality
- Answering a few questions about oneself (name, nationality, age ...)

Assignment: writing a one paragraph description about a family member

### 2.2

#### **Speaking about time and countries**

- Asking for/giving hour.
- Describing countries/cities you dream to see.
- Counting.

Assignment: Interviewing someone from one's host family and writing about them and their dream destination.

Week 3

### 3.1

#### **Speaking about family and relationships**

- Indicating relationships
- Describing one's host family.

Assignment: prepare a simplified family tree (natural parents or host family) to present to the class

### 3.2

#### **introducing someone**

- Family Tree
- Asking for / giving information about relatives.
- Indicating possession.

Assignment: Writing a paragraph to describe two family members (moral and physical portrait).

Week 4

### 4.1

#### **Speaking about the familiar environment: pets and home.**

- Identifying rooms in a house/apartment.
- Describing a room (size, function).



Assignment: Preparing a presentation of one's pet(s), host family's pet(s) or one's favorite animal(s) and talking about them to the class.

4.2

**Speaking about the familiar environment: pets and home. (continued)**

- Speaking about the apartment/house/pet of the host family
- Asking for / giving information about a place or an animal.

Assignment: Drawing a floor map of one's home in the US or in France to present to the rest of the class

Week 5

5.1

**Asking for / understanding of information in shops or online.**

- Using/understanding usual courtesy phrases.
- Identifying and describing an object.
- Asking for information about objects.

Assignment: Prepare Class presentation 1

5.2

**Class Presentations 1**

Assignment: None

Week 6

6.1

**Expressing and explaining tastes and preferences**

- Expressing likes/dislikes.
- Expressing and explaining preferences.

Assignment: Completing the "activities and likes/dislikes" section of social network profile

6.2

**Speaking about sports and cultural activities**

- Describing sports and sport events
- Describing cultural activities and events

Assignment: Creating a brochure about activities to do in Toulouse.

Week 7

7.1



**Expressing willingness. Speaking about work. Using modal verbs in speeches.**

- Identifying skills
- Expressing obligation.

Assignment: Writing about one's past job and explaining one's position, rules and duties.

7.2

**Expressing willingness. Speaking about work. Using modal verbs in speeches. (Continued)**

- Giving advices.
- Asking for/giving/refusing permissions.
- Expressing abilities.

Assignment: Writing about one's past job (not realistic) and explaining one's choice and motivation

Week 8

8.1

**Midterm Review**

8.2

**Midterm**

Week 9

9.1

**Orienting oneself, speaking of public places, localizing.**

- Asking for/understanding directions itineraries.
- Describing / identifying itineraries
- Finding ways on Toulouse map.

Assignment: field trip to ask passersby for directions to locations set by the teacher.

9.2

**Planning/recounting vacations.**

- Planning holidays.
- Asking for/understanding information about hotel
- Making a booking.

Assignment: fill out an online hotel booking form in French

Week 10

10.1

**Expressing recent past and near future events.**

- Describing past holidays



- Describing next week-end planned activities

Assignment: Writing a letter to expose your plans for your next vacation using near future (destination, context, activities, etc.)

10.2

**Preparation and visit of Toulouse market, speaking about food and needs.**

- Expressing/understanding quantities.
- Expressing/understanding needs.
- Understanding a menu to order in a restaurant.

Assignment: Writing a dialogue reflecting the interaction between oneself and a market/supermarket vendor (asking for information on products, prices, etc.).

Week 11

11.1

**Field trip: Toulouse market, assigned activities onsite**

Assignment: Prepare Class presentation 2

11.2

**Class Presentations 2**

Assignment: None

Week 12

12.1

**Cultural differences and comparisons.**

- Comparing.
- Expressing differences.
- Relating experiences.

Assignment: write a one-page cultural comparison observation based on your experience in France

12.2

**Habits and daily routines.**

- Expressing daily routines.
- Asking for/giving information about schedule.
- Identifying days, dates, seasons.

Assignment: Drawing a comics page on one's morning/evening routine.



## Week 13

### 13.1

**Going out. Describing places you like to go around the city.**

**Suggesting activities.**

- Describing familiar places in the host city.
- Making suggestions.

Assignment: Writing a page on one's travel journal about one's favorite place in Toulouse and include a personal picture. Presenting it to the class.

### 13.2

**Going out. Describing places you like to go around the city.**

**Suggesting activities. (continued)**

- Accepting or refusing suggestions.
- Remembering

Assignment: How will you describe your stay in Toulouse to your friends/family when back in the US? Write a one-page description of your most representative experiences.

## Week 14

### 14.1

**Final exam review**

### 14.2

**Final exam review (continued)**

## Week 15

**Final exam**

## Course Materials

### ***Readings and viewings***

- Braud Céline, Calvez Aurélien, *Edito 1* Niveau A1, Didier Editors, 2016.
- Cocton, Marie-Noëlle ; Dupleix Dorothée ; Heu-Boulaht Elodie, Kasazian Emili, Ripaud Delphine, *Saison 1*, Didier Editors, 2017.
- Verne, Jules. *Cinq semaines en ballon*. Lectures CLE en français facile Niveau 1/A1, 2ème édition, Livre + CD, 2016
- Various audio and visual supports from the following websites : <https://www.youtube.com/>, <http://apprendre.tv5monde.com/en>, <https://leszexpertsfle.com/>, <https://www.leplaisirdapprendre.com/activites-en-ligne/>, <https://www.lepointdufle.net/>,





<https://www.francaisfacile.com/>, <https://www.espacefrancais.com/exercices-questionnaires-et-jeux/>